

# Education for All: Methodology of Quality at Imam Sadr Foundation

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## **Abstract**

*Quality education is the key to progress. This apparent postulate undermines arguments as to the philosophy, content and methods of education. Some consider education policies in the Arab and Muslim worlds as falling short of providing adequate conditions to induce real development. They further point that people still suffer from the burdens of wars and poverty, as well as unemployment and migration. Moreover, illiteracy rates are on the rise in some countries, and knowledge productions and investments in R&D remain at very rudimentary levels.*

*Amidst this bleak picture, hope emerges in a few places: increase in school enrolment, reduction in gender gap, incubators of potentials and talents. Yet we have a long path to drive the society towards progress, and to provide education to all. Since quality has become a non-debatable demand, the central issue is its accessibility to all, as opposed to only elites. Not only does the delay in tackling this priority increase the gap between the North and the South, it also aggravates social differences and adds to local tensions.*

*This paper makes reference to the researches on the topic, and illustrates a holistic approach through a real life experience of one NGO acting in South Lebanon.*

Key words: Care, Conflict, Empowerment, Rehabilitation, Trauma Healing

## The Concept

As 2015 is approaching, and with it the milestone to achieve the Millennium Development Goals, periodical reports reveal that most countries remain far from such achievement. In fact, the situation is bound to deteriorate with the rising fuel prices, prevailing food crisis, worsening environmental conditions and ongoing conflicts. One of the goals addresses achieving universal primary education, which facilitates realising the remaining goals, especially those related to health and poverty. In fact, educational attainment presumably plays a significant role in improving job opportunities and thus income; however, indicators show that these are not necessarily concurrent; no positive impact on poverty eradication was noted. In this respect, it is important to tackle the issue of quality education, as well as its role in instigating economic growth and social progress towards equity and world peace.

Education is a complex process that falls under various social, cultural and political realms; hence reaching one common definition of its quality is difficult. Some definitions include excellence, value, adequacy, and reaching or surpassing customer expectations. In ISO 8402 it was defined as *“the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs”*. Most entities concerned with quality of education agree on incorporating the following two dimensions that intersect with most philosophies and curricula:

- Improving cognitive skills of pupils to allow them to reach their fullest potential
- Nurturing stances and values central for responsible citizenship

Although these dimensions represent the substance of quality education, the critical issue remains inclusion in terms of providing equal education opportunities to all individuals irrespective of their race, colour, sex, or social and ideological backgrounds. This implies that any bias contradicts with the essence of quality, as it undermines the main principles of human rights and development, thus threatening social stability and world peace as shown in the following sections. Based on this, our definition of quality education is **‘building cognitive skills and positive values that are aimed at expanding opportunities for a dignified life for all.’** This definition positions education as a means for realising the noble goals of equity, peace and affluence. It also makes use of skills and connections to maintain human health and safety, as well as secure freedom and other human rights.

This definition clearly focuses on educational outcomes, as well as the impact of education on preparing citizens that are capable of learning in order to become independent and inter-dependent. This implies positive interaction with the current rapidly changing world, unlike earlier periods that witnessed

relative stability of organisational hierarchy, informational and procedural routes, and routine performance at the level of production lines. At present, there are unpredictable developments that can be well prepared for by building promptness to respond to unexpected situations. This definition intersects with several concepts of total quality (human satisfaction, lifelong learning and continuous improvement). However, it is prudent to associate education outcomes with TQI (total quality improvement) or TQM (total quality management) strategies, which are meant to reduce production costs and improve efficiency. In fact, it is inappropriate to equate education processes to those of raw material and final goods.

At the core of education are human beings. The subject matter is thus sensitive to changes, holds various characteristics and undergoes considerable disparities. The challenge does not lie in merely expanding the number of students, rather education should be provided to all students. Besides, it is not sufficient to give special attention selectively to certain gifted students.

In its third 'Education for All' (EFA) report, UNESCO defined six goals that yield the development model used to assess the extent to which countries commit to the EFA concept. The goals are: (i) early childhood care and education, (ii) youth and adults education, (iii) gender equality, (iv) universal primary education, (v) literacy, and (vi) quality of education. The report showed that countries that fell short of achieving the first five goals actually failed to realise quality education. The latter is measured through several indicators, mainly: public expenditure on education as percentage of total budget, pupil-teacher ratio, qualifications of teachers, and number of yearly teaching hours. The framework for action, as per the latest UN conference on education (Dakar, 2000), stresses that realising quality is the major condition for ensuring EFA. Besides, each student's right to education has to be secured, especially at the level of literacy, numeracy and life skills.

This paper focuses on the concepts of education for all and quality education. The former is illustrated through examining Imam Sadr Foundation's (ISF) approach to providing education to certain social strata, namely the disadvantaged. The latter is tackled through exploring quality education strategies that help these segments become independent and socially-included. In order to convey the whole picture, it is important to illustrate the demographic and social situation of South Lebanon, with its complicated specificities. This situation will be introduced using the analytical tool presented below.

### **Analytical Tool**

The UNESCO report proposes a model that draws on the fundamentals of the System Theory and strengthens it through various factors in order to cover all aspects of education. This model considers that learners' characteristics are the main issue, as students bear their diversity into the classroom. These

characteristics might be innate or acquired due to several spiritual, cultural and social factors, and involve capacity, personality and preparedness, as well as some disabilities that vary from one individual to the other.

Two types of inputs shape education. The first is tangible and addresses equipment, educational materials and personnel. The second deals with institutional culture such as decision-making mechanisms, follow-up and accountability. Education in itself, in terms of what takes place inside the classroom and school, can be measured through a set of indicators mainly learning time, pupil-teacher ratio, incentives, impact-assessment instruments, curricula and teaching methods. These inputs, like others, are subject to several external factors, primarily support infrastructure (e.g. transportation means), educational knowledge, competitiveness of the teaching profession on the labour market, centrally-adopted education policies and national governance.

At the level of outputs, quality can be expressed in terms of educational attainment (literacy, numeracy and life skills), emotional and innovation capacities, acquired values and social returns. These in turn are subject to external factors, mainly national standards, public expectations, demand in the labour market and globalisation.

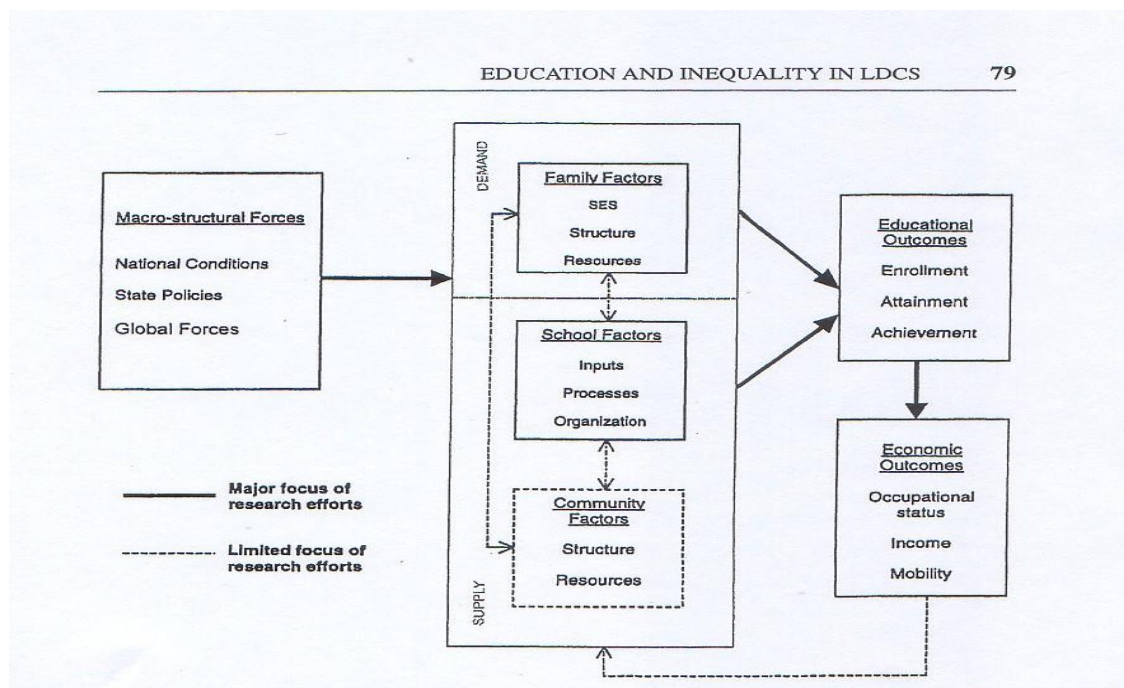


Figure 1. Research on education and stratification in developing countries

A similar model was proposed by Claudia Buchmann and Emily Hannum after an exhaustive review of studies on education and stratification in developing countries. The researchers noted that some fields were not comprehensively studied, such as the effect of community factors on education. They concluded a fundamental connection between family background and educational attainment, as well as the importance of education in identifying occupational status and its impact on social mobility.

As per both models, the following depiction of the impact of conflicts on the socio-economic circumstances of ISF's students is deemed appropriate in order to understand the full picture. It covers the recent historical context that has profoundly shaped students' characteristics and expectations.

### **Impact of Conflict in South Lebanon**

South Lebanon has witnessed instability since the 1970s. Unlike other Lebanese regions, villages of the South did not take part in grave internal conflicts during the civil war. In addition, the region did not experience religion-based forced migration. In the contrary, the South was known by its social mobility and growing integration within the Lebanese State upon its golden times in the sixties of the last century. Its natural resources include huge water resource (which are subjected to weak water management); agricultural land and a pleasant climate that allow planting unique crops; and natural, cultural and sentimental factors that attract expatriates and tourists (mainly Arabs). The human resources are the youth with various skills, and comprise many rich expatriates that maintain connections with the region and are ready to re invest in their motherland whenever feasible.

However, the South has known a great number of Israeli attacks. This left profound damages, especially at the human and social levels, a fact that hindered development over the past four decades.

Impacts can be broadly stated as follows:

- Deterioration of per capita income (to less than 50% as compared to the 1960s, in terms of fixed prices)
- Complete dissolution of the middle class
- Brain-drain and internal redistribution of residents (e.g. transformation of the demographic structure in Tyre)
- Increase of impoverishment and social exclusion, giving way to vulnerable groups (orphans, widows, people with disabilities, former detainees, working children, etc.)
- Rise of war-related economic activities, both explicit and disguised. These activities are subject to sudden interruptions following war-related developments
- Weakening of social safety nets, and strengthening of patriarchal patterns (the family remains the most effective safety net)
- Worsening of public service quality, effectiveness and impact

- Rise of dependency and clientalism (affiliation with influential and donating entities)
- Deterioration of environmental conditions due to aggressions (cluster bombs and mines) and migration (internal and external).

These intermittent wars, added to economic instability, have made life hard for the majority of the population of South Lebanon. While many of the children are not technically orphans, they are certainly underprivileged, as many have been abandoned by at least one parent or lack the necessary means to enjoy a decent life. It is worth mentioning that the July 2006 war aggravated the situation, which was already stigmatised by a full spectrum of needs, including recurrent crisis and traumas. Aggression stems from the desire to inflict one's pain on others and from dramatic changes in the family, such as death, illness, separation, displacement, homelessness, severe poverty, child abuse and neglect.

It was found that mental disorders prevail among those who suffer from poverty, childhood adversity, social exclusion and inequality. Common features of many students and their families are:

- dependency and tendency to abandon parental obligations
- doubtful parenting skills, including illiteracy and signs of inferiority towards caretakers and teachers
- high rate of malfunctioning families due to separation, violence and divorce
- disagreement between young girls and their parents on many aspects of the girls' futures and options
- severe financial problems, aggravated by a lack of employment opportunities

Comprehensive approaches are deemed necessary to respond to the multi-faceted needs of the students, in order to interrupt this cycle of poverty, childhood adversity, social exclusion and inequality that many children endure as a result of the psychological effects decennia of war.

### **Case Study: Imam Sadr Foundation**

ISF has decades of experience with residents in the areas of operations. As a result, ISF perceives that achieving significant educational results is contingent upon a sensitive formula that balances its vision as an educational institution seeking positive change with dynamic local and non-local demands. In fact, missions expand when local communities find their constituency in need of services and education without having the capacity

to attend to these needs. This leaves schools with larger burdens in terms of playing multi-fold roles in order to achieve the aspired results.

### **ISF's role as a family**

It can be said that most residents of South Lebanon have witnessed aggression at some point in time. ISF's area of operations covers the 10% of Lebanon's surface that was occupied for 25 years, and another neighbouring 10% that endured occupation or military operations. The age of the foundation's target population ranges between 3 and 30 years, and most beneficiaries are girls and young females. These groups are most vulnerable to violence, keeping in mind that the rate of deprivation in South Lebanon is the highest on a national basis.

There are currently 1440 students in ISF's cultural complex in Tyre, and thousands of visitors to the health and social centres. The Foundation's core activity is to provide care to girl-orphans, who are received at the age of five and supported until university graduation. These beneficiaries are ensured food, health, cultural and social provisions, including possibly marriage and job arrangements. These obligations required establishing a set of associated facilities, such as transportation, refectories, dispensaries and vocational training centres. Those interested in reading more about these utilities can access ISF's website on [www.imamsadrfoundation.org](http://www.imamsadrfoundation.org).

With the retraction of military operations and the spread of charitable organisations, at first a drop in the number of orphan girls in need of such services was noted. However, deteriorating living conditions coupled with educational burdens raised parents' insistence to keep their children at the Foundation. This explains the elevated share of social cases (i.e. non-orphans) out of the total female beneficiaries, which now reaches 46%. This figure was notably lower, only 2%, when the orphanage was founded in 1977.

Most orphaned girls somehow recognise that their presence at institutions is a fact of life due to a lack of options in the absence of parents. This allows them to accept their situation and integrate socially with a limited feeling of deprivation. Conversely, girls coming from poor families or victims of harassment are always aware that their families are out there, however far away they are practically. This group faces more problems at the levels of adaptation, attainment and integration.

Despite great efforts, several factors indicate states of worry and depression in some beneficiaries, when guilt drives them to endure for their own and their families' sake. Besides, some witness symptoms of bitterness towards parents, school, society and even themselves in certain cases. It should be noted that the family background of most beneficiaries makes it impossible for these children to be raised at home.

The project develops towards providing care to girls while they remain with their families whenever possible. The main idea is to send girls back to their

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

### **ISF's role in psycho-social support**

Since its establishment 45 years ago, the Foundation has provided services to tens of thousands of beneficiaries, each of whom has endured violence at some point in time. In fact, many were subject to one or more types of violence such as domestic, in the media, at school, on the street, bombing, murder and forced displacement.

The ability of the targeted individuals to come to terms with their situation remains tough, as these girls never committed a crime that justifies their painful situation. In fact, forgiving is unfair as "executioners" are anonymous or made anonymous. Girls grow up to realise that they are in the wrong place (away from their families), which leads them to ask unanswerable questions such as "why me?", "who brought me here?", "where am I going?"

Preparation strategies can be clustered under two main headers. The first addresses adults' economic and psychological empowerment that aims to reduce pressure, protect them from avidity and helps them raise their children well. This is realised through professional training, recruitment and placement projects; empowerment, capacity building and awareness on women's rights projects. The second is related to psychological interventions that are aimed at personal stability and preparation for secure dialogue. This effort starts with procedures that help absorb the shock, confess grief, recognise identity and respect oneself. Moral and religious education plays a significant role at this level as it brings tranquillity, tolerance, mercy and healing. Confronting and admitting oneself and others is key in this regard, in terms of admitting one's mistakes and forgiving others in order to reach compromises that restore relationships and establish a culture of peace.

In addition to the mentioned strategy of providing care for girls while at home, ISF adopts integration strategies to help them face several challenges. The policy is based on admitting students from well-off families in return for flexible fees in accordance with each household's capability. This yields various results, mainly social dialogue at an early stage in childhood, which contributes to filling the gap between well-off and poor children. Another accomplishment was expanding the circle of education-funding partners, which resulted in better equipment, greater capacities of the staff and thus better quality and outcomes.



### **ISF's role in specialised services**

The Special Education section has been started to respond to the special and additional needs of a growing stratum of pupils, whose ratio is estimated to vary between 7% and 12% depending on the adopted criteria.

The students were grouped in seven classrooms for classical academic teaching, whereas the special needs **diagnostic** categorised them as follows: learning retardation, psychomotor handicap, speech difficulties and disorders, and epilepsy. Each of these students has an individual file and diagnostic description. These files represent the output of a combination of efforts including reports generated by the Ministry of Social Affairs and the International School for Special Needs.

The following five components are adopted as a **Plan of Action**:

- a- Occupational therapy
- b- Physiotherapy exercises
- c- Speech therapy, which dealt with 36 students over 674 sessions
- d- Music component, in close cooperation with foreign teams that visit ISF five times per year: in 2007, they recorded 16 working days during which they trained, oriented and expanded the scope to include pupils and teachers of the Elementary School and the Kindergarten.
- e- Academic curriculum

### **ISF's role as a traditional school**

The UNESCO report specified certain criteria that ensure interaction between teachers and pupils, and thus effective education. Following are the most important criteria:

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

8. Effective leadership, including coordinators, administrators and counselling staff

Numerical indicators showed that all ISF's education departments conform to the main criteria of quality at the level of educational inputs, as per the table below.

*Table 1: ISF departments' conformity to main criteria of quality*

<b>Department</b>	<b># of students in one classroom</b>	<b># of annual teaching hours</b>	<b>pupil-teacher ratio</b>
Kindergarten	26	1,000	1:15
Elementary education	24	1,200	1:15
Persons with special needs	12	1,000	1:05
Nursing	13	1,365	Contracted
Fast-track vocational training	27	900	Contracted
Social animation	28	1,100	Contracted

Since 2002, the minimum requirement for recruiting education staff has been a university degree. Back then, employees were given a grace period of seven years to acquire this degree, currently only eight teachers are still to graduate. Priority is given to skilled individuals, knowing that all staff members are regularly engaged in training that is mainly provided within the Foundation. Last year, every teacher in the kindergarten, elementary and special education section received respectively 36, 52, and 66 hours of training. The average yearly earnings of teachers reached US\$ 9,600, where the national per capita income was US\$ 5,440. The ratio of teacher's income/GDP per capita is around 1.5 in developed countries, and around 3.0 in least developed countries where per capita GDP is less than 2000 \$ (UNESCO Report). At another level, on average 20 applications were submitted for each vacancy in the education department during May and June 2008.

For the sake of this paper, education departments at ISF were asked to orient their annual evaluation in a manner that measures quality and identifies possible areas of improvement. The process was multi-staged to include a brief desk study to examine related literature and a survey of 145 indicators categorised into seven criteria. The survey addressed most educational staff members, and was further supported by representative focus groups with students' parents. The following table summarises the responses.

Table 2: Indicators of Educational Inputs

Criteria and Indices	Areas that can be improved
<b>1<sup>st</sup> Criteria: Vision and Mission</b>	
A document clearly states the vision of the school and its mission. Many concerned parties contributed to it based on existing studies and their own research.	15% of the workers need to better understand the school's vision and mission.
<b>2<sup>nd</sup> Criteria: Interaction with the external environment</b>	
Political Indices: The school bears an independent national identity, secures a positive environment that strengthens the concept of citizenship, and admits students and workers of all political views.	
Economic Indices: Most respondents confirmed that the school takes into consideration the economic situation of parents when defining fees and deciding on the required material for students.	
Physiological Indices: The school is located in a healthy environment, suitable for education and at proximity to service centres. No factories and waste dumps are in the vicinity.	
Social Indices: The school attempts to socially integrate students in their environment. However, responses register lower levels regarding the influence on parents' views of their children and the way they raise them.	More effort should be exerted with the parents to empower them and activate their participation in the social life in schools and in the local community.
Technological Indices: Most respondents feel that the school keeps pace with technological advancements and provides technological tools in the classroom.	33% of the respondents rate their chances of access to the information network as insufficient. Furthermore, 17% of respondents considered the School Information Management System as inefficient.
<b>3<sup>rd</sup> Criteria: Internal Environment</b>	
The team noted that the school enjoys defined positions and job description that clearly show the work relationships among individuals within clear business processes.	50% of respondents noted a weakness in the relationship between the school administrative structure and the general structure of the Foundation.
Results showed a discrepancy in the assessment of the administration leadership efficiency; yet there was a consensus on the existence of general discipline, and on the use of democratic means and debate while providing students and workers with opportunities for self-management and development of emerging leaders.	35% of respondents stated that they do not feel employment stability and are not satisfied with their level of participation in decision-making and work delegation.
Support of Positive Values and Development of Ethics Indices: The school is strict about hygiene practices and develops its premises in accordance to environmental and aesthetic considerations. An atmosphere of mutual respect and coordination, which favours accomplishment and productivity,	10% of respondents do not abide by periodic self-assessments

reigns. Furthermore, workers are disciplined and enjoy a sense of responsibility in their care for students.	
90% of respondents considered that the current equipment is adequate for education, due to availability in all school facilities and adequacy with teaching methods. They also abide by safety conditions.	10% of respondents expressed reservation about equipment sufficiency and development sustainability.
Indices of Support from Administrative Departments in the Foundation: Approved by 87% of the team.	
<b>4<sup>th</sup> Criteria: Curricula</b>	
The team considers the general and specific goals of the curricula to be effective and feasible, as they relate to pupils' knowledge and their normal growth characteristics. They further keep pace with progress at the level of the multitude of sources.	
The team considers book contents as effective and appropriate for learning. They match growth characteristics and the school's mission, as well as connect to the environment and to reality. Furthermore, they are in line with the goals of education subjects and provide pupil-focused activities. They also take into consideration individual differences and provide complementarity of all subjects.	Some consider books' volumes unsuitable for students' ages and thus see a need for revision of the books used..
Adopted teaching methods are various; they develop students' autonomy as they revolve around them and stimulate their creative thinking. In addition, educational activities are adequate for the students' time and develop various aspects of their personalities.	
According to the survey, the team considers that assessment methods are efficient and contribute to students' learning, as they are varied, enjoy credibility and objectivity, and rely on quantitative accumulation. They are used to make short-term and long-term decisions.	20% of respondents consider that the assessment methods do not accurately take into consideration the individual differences among students. They thus need improvement.
<b>5<sup>th</sup> Criteria: Interaction with Partners</b>	
The goals and mechanisms of communication are clear for the team. In addition, parents/custodians participate in setting realistic expectations from students and are encouraged to constantly communicate with the school to follow up on their children's conduct and academic situation.	The school needs to further activate parents' participation and clarify the mechanisms of communication with the school, in addition to finding suitable awareness programs and encouraging parents to present their suggestions in order to enhance the school program.
Parents are clearly informed of the relationship between the school and the care department, and the mechanisms of communication between them. The care department provides the school with	The care department could contribute more effectively to setting realistic expectations of students' performances. 23% of respondents stressed the need to find common

necessary information on the social, cultural and health backgrounds of the students. The school encourages regular communication with the care department.	ground for teachers and care providers to agree on concepts and the achievement means (fluency, collaboration, participatory work, student-focused learning)
Most respondents were of the opinion that the school collaborates with the other educational and service departments in the Foundation.	19% of respondents are not satisfied with the level of contribution of the other departments to the school activities.
Index of collaboration of the school with partner bodies (international organisations, Ministry of Education, Ministry of Social Affairs, neighbouring schools, social care schools): According to the results, the school collaborates with partners through mechanisms that take root in ISF's vision and mission. It thus benefits from partners' services and attends to some of the local community needs.	Responses emphasise the importance of collaboration with neighbouring schools. 23% of respondents considered that the exchange of educational expertise needs improvement.
<b>6<sup>th</sup> Criteria: Continuous Improvement (Curricula, Human Resources, Equipments, School Work, etc.)</b>	
Workers' realisation of the importance of general assessment (self and external) and the participation of all school personnel, students and local community	57% of respondents are not satisfied with the level of participation of the local community in monitoring and guidance. Some answers (25%) revealed the need to activate external assessment.
School staff's realisation of the importance of accountability so as to accomplish the Foundation's vision and the school's mission: most team members are aware of the availability of self-assessment forms for all school performances. They also prepare periodic individual and team reports.	
Majority of respondents are involved in gathering and analysing data to plan and prepare development programs through various methods	22% of respondents considered that the school needs additional efforts to achieve international standards for quality and academic accreditation.
<b>7<sup>th</sup> Criteria: Impact</b>	
Students adhere to the social values of mutual respect and collaboration, and abide by honesty and public law. They also feel their autonomy, are ready to take on responsibility and enjoy self-confidence.	One-third of respondents consider that there is room for additional efforts in strengthening positive values among students.
Academic achievement is satisfactory for the majority of respondents. In fact, educational levels are on the rise, while failure and dropout-rates are falling. Focus is on developing students' capabilities and helping those who underachieve.	
Index of satisfaction of parents/custodians: Satisfaction is achieved, according to questionnaire and focus group responses. Parents convey the positive image of the school in its neighbourhood.	17% of respondents consider that collaboration of parents and custodians needs improvement. The percentage reaches 28% at the level of graduates' parents.

Enrolment levels and satisfaction of surrounding schools about the academic background of alumni reflect the satisfaction of the local community.

## Conclusion

End-of-year evaluation grades are used to assess the educational achievements of the students. In the nursing and social animation departments, students sit for official nationwide exams. No failures were noted for any of the Foundation's students since the exams were first introduced, 15 years ago in the Nursing school and 3 years ago for the Social Animation curriculum. In fact, one of the top three students on a national level is usually an ISF student. In addition, pre-school graduates are admitted to all schools throughout the region with no admission assessment, owing to the reputation of the institute that prepared them during this critical period of their lives. Finally, achievement with students in the Special Education section is measured by their ability to be integrated in standard classes, while evaluation results in basic education varies according to cases.

Although this classical barometer is adequate to assess academic achievements in skills such as literacy and numeracy, many other achievements require different measuring tools.

The second clause of article 26 of the Human Rights Charter states that:

*"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."*

The "Program Goals" document, ratified by Imam Sadr Foundation on March 15, 2003 condenses its educational philosophy as follows:

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

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

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