

## **Association Najdeh**

### **Mother and Child Program**

#### **Activities Report January - December 2007**

---

##### **Introduction**

The armed clashes in NBC shifted Najdeh's priority towards emergency, relief and psychosocial support with the displaced. In the north the program was not able to finish its action plan as the clashes started in May and continued for four months leading to total destruction of the old camp including Najdeh's centers and the staff's houses and to displacement of all the refugees of the camp. In Baddawi Najdeh hosted NBC displaced refugees in its centers including the KG. In June, the summer activities in the north were replaced with psychosocial and entertainment activities with 500 children from NB & Baddawi camps providing them with safe place assisting them to overcoming the difficulties they were enduring. Those activities with 500 children were part of Najdeh's Psychosocial support program yet the Mother & Child and the Popular Education programs' staff joined efforts with the Psychosocial support program' staff in running those activities in the north.

The preparations for the 2007-2008 scholastic-year started in all the camps in September 2007 except in the north. In Shatila, Borj El Brajneh and Baddawi camps the number of registered children is above the plan as we accepted number of children belonging to displaced families from NBC who are living in those camps. In the north the preparations for the new scholastic year started in November 2007 as before that the program's staff were still assisting the Psychosocial-support program and we were still hosting displaced families in Baddawi KG. Najdeh was able to build an additional room beside the KG in Baddawi camp to receive the children from NBC in addition to those from Baddawi camp. In November we started working with 300 children there and were faced with several challenges such as the high number of children, the small rooms and other challenges relating the animators and volunteers and the concerns about the quality of services we would be providing for those 300 child. The program managed to run its activities in Baddawi KG in two shifts dividing the children into two groups in the morning receiving the 126 children (55 of Baddawi camp & 71 of NBC) and in the evening the remaining 137 children of NBC. More details will be provided in the mid annual and annual reports of 2008.

##### **Scholastic Year 2006-2007**

The scholastic year 2006/2007 started in September 2006 and as usual, the KGs animators faced several difficulties with some children who have problems. Most of these problems are indicators of trauma, domestic violence, negligence, etc. Those problems were solved through concentrated work of trained animators in coordination with the parents. The animators worked on encouraging those children by giving them ruling roles and tasks, and through story telling and puppet show, etc. Children who had problems became calmer after two to three months and their violent behavior decreased, at the same time they were integrated with others in collective work and games. On the other hand, parents were engaged in awareness raising workshops on issues such as early childhood, good parenting, and the role of KG, etc.

##### **Table 1: Types of problems and the progress during scholastic year 2006-2007**

Type of Problem	Children No.	Good Progress	Average Progress	No Progress
Pronunciation impeding	59	34	25	0
Aggressive/biting	29	13	8	8
Introversion/shyness/fear/un confidence	18	14	4	0
Slow understanding	18	7	10	1
Unable to hold pen	23	12	7	4
Stubborn	15	7	7	1
Bad words	8	3	1	3
Licking of thumb	1	1	0	0
Low concentration	10	3	5	2
Possessive	1	1	0	0
Coquetry	1	0	0	1
<b>Total</b>	<b>183</b>	<b>95(52%)</b>	<b>67(37%)</b>	<b>20(11%)</b>

### KGs Children' Socioeconomic Background

The scholastic year 2006/2007 that has started in September 2006 ended in 17 June 2007 with 500 children from 431 families in the 7 KGs, with 8 children above the planned number.

**Table 2: Scholastic Year 2006/2007: KGs children: Socio-economic background**

**No. = 500**

Center	Beirut		Sidon	Tyre		Tripoli		Total	%
	Shatila	B. Brajneh	E. Helweh	B. Shemali	Buss	Bared	Baddawi		
<b>No. Children</b>	82	63	85	67	67	65	71	<b>500</b>	
<b>No. Families</b>	67	55	71	59	61	57	61	<b>431</b>	
<b>Gender</b>									
Girls	29	29	47	39	33	35	31	<b>243</b>	48.6%
Boys	53	34	38	28	34	30	40	<b>257</b>	51.4%
<b>Nationality</b>									
Palestinian	72	58	78	60	63	64	56	<b>451</b>	<b>90%</b>
Lebanese	4	1	0	2	3	0	12	<b>22</b>	4.5%
Other	6	4	7	5	1	1	3	<b>27</b>	5.5%
<b>Residency</b>									
Camp	76	62	83	66	61	65	71	<b>484</b>	<b>97%</b>
Cities & suburbs	6	1	2	1	6	0	0	<b>16</b>	3%
<b>Family Size</b>									
3-5	47	27	29	29	37	11	32	<b>212</b>	42%
5-8	33	33	48	34	26	28	28	<b>230</b>	<b>46%</b>
8+	2	3	8	4	4	26	11	<b>58</b>	<b>12%</b>
<b>Financial Situation (of 431 families)</b>									
Bad	30	51	24	22	43	21	40	<b>231</b>	<b>53.5%</b>
Average	26	4	46	34	11	26	11	<b>158</b>	<b>36.5%</b>
Good	11	0	1	3	7	10	10	<b>42</b>	10%

The majority of the children (at 90%) are Palestinians living in the camps (at 97%). Meeting Najdeh's criteria of beneficiaries: children from families with low income and large-size, more than half of the children, at 58%, belong to large family of 5 members and more. The 500 children enrolled at Najdeh's KGs in 2006/2007 scholastic-year belong to 431 families with

47%, living under extremely hard conditions earning the minimum or below the minimum monthly wage. While 11% of the mothers are working, 5% of fathers are unemployed. Of the working fathers, 28% hold regular jobs and 74% work irregularly.

**Table 3: Scholastic year 2006/2007: Family Income & working fathers**

**Families No. = 431**

Center	No. Family	No. Children	Family Monthly Income			Working Fathers	
			Above min. wage	Average min. wage	Under min. wage	Regular work	Irregular work
<b>Shatila</b>	67	82	25	19	6	35	28
<b>Borj El Brajneeh</b>	56	65	8	31	12	7	47
<b>Ein El Helweh</b>	72	86	25	8	1	9	60
<b>Baddawi</b>	61	71	6	4	31	10	47
<b>Nahr El Bared</b>	57	65	23	3	13	16	40
<b>Buss</b>	61	67	10	9	23	15	41
<b>Borj El Shemali</b>	57	64	12	38	5	20	35
<b>Total</b>	<b>431</b>	<b>500</b>	<b>109</b>	<b>112</b>	<b>91</b>	<b>112</b>	<b>298</b>
<b>%</b>			<b>25%</b>	<b>26%</b>	<b>21%</b>	<b>28%</b>	<b>74%</b>

The situation is the worst in Baddawi and Buss camps where monthly income averages range from LBP 70,000 to 120,000 (the official minimum wage is \$250 = 375,000 LBP).

### **Educational Program**

With the beginning of each scholastic year, preparations for the annual regular program are carried out. This includes preparing the parents meetings, the agenda of the parents committees meetings and sub committee' elections, the priority of issues to be discussed with those committees, the following-up of the children with their families, the involvement of the mothers in outdoors and indoors activities, the awareness raising workshops, and the activities to be achieved with the local community, especially with the mothers and women in the neighborhoods. Moreover, the preparing process includes specifying the different explanation tools e.g. pictures, stories, games, songs etc. As for the daily activities e.g. work process, identifying general and specific aims, implementation of the activities, etc. the animators prepare them during the scholastic year. The animators meet once every 15 days in each center to discuss the planned and the implemented agenda. In addition, two evaluation meetings are carried out during the scholastic year for the children to monitor their progress and provide assistance.

### **KGs Children' Evaluation**

With the ending of the last semester of the 2006-2007 scholastic year, the performance levels of the children showed progress with excellent evaluations given to 37% of the children at the last semester as compared to 19% during the first semester. It is to be noted that the evaluation became easier after elaboration of the evaluation card. Thus, the KGs animators write down their notes on daily bases regarding each child's interaction during the activities of the curriculum and the extra-curriculum then put it together on the evaluation card once every three months.

**Table 4: School year 2006-2007: Evaluation of Children's Performance**

**No. 500**

Skills	Entrance	1st Semester	Last Semester
--------	----------	--------------	---------------

	Average	Excellent	Average	Excellent	Average	Excellent
<b>Social</b>	40%	2%	8%	12%	1%	42%
<b>Linguistic</b>	40%	35	20%	20%	3%	38%
<b>Conceptual</b>	36%	3%	16%	23%	3%	40%
<b>Artistic</b>	42%	1%	14%	17%	1%	36%
<b>Physical</b>	25%	4%	12%	19%	15	44%
<b>Overall</b>	<b>38%</b>	<b>1%</b>	<b>17%</b>	<b>19%</b>	<b>2%</b>	<b>37%</b>

### Implementation of the Program

The program was implemented as planned including the curricular and the extra-curricular activities as follows:

**The five-year classes:** The languages: English & Arabic and Math books were completely introduced to the children who, at the end of the scholastic year, became capable of reading and writing complete simple sentences, identifying colors, numbers, and all the Mathematic concepts like directions, dimensions, similarities and differences.

**The four-year classes:** The languages: English & Arabic, Math, and Planning books were completely introduced to the four-year children who at the end of the scholastic year have enhanced their mathematical conceptual concepts. However, at the beginning of the scholastic year the animators have faced difficulties with the children who were not able to write properly due to the non-complete development of their nerves and muscles.

**The three-year classes:** The program focus was at introducing the places, people, objectives, and to use imagination. Therefore, the KG animators focus on the extra curricular activities based at interactive learning. Those activities are composed of collective games, trips, puppet shows, movies screening, music, dance, etc. They aim at developing the children's physical, social, conceptual and psychological implemented and it aimed at building the child's personality, enhancing and developing their self-capacities on the conceptual, physical, social, and psychological levels. It is important here to note that the three-year classes program is the first step on the program's process.

Before the end of the scholastic year, and as a result of the fighting between Fath El Islam group and the Lebanese Army in NBC, the last semester of the educational program in Baddawi, Nahr El Bared and Ein El Helweh stopped and the graduation parties by the end of the scholastic year for the 5 years classes and even the summer activities were cancelled. According to the remaining sections (Beirut. South) the educational program was implemented with its three parts; the activities with the mothers and local community, the curricular and the extra-curricular activities and its impact.

In collaboration between mothers and animators, an evaluation on the impact of curricular was carried out and was great on the children as they were able to build and enhance their skills and capacities at the physical, social, conceptual, psychological, and educational levels.

### The extra-curricula activities

Najdeh's KGs pursued their program of regular and extracurricular activities including puppets show, plays, films, field trips, carnivals, exchange visits, celebrations. Toys were donated on several occasions and were distributed to the children. The children also participated in various carnivals, sports and cultural events at the invitation of other institutions within and outside the camps. UNRWA doctors as well as dental examinations by NISCVT monitored the children's health situation through regular medical check-ups. UNRWA inoculated all the children against smallpox. Education on hygiene and dental health was also pursued.

The usual celebratory activities continued to be held on children's birthdays, Teachers' Day, Mother's Day, Worker's Day and Child's Day. Field trips and exchanging of visits to various factories and social centers were conducted. The elderly visits were also arranged on various occasions. The majority of the children's families conducted all these activities, along with the pedagogical program, against a background of extreme deprivation and rapid deterioration in living standards.

### Activities with Parents

In light of the deteriorating social and economic conditions, the Mother & Child Program gives great attention to working with parents in order to counterbalance the atmosphere of despair that affects the Palestinian community as a whole. Parental involvement in community activities promotes a healthier home environment for children. During the 2006/2007 scholastic year, 372 of the mothers and some of the fathers, aunts and grandparents attended 795 curricular and extra curricular activities with their children. This is a good indicator for the families' participation and involvement in the educational process of their children. As for the mothers who didn't participate in the curricular activities inside the classes for many reasons, they did participate in the outdoor activities that the kindergartens ran during the scholastic year, such as participating in the trips, picnics, awareness workshops, and food workshops for the children.

The Mother & Child program organized 48 meeting tackling educational, social and health issues that were attended by the mothers as well as members of the community. It is important to note that most of the mothers attended most of the activities.

**Table 5: Scholastic year 2006 – 2007: Activities with Parents**

KG Center	Educational Meeting	Health Meeting	Social Meeting	Mothers Attendance
Beirut	Shatila	5	3	222
	Borj El Brajneeh	1	1	119
Sidon	Ein El Helweh	2	1	154
Tyre	Buss	3	2	230
	Borj El Shemali	3	2	161
Tripoli	Nahr El Bared	2	1	134
	Baddawi	3	0	146
<b>Total</b>	<b>19</b>	<b>10</b>	<b>19</b>	<b>1166</b>

### Parental Committees

Like every year, the participation of children's parents in community activities increased through the Parental Committees as follows:

**The Parental Social Committees** assisted in organizing and attending workshops on various social issues such as domestic violence, woman's and child's rights, etc. They also collected in-kind donations such as cloths, toys, toothbrushes and toothpastes that were distributed to the hardships children enrolled at Najdeh's KGs.

**The Parental Health Committees** accompanied KGs children during various medical check-ups at local health centers. They also helped in organizing health awareness raising lectures on several topics such as: diabetes, reproductive health, winter diseases, dental care, diarrhea, etc.

**The Educational Committees** visited UNRWA schools to discuss school curricula and teacher-student relation, helped to animate extra-curricular activities and produced Bulletin boards in various centers exposing a variety of cultural topics.

### **Staff Activities**

For this year, 23% of the children's families didn't pay their KG fees while it was 11% last year despite the efforts maintained by the KGs staff to explore opportunities to assist the KGs children's families. The parents paid 66% of the total fees and 62 children were exempted from paying the fees while at the same time the KGs staff secured donations from local community outside and inside the camps covering 13% of the total fees.

The KGs staff secured 2% of the total fees from income of parties and trips, paid 36 mothers for partial work at the KGs (3 in Buss, 1 in Baddawi & 32 in Borj El Shemali), helped the families of 46 children in daily collection of their fees, provided money-boxes for 147 children to help their families collect the fees, and assisted the mothers of 16 children in collective saving for the fees.

### **Follow-up of UNRWA Schools**

KG staff maintained their visits to UNRWA schools in order to monitor the progress of children who graduated from Najdeh's KGs in the previous academic year. These follow-up activities support the parents in dealing with challenges facing their children at UNRWA schools, and help to evaluate the effectiveness of the curriculum offered in Najdeh's KGs.

### **Home visits**

The KG staff conducting 1370 home visits of which 47% dealt with pedagogical issues, 11% were social and 42% were follow-up visits.

### **Referring**

To provide equal chances for all women and children, Najdeh's programs are linked with each other. Mother and Child program coordinates with Najdeh's Social Affairs, Vocational Training, Embroidery, Psychosocial, and IGP. In tackling the socioeconomic and the psychological conditions of the families, the KGs staff referred 28 members of the families of the children enrolled at the 7 KGs to the programs mentioned above.

### **Capacity Building**

Staff development and training activities maintained their frequency. The KGs staff attended 13 workshops, the duration of each workshop varied between 1 to 4 days, except the Breastfeeding workshop in Shatila camp for 6 days. A total of 37 KGs animators, including the

coordinators participated in these workshops. The workshops dealt with various pedagogical and social issues. The training helped to strengthen the capacities of new animators as well as to investigate new educational approaches and skills.

**Table 6: Scholastic year 2006/2007: External Staff Training**

Training Topic	Staff	By	Duration
The right to play	23	Right to Play organization	4 days
Making Puppet- crafts- arts	3	UNRWA	3 days
Psychological Health	3	HSC	1 day
Social work: skills, goals techniques	3	International Disability Committee	3 days
Psycho-social support	2	Solidarity association	2 days
Leadership and decision making	10	Najdeh	2 days
The importance of Breastfeeding	2	Charity Woman Association	6 days
Plays: Performance & directing	6	Najdeh	4 days
Active Learning	7	Welfare	2day
Workshop about special needs	2	VT	1 day
Drug addiction	2	International disability Committee	1 day

As for the **internal training**, the KGs staff participated in preparing, giving and attending the following:

- Discussing a study about the difference between active learning and traditional learning and its impact on children.
- Social and emotional Development of children
- Physical development of children
- Discussing the Active Learning Manual
- Children's problems and how to deal with it
- Summarizing educational topics related to Juvenile delinquency
- Child development and playing, improving artistic and physical skills of the children
- Educational challenges for children and how to deal with them
- Identifying educational impediments, protection and treatment
- Preparing for the KG curricular (stories- educational activities- songs. etc.)
- Discussing the educational program: educational problems, educational retardation, school failure, its reasons and advices for parents.

### **Coordination**

In addition to the regular coordination between the Mother & Child program, the program continued its coordination with the other KGs and NGOs as follows:

With NISCVT: on the regular dentist check ups for Najdeh's KGs children.

With CBR: on assisting 2 children with additional needs.

With PWU, UNRWA & 3 other local NGOs: on the 19<sup>th</sup> November activities.

With UNRWA: meetings to follow up the children graduated from Najdeh's KGs, visiting UNRWA's schools for Najdeh's KGs 5-year classes, discussing the difficulties of the English book at the first Elementary class, meetings to follow-up and coordinates emergency work.

With Welfare: following up the Collective project Training with 7 NGOs Consulting Committee (collective project on pre-school education) meetings were held to discuss the results and

recommendations of the previously conducted training and to distribute the educational manual.

### Summer Activities

The 2006/2007 scholastic-year ended in June 2007 with the graduation of the 500 children. The 2007 Summer Activities started in July with 479 children aged between 6 to 14 years old in all the regions except of the North and were facilitated by 30 animators and 27 volunteers for 20 days.

Preparations for the summer activities program started in May 2007 and included meetings between the animators and the volunteers of the Mother & Child, the Popular Education, the Psychosocial Support, the Library in Ein El Helweh and the Youth Club in Borj El Brajneh to discuss the content of the program and its objectives beside methods of working with children. A letter was presented to UNRWA demanding a permit for Najdeh to use UNRWA's schools in the camps to run the Summer Activities and they have issued Najdeh a permit yet we were only able to use UNRWA's schools in Tyre for the whole period of the summer activities where in Borj El Brajneh we were only allowed to use the schools for the collective activities. As for Shatila, UNRWA schools were still hosting displaced refugees from NBC yet they allowed us to use the playground for 2 days. In the North, we didn't conduct the Summer Activities yet within Najdeh's Psychosocial support program there the Mother and Child program' staff worked with 500 children aged from 6 to 14 years old in coordination with the Popular Education program (with 50 staff and volunteers).

The summer activities program was based on the International Child's Rights Convention as well as entertainment activities and focused on the special situation the children are enduring. The summer activities program ended with parties, trips and exhibitions with the participation of different members of the community as well as the children's families.

The children gained new knowledge or enhanced their knowledge on: self-expression, forming new friendships, sharing thoughts, ideas and information, Child Rights, national heritage and history, health protection, protection from violence and abuse, saving the environment, personal hygiene and balanced nutrition. They also gained new values and enhanced the ones they already have such as: accepting of others, participation, respect, care, debate, active listening, collective work, self-initiative, commitment, coordination and self-depending. As for the new techniques they have gained: story-writing and telling, making of music instruments, songs composing, puppet theatre, drawing on glass, designing and conducting leaflets and puppets.

### Socio-economic Background

Of the 479 beneficiaries of 2007 summer activities, 96% were Palestinians and 84% were camp residents. Almost 89% of the children are from families composed of five-8 individuals. In addition, 34% of the beneficiaries come from families earning the minimum and less than the minimum monthly wage.

**Table 7 - Summer Activities 2007: Children' socio-economic background**

**No. 479**

Center	Beirut		Sidon	Tyre		Total	%
	Shatila	Borj El Brajneh	Ein El Helweh	Borj El Shemali	Buss		

<b>No. of Children</b>		<b>141</b>	<b>90</b>	<b>97</b>	<b>86</b>	<b>65</b>	<b>479</b>	
<b>Gender</b>	Girls	73	49	64	54	37	<b>277</b>	58%
	Boys	68	48	37	32	28	<b>213</b>	44%
<b>Nationality</b>	Palestinian	133	90	90	83	62	<b>458</b>	96%
	Lebanese	2	0	2	0	3	<b>7</b>	1%
	Other	6	0	5	3	0	<b>14</b>	3%
<b>Residency</b>	Camp	110	75	69	84	63	<b>401</b>	84%
	Displaced	28	11	28	1	2	<b>70</b>	14.5%
	City	3	4	0	1	0	<b>8</b>	1.5%
<b>Family Size</b>	3-5	39	46	38	27	39	<b>189</b>	39%
	5-8	82	36	54	41	26	<b>239</b>	50%
	8+	20	8	5	18	0	<b>51</b>	11%
<b>Monthly Income</b>	Below min. wage	37	10	1	0	12	<b>60</b>	13%
	Minimum wage	40	50	3	0	8	<b>101</b>	21%
	Above min. wage	64	30	93	86	45	<b>318</b>	66%

The 479 children belong to 328 families and some of them are siblings. More than half of the mothers, at 84% are unemployed and 2 are deceased. Of the fathers, 11% are unemployed and 6 are deceased/absent. Of the present fathers, 89% are working, of those 63% work on irregular basis. Regarding the health status of the parents, 9% of the mothers and the fathers are chronically ill.

**The World Day for Prevention of Child Abuse 19 November:** Aiming at contributing to the efforts carried out to reach a healthy social environment free from child abuse and all types of violence whereby children can enjoy their rights, Najdeh's Mother & Child Program carried out series of activities in the occasion of World Day for Prevention of Child Abuse for the forth year on the raw in 5 camps for children aged between 6-12 years old.

Those activities targeted 418 children and 130 of their mothers. The activities were debates and dialogues on concept, practices, indicators, reasons and results of child abuse and exploitation and methods of child protection at home, school and the community. The activities also included collective games, story-writing and telling, play performance and drawings.

**Table 8: The World Day for Prevention of Child Abuse 2007: Activities & No of children & mothers**

<b>Centre</b>	<b>Beneficiaries</b>	<b>No.</b>	<b>Activities</b>
<b>Shatila</b>	Summer Activities children aged 6-12	55	Dialogue on exploitation & protection from abuse. A booklet was conducted on child abuse & protection.
	KGs children aged 5	35	Dialogue on exploitation & protection
	Mothers	24	Workshop on exploitation: reasons, types & indicators, exploitation at home, school & community
<b>Borj El Brajne</b>	Summer Activities children aged 6-12	15	3 week activities on Child's rights, exploitation & abuse and their impact
	Mothers	10	Debate on child exploitation: types, reasons & results

<b>Ein El Helweh</b>	Summer Activities children aged 6-12	93	Songs, story-writing, handcrafts, drawings and play performance on child's rights & abuse at home, school & community
	Mothers	38	Lecture on Child protection from abuse & exploitation
<b>Buss</b>	KGs children aged 5 + children from 3 other NGOs	80	Collective games introducing children to child's rights, child's protection
	Psychosocial children aged 6-12 + children from other NGO	65	Workshops & drawings on child's rights & protection, rights of children with special needs. A related leaflet was conducted
	Mothers	23	Lecture on indicators & impacts of sexual abuse, sexual education for children, child protection, breaking silence on sexual abuse
<b>Borj El Shemali</b>	Children of Summer Activities + Psychosocial 6-12 years old	75	Child abuse. Sexual Abuse. Child protection from discrimination & abuse. Child's Rights.
	Mothers	35	Child Abuse: forms, reasons, protection. Parents role in child protection

### **Impact on Children & Mothers**

The program's activities led to a remarkable change of the children's behavior and the following were taken from the mothers' evaluation of the impact of KGs activities in general and the Active Learning method in particular at their children from different KGs at different regions:

- The children are reflecting their increased sense and skills of security, interaction, communication, self-confidence, self-expression and accepting others in their behaviors.
- The children are exploring things and people around them through observing and experiencing.
- The children enhanced and/or gained values that are reflected in their behavior such as identifying right from wrong, honesty, respect, love and care.
- The children gained basic knowledge of child's rights and are reflecting this knowledge in their behavior (rejecting verbal violence, sharing, playing in groups, rejecting beating and shouting, etc.).

### **The following is quotations from the mothers' evaluation meetings:**

- My daughter became more aware of her personal hygiene.
- My son used to destroy his toys and vandalize his and others' belongings, after attending the KG he stopped and reflected sense of responsibility.
- My daughter started greetings us when she returns back from the KG to the house unlike before, she also started showing respect for elderly and care for younger children.
- My daughter now tells the differences in sizes and colors.
- My daughter started making and visiting new friends of her age, and her interaction with me is much better now.
- My son used to repeat bad words when playing with his siblings and fights with me when I ask him anything, after attending the KG he stopped the bad words and tells me that the animator says: "always respect and listen to your mothers", and "bad words are bad".
- My daughter's pronouncing became better and she is able now of holding coloring pens.
- I made new friends, mothers of my child's classmates at the KG.
- I learned how to deal with children in the most proper way through my attendance of the KG's activities and workshops.

