



Early Childhood Resource Center (ECRC)

Annual Report for 2009

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Introduction

It gives me the pleasure and honor to introduce the 25th ECRC annual report that covers the period extended from 1/1/2009 - 31/12/2009. As usual ECRC is proud of its capabilities and skills that accumulative throughout its twenty five years of commitment, contribution, achievements and work in the ECCD field. These achievements could not be possible made without the collective efforts put by ECRC's board of management as well as by the ECRC's staff. Moreover the significant contributions and cooperation made into ECRC projects and programmes by the stakeholders, beneficiaries, educational and legal experts, related organizations either it is classified as governmental or non governmental organizations and community based organizations were remarkable. Increasingly the below achievements were impossible to achieve without the generous donations and grants made by the following respectful "organizations": Oxfam Novib, EU, Japanese government through CCP, PMSP, DSMT, Welfare Association, Italian government through Nexus, NDC, OPEC, Arci , ARCS and other organizations.

The planned projects for this period were accomplished and new projects were also introduced during this period in psychosocial rehabilitation of children suffering from the traumatic experiences caused by the day-to-day violation of normal life under the current situation; in addition to targeting the media organizations to activate its role at promoting and spreading children's rights.

In 2009, 28747 people were directly and indirectly targeted by ECRC programmes and projects (9325 as direct beneficiaries and 19422 as indirect). The targeted people were classified as: 18439 children, 1019 teachers, 280 head teachers , supervisors and directors, 8943 parents , 20 ECCD experts and 46 media personals. In addition in 2009, 230 kindergartens serving around 17150 children benefited from the delivered projects and programs. 197 KG's were enriched just with some educational materials, books and stationary and 33 kindergartens were benefited from the infrastructure component. In 2009 ECRC also made three major external evaluations for its work. The first one concentrate on tracking ECRC implemented programmes and projects during the period of 2006 - 2008 and reviewing the organization structure; and the second evaluation was on evaluating the Psycho social program and the third evaluation was on evaluating the media and children's rights. These evaluations provide ECRC with a set of recommendations that for sure will contribute at enhancing ECRC work in the future. During 2009 ECRC had produced and distributed in total 72500 copies from its publications. lastly, ECRC staff was involved in dozens of conferences, workshops, meetings symposiums and other events that took place at local, regional and international levels. By producing this report we intend to share it with national and international institutions and individuals interested in community development in Palestine in general, and in developments in the field of early childhood education and care in particular.

Finally few words must be pointed out to admit the tremendous work and contributions that have been done by The ECRC's management board as well as by the staff were their hard work and contributions the ECRC was able to keep functioning.

We hope that the ECRC will progress steadily and with grand sustainability to achieve its strategies, goals and objectives for the well being of their e Palestine's children.

Nabil I. Sublaban

ECRC General Director

Achievements of 2009:

During 2009 ECRC implemented a set of programmes and projects that aim to enhance the quality of ECCD services in the Palestinian Occupied Territory (POT). The ECRC programmes and project mainly targeted the children and the personals that are working and affecting their lives as teachers, supervisors, principles, day care and kindergarten's owners and the children's parents. Increasingly the delivered work intends to impact the governmental and non governmental organizations as well as the community based organizations that effecting children lives.

The following programmes and projects were executed:

Project #1- The Psycho social rehabilitation program

- **Implementation period:** February 1st 2009 - January 31st 2010
- **Targeted Areas:** Ramallah, Al Birah and Jericho governorates.
- **Targeted groups:** Preschool teachers, children and parents as direct beneficiaries.
- **Programme funders:** Japanese government through the campaign for children in Palestine (CCP).
- **Programme main components:** Training workshops for teachers, training workshops for parents and open days for children.
- **Summary of the program and its achievements:** The (ECRC) during the two years 2008 to 2009 has implemented a series of workshops under the title (psychosocial support), and the support of the Campaign for the Children of Palestine (CCP) funded by the Japanese government. These workshops have targeted women, children and teachers of kindergartens in the Palestinian rural areas, in order to inform and educate women, teachers and raise their awareness of the principles and skills and mechanisms of psychosocial intervention for children who are exposed to trauma in their lives in order to alleviate the trauma and its effects on these children on the one hand, and on the other hand to ease the pressure on the mothers and teachers themselves. The program aims to achieve the following: empowering and occupying teachers with techniques that enable them to provide psycho social support to their children and to the parents of the children; raising teachers' awareness to the impact of the stressing situation on children as well as on their parents; providing opportunities and platform for teachers to exchange information, skills and knowledge; training teachers on how to communicate effectively with their children and with children parents and providing teachers an opportunity to catharsis their feelings and thoughts. The direct program beneficiaries were 15 teachers, 240 mothers and 962 children.

Programme impact: An external evaluation was held to evaluate and to track project impact. The study focused on evaluation of three matters in the program which are: training content, training processes, and impact of training on the target group, and its suitability for this category, and assessing the sustainability and the impact of training to be a part and a component of the components of rehabilitation of a kindergarten teachers on the one hand, and the sustainability of its impact on raising the awareness of mothers in dealing with their children on the other hand, to complement the role of teacher and parent in helping children to cope with the traumaing conditions they experienced almost continuously, and to mitigate the effects of these traumas on their psychology. The study aims to evaluate the training to learn about the capabilities of the trainers and coordinator of ECRC in training with an acceptable level, and by identifying a part of the organizational capacity and the ability to complete the work with high professional standard.

The key findings were as follow:

1. It has been found that that the training content is appropriate since it has been built on the training needs of the target group in the provision of psychosocial support for children, and helped to a reasonable limit to corrects many misconceptions and practices of each of mothers and trainees in dealing with children and it can increase and raise their awareness to help children in adaptation, with conditions that provide integration and cooperation between the mother and kindergarten teacher in this area.

2. Training was provided with a level of excellence, in terms of organization, preparation and implementation, as a group of active learning methods have been used, multiple methods of teaching have been applied in a professional and successful way, the trainers have the ability to communicate effectively with trainees, and training, as they have added on training an atmosphere of comfort and fun, time has been exploited to cover all the objectives of the training workshop.
3. Training had a clear impact on trainees of teachers in terms of gaining knowledge, they knew a group of concepts and principles of psychosocial support, and they acquired a group of special skills to provide such support, there is a change in their tendencies concerning their belief in the importance of training topics, and it was useful to raise their competence at work with children, as well as changes in professional behavior in terms of new approaches in dealing with children, and increased self-confidence where they became the subject of the trust from parents and other teachers to be the source of consultation for teachers and mothers.
4. There are different levels in the sustainability of the impact of training between the kindergarten teachers and others, but generally it has been found that there are promising indicators on the sustainability of the impact of training, namely: many of the effects of training have become part of the profession of teachers, and that there is a kind of transfer of experience gained from the training of teachers to other trained teachers in the kindergarten, female teachers expressed interest in supporting a network of those concerned with children and kindergarten teachers school teachers, mothers and other participants from the local community as volunteers and local authorities dealing with children, to carry out activities for children.
5. Training has affected positively on mothers in terms of increasing their awareness of ways of dealing with children, and to provide psychosocial support to them through the activities they trained on such as reading stories, and the implementation of collective play activities and find time to talk with children, and conduct dialogue with them, and, they have a clear interest in discussing the problems of their children with others.
6. A set of indicators for the sustainability of the impact of training have been concluded by mothers, whether concerning the application of what they has been trained on him with their children, or the impact of training or transfer the effect of training to other mothers from relatives and neighbors, and increase the level of relationship with the kindergarten teachers and encourage them be a part of local network dealing with the problems of children in the village.
7. The training has an impact on children and the local community, where mothers and teachers have stated that there are indicators of positive changes that has been noticed in the behavior of children, and kindergartens have become as consultancy centers for many of the mothers about the problems their children, a group of children have been transformed into specialists through the discovery that their cases are difficult, but the trainees of teachers and mothers have perceived the that the training forms a chance to evacuate psychologically. In addition to that, there is also interest to support local social networks concerned with issues of childhood. In addition to that, the relationship and communication between mothers and kindergarten teachers have been improved.

In summary the following table shows the most important indicators of the effectiveness of training course for teachers on the provision of psychosocial support for children distributed according to the various effectiveness dimensions

Table (1)

No	Effectiveness dimensions	Indicators
1	Degree of need, appropriateness and adequate training	<ul style="list-style-type: none"> • Consensus on the great interest in topics of the workshop topics. • Consensus on the strong need for strong for the topics of the course. • Consensus on large approval about the subjects of the course which were appropriate to a large degree. • Consensus to receive adequate training on the topics of the workshop.
2	New knowledge	<ul style="list-style-type: none"> • New concepts about the psychological support (trauma, stress, body language, Drama ... etc.).

		<ul style="list-style-type: none"> • Characteristics of children from several dimensions in childhood phase. • Mechanisms to alleviate and discharge the trauma. • The mechanisms of communication with mothers and families. • we have got knowledge that the heart of every session revolves around the axis of enhancing a child's confidence and motivation to know about any behavior he is doing.
3	Change attitudes	<ul style="list-style-type: none"> • Belief in the topics that have been rehearsed. <ul style="list-style-type: none"> • Correction of prior beliefs about the play; transition has been from play for play to the playing directed to a specific goal. • Adopt a work according the themes of the session. • Possession of a strong motivation to apply what has been practiced in the field of work. • The belief that the issues that had been rehearsed are useful in work. • We believe that we have a responsibility to raise the awareness of mothers concerning the problems facing their children. • Stopping the direction of corporal punishment and verbal abuse of children in kindergarten. • The belief that every child must take the right attention to his problems. • Look at the problems of children from the door of the problems that must be addressed, and no more than the expression of their needs, and not consider them as young criminals.
4	Learning skills	<ul style="list-style-type: none"> • Skills of use of sand and water activity assist in the psychological discharge help. • The skill to use body language in the narration of the story. • Skill for drama. • Skill of production of dolls. • The skill to use dolls Theater. • Skill of dialogue. • Skill of planning for the day open. • Skill of assessment of the open day. • Skill of production of stories and games.
5	Change of professional behavior	<ul style="list-style-type: none"> • Following new methods in dealing with children and mothers. • Recruitment of suitable activity in dealing with the problems facing children or mothers. • Not to confront the difficulties in applying the skills that has been rehearsed. • Applying to read stories widely and employ it in attractive and meaningful manner. • Beginning to feel that we are counselors for mothers in respect of everything facing their children. • Increasing my confidence that I know some things about the provision of scientific psychological and social support for children. • Starting watching some programs on the TV channels for dealing with children in difficult times. • Increasing my reading on the psychological topics for children in the kindergarten age. • I feel I became loveable among children, and they have accepted me further.

6	Sustainability of the impact of training	<ul style="list-style-type: none"> • Starting using all the skills and techniques in my work. • I do not have any difficulties in the transfer of their training for mothers. • Do not face any difficulties in the transfer of training to the other teachers. • Most teachers produced educational materials, stories and games, and using them with children. • Some teachers who do not receive training started to consult us about what difficulties and problems they face. • Refusal to continue to link between the implementation of skills and activities they trained on them and financial incentives. • A reluctance to continue to link the implementation of skills and activities that they trained on them and moral incentives. • Consider that professional development for them after the training is the biggest incentive to apply the skills and activities in the field of work. • Accept the proposals of the work of a network between kindergarten, mothers and low primary school for the implementation of what has been practiced in the school and the community.
7	The impact of training on children and the community	<ul style="list-style-type: none"> • Noting positive changes in behavior and adjustment of children in kindergarten, home and neighborhood. • The involvement of mothers in the production of games. • Some teachers in the school benefited from the means and the games that have been produced. • The General Department of kindergarten teacher receives some queries and questions about how to deal with children suffering from problems • There are several attempts from some of the kindergartens to make programs and activities related to psychological and social support at the level of all the village children. • A conversion of a group of children who suffer from major problems to specialists in specialized institutions to deal with these problems.

Project # 2- Utilizing and activating media for promoting and spreading children rights

- **Implementation period:** November 6th 2008 - December 24th 2009.

- **Targeted Areas:** West Bank and East Jerusalem.

- **Targeted groups:** Children and the local media institutions and its personals.

- **Programme funders:** EU (80% of the total cost), Oxfam Novib (16% from the ECRC core budget) and 4% from the ECRC own income.

- **Programme main components:**

- 1- Training media personals on children rights issues
- 2- Preparing and broadcasting TV, radio and journalist programs that promotes for children's rights.
- 3- Training Children to act as "media personals".
- 4- Holding a local conference in title (Mass Media and Child Rights)

- **Summary of the project and its achievements:**

The over aim of the proposed project is activating media and its personals at promoting children's rights through the work they are doing. In order to achieve this, such comprehensive training on the convention on the rights of the child and other related issues should be addressed to the target group. Increasingly to train them how to design and conduct programmes, debates, dialogs and articles based,

derived and pursuant with children's rights. One of the most important aspects for children care is that the media's approach to be clear in dealing with children's issues.

The project's broad **objectives** are the following:

- To strengthen media's personals understanding of children's rights.
- Empowering children to become active in issues that concern them by granting them a voice in the media and giving them opportunities to plan and participate in their own programs.
- Increasing the number and quality of children's programs that are wholesome, educational and appropriate for Palestinian children
- Spreading awareness of children's issues and their rights to educate the public and influence policymaking
- Empowering Palestinian media channels by increasing the expertise of media employees.
- Supporting and empowering media personals to create suitable media environment, and encourage dialogue to prevent all forms of violence within the society.
- Enforce the participation of children in media plans, programs and strategies concerning them.

Project beneficiaries: The targeted groups of the action are the Palestinian media personals who are working in TV's; Radio's; Newspapers; Magazines; and other related personals. Indeed the project also targeted 60 children ages 12- 17 years to become a "media child". The final beneficiaries are the Palestinian children, families, policy makers, community based organizations and the whole society in general.

The following table clarifies the project beneficiaries

	Target groups	Total No.	Gender Distribution		Geographical Distribution		
			Male	Female	North	Centre	South
1	Media Personal	46	20	26	15	15	16
2	Children	64	29	35	21	24	19
3	TV stations	4			2	1	1
4	Radio stations	5			2	1	2
5	Newspapers	3			1	2	-

- **Project evaluation:** the project external evaluation shows the following findings:

Concerning the trained media personal the following questions and responses findings were appeared:

On the question of the motivation to attend the training by media workers, many of them indicated that the topics of the training is new of its kind and helps in understanding children's rights, ability to present media programs on child rights, training is relevant to the roles of media workers, interested in child rights as a human right, to be able to train children on their own rights, to enrich radio programs with children's issues, to increase people's attention to rights of children and to help in encouraging the authority to pass the Child law. Responses indicated that participants had active interest in attending such training programs as a new field for them and in line with the objectives of the training.

Many of them also were informed generally about the training program and how it is relevant to promoting children rights and problems and role of media in promoting child rights. Trainees had different expectations as they have different specialties and different work settings. Some of them expected to learn more on the role of theatre and film making on promoting child rights, learning about experiences of other countries in this regard and to gain insights on the international laws and agreements ratified in the field of child rights. Other trainees, expected for the training to deal with difficulties facing Palestinian

children, understanding the nature and the articles included in the Palestinian law and how they can play better role to deal with children issues through different media channels.

On the question of relevance of training to trainees work, majority indicated it is relevant especially to Radio and TV trainees while some indicated that it is relevant but difficult to implement given the limited capacity of some media organizations in terms of availability of adequate quantity and quality skilled staff.

On the topics they recommend to have been included in the training, the Hebron group suggested to increase applied training and presentation of films, involving children in some of the training. As for Ramallah group, they suggested to have a mix of more and less experienced media workers and not mainly those with limited experience as well as more attention to how to enable media workers to employ knowledge and skills received in the training on promoting child rights. As for Nablus group, they preferred to have more statistics that compare child rights in Palestine with those in other countries.

On the question about the new things that trainees gained from the training; the Hebron group learned new things about child labor, street children, children with special needs, types of violation of child rights, child rights as expressed in international agreement and law. Ramallah group expressed that they learned new things concerning role of the child in formulation of laws of concern to them and appreciating the shortcomings of media organizations in dealing with children's issues, correcting misconception about children and their capabilities. Nablus group indicated that child growth and development, learning more of the status of Palestinian children, learning about international organizations working on children's rights were among the new things they learned.

On the question how the training influenced positively the trainee's attitude towards the issues of the training, the following responses can be summarized from the three groups:

- Became more attentive and supportive of children
- Become more interested in listening to children's songs
- One of the trainees changed his mind in forcing his daughter to marry a rich man that she does not like.
- Opened a new field for writing more creatively about children's issues
- Became more active in supporting the passage of child law
- Supportive of efforts to develop a national media strategy dealing with children's issues
- Changed trainee's views on children status.
- Became self critical of what and how to talk and behave with children
- Interested in defending children in different aspects of life
- Motivated to give more space in media for children
- Appreciated the power of media in changing people's positions and views on children.
- More sensitive to different levels of violation of child rights
- More dedication to look for opportunities to discuss violations of children's rights in TV programs.

On the skills learned from the training program, groups interviewed expressed the following;

- Ability to facilitate discussions on children related issues
- Ability to lead a dialogue and interview with children
- Ability to deal with sensitivity and clarity of language that suit children
- Listen to children's expressed needs and concerns.
- Ability to be more objective (not emotional) when dealing with children's issues
- Learned to be enthusiastic and critical media person
- Ability to identify violations of child rights
- Ability to prepare and execute child media programs
- Developed skills in asking in-depth questions with TV child programs
- Improved ability in wiring professional reports pertinent to children
- Improved skills in dealing and managing press writing

These gained skills are considered significant to developing better understanding of child rights and violations and to develop some practical skills in utilizing the media for addressing these rights and violations.

However, media trainees **suggested strategies to promote the sustainability of these programs**; In order to sustain program benefits, the three groups responses can be summarized as follows:

- Establish a coordinated media network of TV and Radio stations (public and private) that can share and sustain the national programs including child related issues.
- Support cooperation between children and media organizations through creating shared incentives for both parties.
- Continue efforts to build the technical skills and capacity of media institutions and media workers on different issues pertinent to issues of concern to children.
- Create a mechanism to integrate the role of media, ministry of education and ministry of culture as well as human rights institutions to be more effective in sustaining the benefits of the program.
- Design much more focused and in-depth skilled training for media workers while taking in consideration the level and specialty of target groups.
- Involve the Palestinian authority in efforts of passing the child law and the implementation of such law and child rights for the protection of children.
- Develop and integrate educational courses on children's rights and development in different disciplines such as education, health and law.
- Increase awareness of all media (TV, Radio and magazines) on issues face children in the context of child rights.
- Continue to support financially the role media in promoting child rights and dealing with issues facing Palestinian children.
- Maintain the moral and humanitarian dimensions when working with children and not to shift of using this for financial and personal gains.

Concerning the trained children the main findings on training indicated that training was relevant to the reality of the children who constitute almost half of the Palestinian society and considered a high risk group given the cultural, economic, social and political challenges. Children face grave violation of human and child rights and thus such kind of project is highly relevant. The media produced and the conference proceedings indicated that issues discussed with focus on promoting child rights and mobilized good support among governmental and nongovernmental institutions and media organizations.

The findings also indicated that the training achieved most of the training and media objectives and provided a notable increase in the capacity of children, trainers, media institutions and ECRC. The project has also improved awareness of the target groups of child rights, child violations, child law and role of the media in promoting child rights. The media production was almost completed but varied from one institution to another in terms of quality, quantity and relevance.

The results achieved in the project helped in promoting the sustainability of the project benefits through the new skills, knowledge gained by trainers, trainee, media workers, policy makers and media material broadcasted and presented. However, the lack of adequate resources in terms of human resources skilled in utilizing media on promoting child rights and dealing with child violations are key challenges to the long term sustainability.

In summary, the impact of the project on children seems to be overwhelming. Majority of children indicated that training was useful in allowing them to become aware and understand child rights especially after training. This subsequently enabled them to observe and detect violations of child rights and able to express themselves when they witness such incidences. This in turn will pressure adults to change the way they deal with children especially vulnerable children (disabled or special needs). They became aware of the importance of media in lobbying against those who violate child rights. This motivated them also to learn new tools or techniques that can be used in the media. Children felt better about them and channeled their energy from potential violence to other constructive behaviors.

Many benefits were gained out of the training project which include; learning new skills on using different media presentations and activities. Also they learned how to produce media material with more confidence.

Children in general, became more sensitive, responsive and skilled in promoting child rights despite many challenges and limited resources.

Children became aware of issues facing children in many parts of the world. They learned and understood child rights especially violation of these rights in other contexts.

Children also became more assertive in defending their rights and sensitize people to violations of these rights such as early marriage, child labor, street children. They became more vocal and courageous to discuss and differ with adults in their effort to sensitize them of what rights that children should enjoy even under difficult circumstances. Children became natural educators of their peers and families on their own rights especially at home, schools and under occupation.

Children were able also to implement many media programs under the guidance of media experts and media institutions where they had the chance to play the roles of media personnel in different aspects of child rights. They participated in several child related activities such as world child day, morning radio talks at schools, schools' wall magazine and discussions with school teachers and others.

The training had developed participants' future interests in incorporating child rights in their own work and to promote children well being in the Palestinian community. They pledged to learn international languages, join international efforts especially media and become journalists to expose the violations of Israeli occupation to child and human rights in the Occupied Palestinian Territories (OPT). All of these can reflect how children were impacted by the training and developed a new and future energy to protect them from injustice, harm, humiliation and conserve dignity. The challenge seems to face these children on how such energy can be channeled and institutionalized within a national strategy that can build on such new energy and enthusiasm.

Concerning the TV broadcasting, radio and journalist programs that promotes for children's rights the main findings show:

- The quality of children programs changed in an improving way to deal and cover issues critical and important relating to children and their needs.
- Awareness is spread in north, south and centre by TVs and radios and by reading the newspapers.
- Number of children programs had increased in west bank, for example Nablus TV had launched the program "Children but "the first 3 episodes of it are included in the sub grant contract, and the program is still running with a weekly episode. The same thing with AL (Amal TV – Hebron), (Al quds educational TV- Ramallah) , (Hebron Fm radio), (Naghham radio- Qalqiliya), (Voice of women magazine and Al Hayat al Jadedah newspaper) also specialized a space for writing about children and their rights.
- A network of young broadcasters and produced is formed and adopted by TV and Radio stations

Media trainees indicated that training helped them in producing different media material and programs they planned to produce. They indicated that training provided them with material, statistics and issues relevant for their type of work, sensitized them to their role in integrating the media production pertinent to children, equipped us with some tools of how to promote child rights. The training motivated them to work on material that also not given enough attention and the media trainees thought this work can also make them known and pioneers

Concerning the held conference the following are such quantitative and qualitative results of the event: The conference was held in Ramallah 23-24 November 2009. The conference was attended by approximately 170-180 participants from wide and diverse audience mainly education, media, law and human rights organization. The purpose of the conference was to provide the legal, educational and intellectual platform for building a specialized media strategy fir defending and promoting child rights and detect violations committed against children. The conference was held under the patronage of the MOEHE and funded by EU and attended by media, legal and educational entities and personnel.

Most of the papers revolved around the importance of working together in an interdisciplinary way by involving key stakeholders in education, media, law, human rights, service providers, economic

development and art developing comprehensive strategies and programs that deal with children holistically. They stressed the importance of education that put children at the centre and also role of media in promoting child rights and well being. They also mentioned that 60% of children watch TV, 54% had access to internet, 60% had computers and majority of families have no mechanism and knowledge to monitor and protect children from its negative impact. They stressed the importance in promoting partnership among all concerned to work together in detecting and addressing such issues with sense of responsibility. Also it is important that such partnership uncover and expose violation of Palestinian children rights under Israeli occupation.

Other papers addressed the Palestinian child law and detecting and reporting violations of child rights at the different levels. They also discussed the importance of involving children in designing and implementing programs that are of concern to them such as media and education.

Another paper stressed the importance of producing relevant media material by involving colleges, and universities in such efforts and the need to support such initiatives by local and International donors. This will encourage local, sustainable and effective media programs that can be more useful than programs imported from outside.

Another paper addressed the role of education in developing a more innovative and responsible generation through training teachers on child rights, growth and development and respecting children's peculiar stage and needs. They also stressed the importance of encouraging critical thinking and reform education to suit children and not to suit adults. Parents, NGOs and government institutions need to support the development of a national strategy for children that involve different sectors.

Another paper addressed real experiences from the different types of media. One of the studies presented talked about how media covered children issues during Al Aqsa uprising. The study recommended that media should be concerned with all issues of concern to children and not only that related to Israeli occupation. Also there is a need for the international media to cover violations against Palestinian children during confrontations and otherwise. It stressed the need to develop the capacity of Palestinian media workers in writing skills to best serve the messages intended.

Then media strategy related papers were discussed and provided the following recommendations:

1. To adopt all media organizations children issues
2. Participation of children in developing the strategy
3. Bridge the gap in certain media specialties
4. Integrate the moral and ethical guidelines in dealing with children issues

Five children expressed their views and experience in attending the training and how this changed their views towards themselves and others. They also expressed the importance of continuing the support from media and other institutions to help children become more active in issues of their concern.

Then the conference discussed in group workshop the role of the NEWS media for promoting child rights and agreed to the following recommendations:

1. Written material should come from credible sources and seek the attention of positive readers.
2. Provide specialized child libraries with support from governmental and nongovernmental organizations.
3. Allocate adequate space for children issues on regular basis.
4. Organize more child conferences that deal with their rights, issues and concerns to follow up on other conferences and make use of their recommendations.
5. Involve children by choice and not by obligation and should be allowed to express themselves freely without directions and control of media personnel and institutions.

6. Prepare qualified media personnel skilled in dealing and working with children at different ages.
7. Integrate child rights in the written and broadcasted material.
8. Develop code of ethics for the media field to be adopted and enforced by all types of media groups.
9. Differentiate among child news, child rights news and child friends' news.

As for the visual media group, after lengthy and in-depth discussions, they were able to agree on the following recommendations:

1. Reactivate the constitution and child law
2. Disseminate children's rights in the different media channels.
3. Develop a clear media message for the children
4. Provide financial support for child related media
5. Involve as core experts psychologists, educationists and media in a concerted manner.
6. Media should try to think of solutions instead of only diagnosing children conditions.
7. Community awareness on child rights.
8. Deal with children holistically.
9. Change the pattern of the way we perceive and work with children and look at them as capable and intelligent players.
10. Involve children in all stages of media program development.

As for the Audio media group, the following were the most important recommendations:

1. Promote awareness of national media organizations of the relevance and significance and potential benefits on focusing on children.
2. The presence of a coordinating body to compliment the work of each other.
3. Conduct regular training programs for children to become better aware and skilled in dealing with issues if their concerns.
4. Deal with child rights as an integral and inseparable from human rights.
5. Educate media workers on avoiding the harmful effects of the modern technology used with children...
6. Timing of conferences should suit most children themselves.
7. Involve parents, education and decision makers in issues of concern to children.
8. Design proactive media program they can address children issues proactively.

From the conference proceedings the following recommendations were put forward by the conference workshops:

1. Establish a media council specialized in child rights.
2. Establish a legislative body to help in networking among the different institutions to serve as an integral body for the best interest of the child.
3. Activation and dissemination of child law that can address children's issues.
4. Make available child library within media institutions.
5. Organize several conferences that can address their concerns and needs.
6. Increase awareness of national companies on the importance of child rights to support children's initiatives.
7. Continue the rehabilitation of media personnel in the area of reproductive health
8. Integrate children's in clubs, programs, conferences that address their needs and concerns.
9. Intensify the development and broadcasting episodes and media personnel.
10. Support inspiring and talented children in utilizing media for promoting their rights.

Assessing the impact of the conference in terms of achieving its objectives is clear through the following evaluation:

What do you think of the venue of the conference?	Appropriate 93%	Inappropriate 7%		
What do you think of the time & date of the conference?	Appropriate 88%	Inappropriate 12%		
Announcing the conference was:	Very good 41%	Good 50%	Accepted 9%	bad
Assisting and clarification methods helped in passing the ideas:	Very good 48.5%	Good 42.5%	Accepted 9%	bad
The way of organizing the conference facilitated the communication process as:	Very good 50%	Good 44%	Accepted 6%	bad
The Work and performance of members of the Conference Committee facilitated the process of participation:	Very good 59%	Good 36%	Accepted 5%	bad
Materials of conference bag (the program, publications, stationery) were:	Appropriate 88%		Inappropriate 12%	
The quality of food was	Very good 44%	Good 48%	Accepted 5%	Bad 3%
Your Stay in the hotel was(for residents only)	Very good 70%	Good 22%	Accepted -	Bad 8%

Conference objectives were :	Very clear 67%	Clear 22.5%	Not clear 1.5%	Not clear at all
Conference papers served the objectives :	Strongly 54%	Acceptably 44.5%	Weakly 1.5%	
Proposed subjects encouraged me to participate:	Strongly 55%	Acceptably 39%	Weakly 6%	
Proposed subjects helps people related to these issues in forming legal mechanisms to protect children	Very good 39%	Good 49%	Mediate 12%	Weak
Papers clarify the methods of involving children in media and its programs	Very good 28%	Good 58%	Mediate 12%	Weak 2%
Conference subjects facilitate in suggesting coordination mechanisms that support creation of educational environment supporting children rights :	Very good 32%	Good 57.5%	Mediate 9%	Weak 1.5%
Did the experiences presentations of media organizations help in creating a picture about the reality of Palestinian media	Yes 49%		Sort of 46.5%	No 4.5%
Children session encourages to change the prototype view of abilities and capabilities of children in participation process:	Very good 67%	Good 33%	Mediate	Weak
The conference was able to specify the general frame for drawing media strategic vision on the local level that helps in promotes and protecting children issues :	Very good 48%	Good 52%	Mediate	Weak

- Project lessons learned:

- The project has contributed to the capacity building not only to the counterpart organizations who participated in the different project activities, but helped in developing further the capacity of ECRC in the following:
 - It was an opportunity to learn more about child rights and its implementation challenges in the occupied Palestinian Territories.
 - It gave ECRC the opportunity to become better know in terms of mission, capabilities, roles and contributions it makes to local community which increased the scope of the institution's network and potential partnership.
 - ECRC became aware of the role of Media, strengths, opportunities and limitations in playing a role in promoting child rights and producing media material that serves the best interests of children.
 - ECRC and counterpart organizations have gained a tremendous knowledge and skills in training others on issues pertinent to child rights and role of media in this regard.
- Project staff became resourceful on material pertaining to child rights, training, role of media, effective counterparts working in the field, improved their management especially became better acquainted with EU procedures and have now better capacity to plan follow up projects that can build on achievements of this project.
- Interlocking and building up partnerships with targeted groups is one of the most aiding characteristics that help in the success of these projects. They are even more efficiency, effectiveness and commitment than interlocking with the governmental and non-governmental organizations. That shows that making grounds with the grassroots is the best and most effective way now knowing that it will affect the governmental policies related to childhood sector in general and children's rights in specific.
- The comprehensive programs of early childhood sector that deal with all the related and affective aspects on children are the most successful and influencing on children's lives and that is why we recommend ourselves of continuing and improving what we offer in this field, and the financing parties of co-responding with this attitude.
- The coordination and cooperation with the governmental ministries related to early childhood sector is below the expected and needed level. That is why new mechanisms and ideas should be discussed to involve them deeply in such projects and programs.
- It was noticed that this project) team's experience deepened and developed than what they had before. That was clear through a lot of initiations, ideas and activities that have been added or developed through the implementation phases of the project. They became more sensitized, committed, innovating and out flowing in implementing such projects. Their enthusiasm and happiness in the project's accomplishments was a clear and distinguished trait throughout the implementation of the project.

Project # 3- The In Service training Programme

- **Implementation period:** August 2008- June 2009.
- **Targeted Areas:** Jenin, Nablus, Tulkarem, Bethlehem and Hebron governorates.
- **Targeted groups:** Preschool teachers as direct beneficiaries and indirectly are children, parents and other teachers serving in the targeted sites.
- **Programme funders:** Oxfam Novib (ON).
- **Programme main components:** Training workshops, practice teaching. On site field visits, working with parents and psycho social support.
- **Summary of the program and its achievements:** The program is ten months long with 340 training hours and aims at providing opportunities for unqualified teachers to enhance and empower their capabilities in early childhood education, care and development. And to improve their skills and to occupy them with new ones, modify their attitudes towards ECCD sector as well as towards children and their parents. The total of the direct beneficiaries of this program was 65 preschool teachers and the indirect beneficiaries were 130 teachers, 4736 children and 4262 parents.

Project # 4 - Capacity Building of the Early Childhood Sector in East Jerusalem project

- **Implementation period:** 1/1/2009 – 31/12/2009.
- **Targeted Area:** East Jerusalem.
- **Project funders:** EU (89%) and ON (11%).
- **Targeted groups:** Kindergarten teachers, pre-school head teachers, principals and supervisors, parents, stakeholders of the ECCED sector, and children that attend the targeted KGs.
- **Project summary:** The overall objective is to contribute to the well-being of the young children in the East Jerusalem Area. The specific objective is to improve the capacity of the Early Childhood Care, Education and Development (ECCED) sector in East Jerusalem, in order to provide quality care, development and education for children aged 3-6.
- **Project achievements:**

2.1. Activities and results

**Summary of the training achievements (Results 1 and 2) in Year 1
January to December 2009**

Target groups	Number of training sessions	Number of training hours	Number of participants	Number of groups
Teachers	45	225	21	1
Head Teachers	30	150	15	1
Parents	190	570	266	19

Results achieved

Result 1.1: Increased number of qualified and trained pre-school teachers.

Activity 1.1 Conduct training workshops for 70 pre-school teachers on developmentally appropriate curriculum implementation.

Under Activity 1.1 the program for year 1 consisted of 45 training workshops, three field visits to each teacher (in total 63 visits), six days of practice teaching for each teacher (in total 24 days) and two meetings between teachers and parents (42 meetings in total).

Activity 1.1.1 Conduct 45 training workshops for preschool teachers

The 70 teachers targeted by the project were divided into three groups for each year of implementation. It was initially decided to have 23 teachers for the first year, 24 teachers during the second year and 23 teachers the third year.

The first group of the training program started on 5 February 2009 in the presence of 23 selected preschool teachers (all female) from different areas in Jerusalem, such as Beit Hanina, Shu'fat Refugee Camp, Abu Tor, Jabal Al-Mukabber and Silwan (see Annex 2 for a map of Jerusalem with the location of the various kindergartens). In March, two teachers had to quit the program after several sessions for personal reasons; it was not possible by that time to replace them with other teachers. In order to reach the project goal, 26 teachers will be trained in year 3.

The teachers' training Programme for year 2 started on the 12 November 2009 to avoid the challenges (detailed below) which the program faced in year 1. This will allow the project to follow the academic year to the greatest extent possible.

All the workshops were executed according to the ECRC standards in training, working with the participatory approach and starting from the needs of the teachers and their own experiences. Children's rights and children's needs were the base of the program to build upon for a better caring and learning

environment. Children with special needs were targeted as well. For example, two of the KGs selected in year 1 work with children with special needs: at Nour elEin, most of the children have vision weakness or are totally blind, while AlAmeera Basma is an integrated KG for deaf children.

Training kits were handed to teachers on the first day of the training¹ composed of a bag, pen, and notebook, program timetable, training requirements and reading materials. The reading materials provided included handouts, articles from professional educational magazines, and ECRC publications (guide books for teachers, story books, workbooks for children, children songs cassette). The project team decided to use training materials that are connected with the overall educational philosophy of ECRC in addition to being well connected with the subject of the training sessions.

1.1.2 Follow-up the participants on their site for individual learning

Three follow-up field visits were conducted by the trainers to each teacher during the training period with the aim of observing teachers interpretations of the skills acquired during the training sessions, helping them to better understand the importance of a well organized school environment and to give them ideas on how to improve and reorganize the environment and classrooms and working with the teachers on developing and planning the curriculum. For example, in Silwan Charitable Society there were only traditional classrooms and they were advised by the trainer and aided in organizing activity centers such as art and science areas. A second example is in Shatha Alward where teachers changed the classroom display so as to be less crowded, more functional and related to the subject of the week. A second aim of this visit was to make a primary needs assessment for the renovation and refurbishment of the selected KGs.

1.1.3 Organize and implement practical training for the participating teachers

Each teacher participated in six days of practice teaching in one of the KGs that were previously supervised by ECRC. The aim of this practical training was to give the teachers the chance to observe and be involved in a KG which practices different approaches and to engage with teachers who already participated in the ECRC in-service training course in previous years. Prior to the practice teaching sessions, a two day refreshing workshop was conducted by ECRC staff for the teachers who were responsible for the training. This workshop was used as review for the teachers on observation and feedback as well as for the use of the training forms.

1.1.4 Monitor and follow-up the activities done by participating teachers with parents

42 meetings for parents were organized by teachers in the KGs from March to December. These meetings were held in addition to the workshops of Activity 2 and were intended for teachers to develop their relationships with parents.

Two types of evaluation were conducted for activity 1.1; the first consisted of pre and post evaluation tests (see form distributed to teachers in Annex 3) that was made to measure the impact of the program in relation to educational practices and beliefs. Five main indicators showed a significant change:

1. The educational concepts have become clearer and teachers are able to translate it into practice, for instance adding activity centers like nature and imaginative play centers.
2. Teachers are committed to being more holistic in their approach rather than concentrating solely on the academic components. Teachers have an increased understanding of the importance of different kinds of integrated activities
3. Teachers became more involved in planning the curriculum for their classes.
4. Child assessment became a main concern for teachers.
5. It appeared as well that teachers adopted a different attitude towards working with parents and new methods in communication were used, such as lectures and seminars, utilizing substitute mothers and the active participation in school activities like trips, and group breakfasts.

It appeared as well that teachers adopted a different attitude towards working with parents and new methods in communication were used, such as lectures and seminars, utilizing substitute mothers and the active participation in school activities like trips, and group breakfasts.

The second type of evaluation was a questionnaire about the program quality (see Annex 4). The results showed that:

1. 100% of the teachers reported that the program was very useful to them in respect to their work and that the subjects of the training were comprehensive and varied.
2. 93% reported that the readings distributed were relevant to subjects and included practical and useful ideas.
3. 92% of the teachers reported that they benefited from the follow-up field visits to a high extent and that they helped them in organizing the classroom environment, in planning and implementing activities effectively and in planning their curriculum more efficiently.
4. Through the evaluation of the practice teaching, 78% of the teachers reported that this element of training was very useful for them, particularly in learning to handle small group work, which gives them the opportunity to conduct more individual monitoring of children, and also in learning how to manage activity centers effectively. The practice teaching was also useful in gaining practical experience in curriculum planning and creating new ideas for classroom displays.

Result 1.2: Increased number of the qualified pre-school head teachers, principals and supervisors.

Activity 1.2 Conduct professional level training for 45 head teachers, principals and supervisors on administrator's level.

Through the evaluation of the Head Teachers program there were the following findings

- Most of the participants reported that they have plans for the development of their KGs
- More understanding of children's needs
- Field visits were very useful in its three components, organizing and developing the kindergarten, implementing workshops with their teachers and the observation and feedback process as a tool for empowering and developing the performance of teachers.
- Developing filing system for the KG, Administrative and educational like child assessment record was one of the program results
- Working with parents became more defined as concept and methods.
- Participants are more supportive to the professional development of their.
- Most of the participants have developed regulations for their KGs and distributed to parents
- Participants have more clear vision about their role as Head Teachers
- Better relationships between Head teachers and teachers.

Result 2: Increased parents' awareness and support for early childhood educational needs of their children.

Activity 2.1 Train 1050 parents on proper/positive childrearing techniques and practices.

Through the evaluation form and informal discussion in the workshops, the parents reported that the program had a direct impact on their attitude towards children. All parents were given a questionnaire on the last day of training. The findings were very satisfying as the general result indicated that 86% of parents found the workshops as very useful to them as parents.

88.8 % of the parents reported that they started reading or telling a story to their children, 88.8% are spending more time with their children and taking them to public parks, 98.1% became more understanding of their children and are giving more time to their children to talk about their feelings and interests and 97.2% reported that the workshops have affected their interaction with and treatment of their children.

Result 3: Available developmentally appropriate pre-school educational materials and appropriate and safe physical and learning environment.

Activity 3.1 Conduct needs assessment to identify the KGs' needs

The project staff in coordination with the teachers and head teachers conducted a needs assessment in May 2009 in 22 kindergartens. A special form for the needs assessment of the health and safety environment in each KG was used (Annex 6). Teachers and head teachers were involved in every step of the needs assessment process. Needs assessment took into consideration health and safety issues as a priority, looking at the KGs' physical and educational environments such as the state of classrooms, playgrounds, toilets and the availability of educational games. It is also taken into account the number of children in relation to the available space each KG, the number of children allocated per classroom, curriculum planning and parents' involvement.

The budget allocated for each KG was also a guiding reason for what kind of renovation could be targeted. Some of the KGs needed more infrastructure than the rest of the KGs to reach certain levels of health and safety in particular Altefel Almuslem (Silwan) and Alafaq KG (Sufat Camp). The project steering committee therefore decided that these two KGs would receive a large renovation budget than the others. Consequently KGs less in need, such as Bridge international (Beit Hanina), Al-mustakbal (Shu'fat) and the Kids Academy (Beit Hanina) received a lesser share of budget.

In year one, the project worked with a total of 30 KGs on different levels for two main reasons

1. A number of teachers in the KGs which were identified as in need of renovation work had already benefited from ECRC training in previous years (ECRC has been involved in the training of preschool teachers in East Jerusalem for a period of twenty-four years).
2. In parallel to the project, ECRC is also implementing the Palestinian Municipalities Support Program Project which benefits a number of KGs in East Jerusalem. The project Steering Committee therefore decided to pursue the training activities as intended in these KGs and, in parallel, to identify additional KGs which could benefit from renovation work. Eight of the KGs which received renovation support are therefore not included in the teacher training program. These additional KGs were selected through a process which included placing an advertisement in the local newspaper calling for applications from interested KGs. The applications were then reviewed by the project Steering Committee and the KGs with the highest need were chosen for the project.

Activity 3.2 Supply the KGs with the needed materials, educational games and toys.

A list of the needed materials and games was prepared in May, and the distribution of the toys and needed materials took place in August. It was taken into consideration to have the infrastructure work done before the supplement of toys. This was done in order to ensure that the infrastructure work was completed by the start of the academic year.

Upon receiving their materials, all benefited KGs signed a receipt verifying the list of educational toys and materials they had received.

Activity 3.3 Execute the needed infrastructure work.

A list of the needed renovation was made for each KG by the project engineer. Three offers for the renovation works were generated through a negotiated tender procedure in order to get better price and quality. A meeting was held in the presence of the project Manager, project Coordinator, ECRC financial manager and project Secretary to decide upon the best offer.

Two entrepreneurs were agreed upon to do the work for four reasons:

1. Each contractor had better prices in regards to different kinds of work;
2. The total price of each contractor was above the proposed budget, whereas splitting the work between two contractors allowed to have the best prices and to stay within the budget available;
3. It was better for ensuring that the work was done on time during the summer break, while the children were not in the KGs;

The work started during the second week of June and the achievements are as follows:

- The work was executed in 22 KGs as it was agreed upon and covered such areas as: rubber playground, construction of toilettes, Safe Neon Electricity Units, units for drinking water for children, safety wires on windows, umbrellas for play grounds, painting, safe stairways, safe doors, and playground unit.

- The work was completed in August and each KG signed a receipt verifying the completion of renovation and a visibility sign was installed in each benefited KG

The schedule for the infrastructure work was done so far to make sure it would be completed by the start of the academic year in September 2009.

Results:

-19 KGs benefited from renovation work

- 14 KGs are supplied with educational materials that helped in creating more opportunity for children to play in motivating and safe materials.

- 2114 children in the renovated and refurbished KGs benefit from better physical and learning environment.

-The renovated KGs enjoyed heather classrooms, especially in the 4 KGs where the project took care of humidity issues, and in one KG a new window was opened for more air and light.

- 8 KGs have more attractive and safe play grounds.

Project # 5- Teacher to teacher program

- **Programme duration:** October 1st 2008 – May 30, 2009.

- **Targeted Areas:** Jenin, Bethlehem and Hebron Governorates

- **Targeted groups:** Preschool teachers.

- **Program funder:** DSMT

- **Program summary:** ECRC endeavors to reach the maximum possible number of beneficiaries in the ECCD sector. And since the resources are limited and the needs are urgent, ECRC in 1998 had developed the Teacher to Teacher program that aims to train ECRC graduates to become trainers of disadvantaged teachers in remote areas, who have no access to ECRC programs. This process enables a greater number of educators to benefit from the many important elements of the program and its educational framework in a cost-effective manner. The project objectives are:

- Extending the reach of ECRC's training program
- Exposing teachers who are unable to join ECRC's programs to the basics of Early Childhood Care and Development (ECCD).
- Empowering teachers to become leaders in their own environments
- Enriching ECRC's training program with innovations and creative ideas springing from educators in their roles as Lead Teachers

Each Lead Teacher works with two trainee teachers, the majority of whom are stationed in villages and refugee camps. The tools that the trainees acquire, the skills they develop and the ideas that they share with their Lead Teachers empower them and help them engage their communities in ECCED and become active advocates for children's rights. This is far removed from their traditional reputation as mere babysitters. Their communities begin to respect them as educators and leaders. As for the Lead Teachers, they consistently report that they too learn much from the experience (particularly in more remote and disadvantaged areas), enhancing their skills and growing as teachers, trainers, leaders and advocates for children.

Program Beneficiaries:

The project targeted teachers in Jenin and Hebron Districts. In total 90 teachers were engaged in the program (30 trainer and 60 trainees). The project has also indirect beneficiaries; in this case the pre-school children who are served by the beneficiaries' teacher. (1500 child)

Program achievements:

The training started in October 2008 and ended in June 2009. The training had been done by achieving and executing the following tasks:

1. Preparation phase were the training programmes for both trainers and trainees teachers, training kits, setting the ECRC's trainer team, and nominating the target groups and other related tasks all of that were done in October 2008.

2. Training the trainer teachers by ECRC's trainer staff between the period extended from November 2008 till February 2009

3. Trainers to trainees training done by the trainer teachers between the period 1/3/2009 and 30/5/2008.
4. Field follow-up by ECRC team between the period 15/3/2009 and 30/5/2009.
5. Half-program evaluation of the teacher-to-teacher program on 15/4/2009.
6. Final evaluation of the teacher-to-teacher program on 2/6/2009.

The Direct project beneficiaries who were completed the training program were as:

- a. **The trainers:** The number of trainer teachers in this program was 30 from 30 different KGs in the southern & Northern areas of the West Bank (Bethlehem, Hebron and Jenin Governorates). The trainers (15 trainers) from the Northern area came from 12 different localities; cites (1), towns (13) and a refugee camp (1). While the trainers (15 trainers) in the southern area came from 13 different localities; cites (5), towns (8) and (2) refugee camps.
 - b. **The trainees:** The number of the trainee teachers in this program was 59 (30 in the Southern area and 29 in the Northern area). The trainees in the Southern area were distributed as: 8 serving in cities' KGs, 17 are serving in town's KGs and 5 are serving in refugee camps KGs. While the trainees in the Northern area were distributed as the follow:
 - 1- City/ 3 participants
 - 2- Town/ 24 participants.
 - 3- Refugee Camps/ 2 participants.
2. **The Indirect Beneficiaries** including:
- a. 223 teachers in both of the trainers and the trainees KGs (75 of them were in the trainers' KGs and 148 in the trainees' KGs).
 - b. 4130 Children in the trainees KGs (2106 are male children and 2024 are female children).

Teacher-to-Teacher program evaluation: The evaluation covers the following:

1. The results of the "trainer" questionnaire.
2. The results of the "trainee" questionnaire.
3. The teachers' evaluation of the program (both oral and written evaluation).

1. **The results of the "trainer" questionnaire.**

The benefit that the trainees got from the trainer's point of view (the following are the percentages of the teachers who were considering the benefit they have was great not middle neither low)

- Seeing and getting familiar with the physical and educational environment of the trainers' KGs, the percentage of benefit was 93.5%.
- Being introduced to the physical environment of the trainees' KG 88.5%.
- Educational toys/games production session 80%.
- Books and stories production session 77%.
- Follow-up the activities of using the educational toys/games 81.5%.
- Follow-up of the art and nature activities 80%.
- Follow-up of the story and drama activities 87%.
- The production of the specific needed materials of the art session %85.

2. **The results of the "trainee" questionnaire.**

a. The extent of benefit from the training topics:

The trainees articulated that they benefited from many of the training topics with a proportion between 85% and 95% in the different following topics:

Being introduced to the physical environment of the trainer's KG, the sessions of the educational toys/games, stories and art production, follow-up the trainer during the implementation of the activities and work with parents.

- b. The possibility of implementing the ideas: the teachers see that there is a possibility to implement the ideas of the teacher-to-teacher training program.
- c. The number of training sessions: most of the teachers saw that most of the training topics were good in number of sessions regarding the following topics:
 - Educational games session 87.5%.
 - Being introduced to the physical environment of the trainer's KG 85%.
 - Work with parents 72.5%.

- Being introduced to the environment of the trainee's KG by the trainee 75%.
- Art materials production session 80%.
- Follow-up the trainer's implementation of the activities 75%.
- Follow-up the trainer's implementation of activities using the purposeful educational toys/games 65%.
- d. The readings: they were suitable with a 95%; the quantity was acceptable with an 85%.
- e. 95 % said that the quantity of toys that were produced was good while the toys were beneficiary with a 100%.
- f. 87.5% used the produced toys with the children.
- g. 95% agreed that the training depended on taking part of the discussions.
- h. 95% of the participants shared the ideas of the training program with other non-participant teachers.
- i. The trainers' technique was 87.5% democratic.
- j. 95% of the administrations of the KGs were cooperative.

3. Trainees evaluation of the program: (oral and written)

This part of the evaluation was undertaken through the following:

- a. Half program evaluation session for the teacher-to teacher program done on 10/4/2009.
- b. The final evaluation session of the program was held on 2/6/2009 with the trainers and the trainees.
- c. The trainers' and the trainees' evaluation questionnaires.

It is value mentioning the following:

- A. The extent of benefit the teachers got from this program:
 - 1. The extent of benefit the **trainer teachers** got from the program:
 - Exchange of knowledge and acquiring new skill, ideas and activities from trainee teachers.
 - The training contributes at activating and appraising the role of the trainer teachers. Selecting them to be trainers from ECRC gave them such value and such recognition of their role.
 - Breaking the "routine" at work in the KG, this motivates for a change in the activities.
 - Better use of the KG's area and reorder it.
 - Renew the sitting of the KG.
 - Bearing in mind many other developed KG environments.
 - Doing known activities in new ways (cooking the plasticine instead of mixing the ingredients).
 - Building new social relations with the trainee teachers and their colleagues.
 - Reinforcing the trainer's self-confidence and her abilities.
 - Exchange of activities and songs among the KGs.
 - Producing new toys/games and enriching the KG with them.
 - Benefiting from the training kit, the readings and the books given.
 - Enriching the KG with educational toys/games and stationary.
 - Being introduced to new and far geographical areas.
 - Minimizing the sensitivity and negative competition among the KGs in the same village or area.
 - Acquainting new training methods.
 - Acquainting new skills in follow-up and evaluation fields.
 - 2. The extent of benefit the **trainee teachers** got from the program:
 - Organize the KG environment and separating it into activity corners instead of the classical classes.
 - Acquainting monitoring skills and feedback after every session.
 - Being introduced to the ways of dealing with children's behavioral problems.
 - The feedback helped the teacher in the self-evaluation process.
 - Perceptive the ways to work with parents.
 - Knowing how to use the activity corners and the movement of the children from one corner to another easily.
 - Learning how to divide children into groups and working with them as a whole group, small groups and individuals.
 - Knowing the importance of play in the development and learning of the child.

- The significance of giving children the space to express their feelings and talk about their experiences.
- Planning the daily program and the units program.
- Producing educational toys/games and knowing the way to deal with them and the way to introduce them to children.
- Being introduced to the best ways in teaching children the needed skills to be ready to read and write.
- Knowing new ways in telling a story.
- Exchange ideas, expertise and information with the trainer teachers.
- Being introduced to the best ways of contribution the educational means and site organization.
- Increasing the motivation to work with children.
- Taking care of the differences among children, their needs and interests.
- Knowing the importance of the discussion and the interaction between the teachers themselves, between the teachers and the children, and between the children themselves.
- Serving the teacher to build her personality and increase her self-confidence.
- Leaving both children punishment and learning by force.
- Benefiting from the training kit, the materials and the readings inside.
- Enriching the KGs with the educational toys/games that have been produced.

B. Suggestions and recommendations:

1. Suggestions and recommendations of the trainer and trainees teachers:

- The importance of repetition of this kind of programmes.
- The importance of sustaining this program after its formal termination.
- Organizing such exchanging visits between the KGs' teachers who are serving in Hebron and Bethlehem kindergartens.
- The importance of offering educational supplies and financial resources for the involved KGs' mainly for the trainees' KGs.
- Empowering the trainer teachers through this program by enabling them to become trainers for other teachers is one of the best techniques that reinforce the knowledge, skills and the experiences that the trainer teachers gain from the previous training of ECRC.
- We hope that the funder of this project (DSMT) with cooperation with ECRC to work on establishing such twinning ship between the involved kindergartens in this project with kindergarten based in England.

Project # 6: Improving the early childhood services in Jenin Governorate

- **Project duration:** February 2nd 2009- December 15, 2009.
- **Targeted Area:** Jenin and Qubatia Governorates.
- **Targeted groups:** Preschool principles. Supervisors, teachers, parents and children.
- **Project funder:** Italian Government through Nexus.
- **Project Summary:** The general aim is to improve the early Childhood sector in Jenin and Qabatia Governorates as an opportunity to increase the resilience of the population submitted to the penalizing conditions generated by the conflict. While the specific Aim objective is to strengthen the early childhood services through the empowerment of the educational local institutions.

In order to support the Palestinian National Plan of action in ECCE in Jenin Governorate, the following expected results and activities has been identified by our project.

Project results

- Educational directorates' supervisors, local experts, school directors and teachers trained on educational services management and psycho-social support.
- 20 experts from ECRC staff, preschool supervisors from MOHE and supervisors from Union of charitable organizations and women committee had attended two training courses (each 30 training hours). The first course focused on educational services management and the second course focused on psycho-social support. Both courses were designed to train trainers and were given by external experts (Italian)

- 100 directors from Kindergartens with license in Jenin District had attended training course on educational services management. The course was 20 training hours long and was given by ECRC staff based on the above activity.
- 100 teachers from kindergartens in Jenin District attended training course on psycho-social support (early detection, how to deal with it and how to work with the family) The course was 20 training hours long and was given by ECRC staff based on the above activity.
- 15 Kindergartens were rehabilitated in cooperation with the Engineering departments of Qabatya and Jenin Directorates.
- 100 Kindergartens of Jenin District were supplied and enriched with educational materials.
- 52 symposiums (each 1.5 hour long) entitle "How we can make learning enjoyable" were organized for parents. Roughly in total 2000 parents attended those symposiums. The goal of this activity was to raise community awareness about the importance of Kindergartens and active learning for the psycho-social development of their children.
- 50 puppets show (each one hour long) had been performed for children, parents and teachers. The aim of the show was to provide such fun and relaxing time for the audiences who impacted by the hardship situation.

Project # 7: Building the Capacity of Early Childhood Sector in East Jerusalem

- **Project duration:** March 15, 2009 – September 15, 2010.
- **Targeted Areas:** East Jerusalem
- **Targeted groups:** Preschool teachers, preschool supervisors and principles and the Kindergartens.
- **Project funder:** PMSP (80%) ARCS (20%)
- **Project status:** Ongoing
- **Program summary:** This project is a partnership project between Italian and Palestinian parties. The Palestinian party composed from the following: 1- The charitable societies Union, 2- The Directorate of education in Jerusalem, 3- Al Quds University, 4- The private sector representative by El Zuhur Kindergarten, and, 5- The ECRC; On the otherhand the Italian Parties representative by Regione Emilia-Romagna and arci.

The project direct beneficiaries are: Preschool head teachers and supervisors, preschool teachers, and 18 kindergartens. For more details please see the following table:

Type of beneficiaries	Number of beneficiaries	Gender	
		Female	Male
1- Preschool head teachers and supervisors	18	17	1
2- Pre school teachers	40	40	0
3- Kindergartens	18		

Indirect Beneficiaries:

The project indirect beneficiaries are: The preschool children and their parents. For more details please see the following table:

Type of beneficiaries	Number of beneficiaries	Gender	
		Female	Male
1- Children	1000	490	510
2- Parents	900	855	45

Project objectives

1. To enhance the institutional capacity of the early childhood sector in Jerusalem; and to strength the capacity of the main players of the sector mainly the early childhood supervising organizations in Jerusalem.

2. To promote partnership between the Italian and the Palestinian people in general and in pre school sector in particular; through such joint and exchange activities like networking, coordination and cooperation.

Project main activities:

1. External training (In Bologna, Italy) for kindergarten' head teachers and supervisors. 18 head teachers and supervisors had participated in three weeks intensive capacity building training course that conducted by CADIAI in Bologna/ Italy. The course was seen by the participants as a holistic and integrative in terms of content, teachers' interaction, and its activities. The participants also had the opportunity to visit Italian kindergartens, schools, community organizations, municipality, libraries, and documentary centers and so on. These visits contribute at enriching participants' perspectives of how it should involve relevant actors to improve the ECCD services. In addition this activity contributes at establishing partnership between the Italian and the Palestinian KGs and some of them will work on twinning ship among these kindergartens.
2. Complementary training course in Palestine for the above group (head teachers and supervisors).
The training intends to achieve the following:
 - Improving participants capacities at one or more of the following levels: Management, supervision, monitoring and in some cases at training level.
 - Raising their awareness and senses of responsibilities and activating their role and participation in issues concerning the ECCD sector.
 - Enhancing their skills at networking, coordination and cooperation, especially on how to establish an effective and influential partnership at the local and at the regional level.The training is 80 hours long divided into 20 training workshop. It has been started in January 2010 and it will be ended on June 2010.
3. Training course for preschool teacher.
The training designed to has two folds. The first composed by 20 training sessions each 4 hours long to be delivered for 20 participants by ECRC training staff and the second fold will be given to the same target group by the trained supervisors and principles under ECRC supervision. The first fold of the training had started in November 2009 and it will be lasted till the end of April 2010. The second fold has been lunched recently (March, 2010) and it will be continued till the end of June, 2010.
4. Enrichment for 18 kindergartens with needed materials, equipments, furniture and so on. Completion of renovation and enrichment work at the 18 targeted kindergartens. In general the KGs were supplied by: internal and external toys, computers, furniture, carpets and educational materials and other tools. As a result of these enrichments the Children enjoyed the new educational materials and toys and also the teachers were satisfied.
5. Conducting Seminar in Italy to promote and celebrate the project outcomes and to furniture for the next cooperation phase. The seminar will take place in Italy in June 6th, 2010 and it will be attended by 6-8 Palestinian representatives and with 15-20 Italian representatives.

Project # 8: Training of trainers

- **Project duration:** September 1st 2009– May 1st 2010.
- **Targeted Areas:** Nablus, Tulkarem and Tobass Governorates
- **Targeted groups:** preschool supervisors and principles..
- **Project funder:** Oxfam Novib
- **Project status:** Ongoing
- **Program summary:** This project involves the training of principals or head-teachers of preschools by ECRC staff, in order for them to function, in turn, as trainers of their own staffs. This is an effective

method for producing on-site resources for preschool teachers. Training is based on the integrated developmental approach with the aim of communicating this philosophy through the hierarchy of each preschool.

The unique, influential status of principals and head-teachers allows them to act as agents of social change both among their staffs and in their communities. This role is highlighted in the training course and its utilization is the long-term objective of the project. Representatives will be selected from among the graduates of the last five years of ECRC's In-Service training program, with priority granted to principals or head-teachers from preschools with at least 3-4 teachers due to their broader scope of influence. These representatives will be given further training in order to become more effective facilitators of teacher development and advocated for child welfare within their communities. The assumption is that teachers who have benefited from ECRC's integrated developmental programming and have had classroom experience will better understand how to apply this knowledge in their own preschools and communities.

This project enhances teachers' skills, knowledge, experience and attitudes toward the ECCD sector. By empowering and training Lead teachers, ECRC assures the sustainability of quality learning in preschools. However the project is targeting 15 head teachers working in 15 kindergartens that serve 1100 children with attendance of 42 teachers. The training is 150 hours of training, throughout of the training teachers will have a better understanding of, among others, the following fundamental early childhood topics and principles: group dynamics; developmental characteristics from birth-6 years of age; principles of management and supervision; basics of training and workshop planning; building relationships with preschool parents; and, working with children in difficult circumstances. Since the program is still ongoing till the end of next May, thus its outcomes will be reported by the next Annual report (2010).

Project # 9: Specialized training course "Expressive Arts"

- **Project duration:** October 1st 2009– June 1st 2010.
- **Targeted Areas:** Nablus, Salfeet, Tulkarem, Qubatia and Jenin Governorates
- **Targeted groups:** preschool principals and teachers
- **Project funder:** DSMT
- **Project status:** Ongoing
- **Program summary:** The Expressive Arts program integrates the modalities of dance and movement, drama and theatre, literature and story telling, music and poetry and the visual arts. Through these artistic means, people are able to express themselves and therefore reduce the pressures of living under occupation and are empowered to better handle these challenges. Expressive Arts can be used also as a mean of healing and focuses on utilizing all kinds of artistic media in the process of healing and therapy. Moreover the program includes servicing people suffering from Trauma, Mental Health Issues, Physical Disabilities, and Learning Difficulties.

Project main goal and objectives :

The project in general seeks to promote young children's development and well-being through the use of art.

Objectives

- To offer the participants the opportunity to learn about different kinds of Expressive Arts activities through practice.
- To give participants the opportunity to discover their creativities and how to utilize the expressive arts in order to discover other's creativities they work with in their field.
- To help trainers to express themselves through arts, music and movement, drama and theatre, drawing and painting, story and poem.
- To build and develop good communication skills through arts, first between participants within the group and second, between them and other people they work with in field work.
- To find the importance in singing our own songs, playing our own play, drawing our own drawing and, telling our own stories.
- To find some arts suggestions and arts ideas for teaching school and kindergarten curriculums in creative ways.

Project Activities

The executed activities focused on warm-up and ice-breaking activities; movement, relaxation and dance, music and instruments activities; singing with/without instruments; drawing and collage; cut and paste activities; sculpturing and construction through junk; Stories and poems and drama and Puppet- Theatre. In specific the implemented activities were formulated as follow:

1. Organize and conduct training for 40 preschool teachers and head teachers divided into 2 groups each composed of 20 participants. Each group had received 5 training sessions each 5 hours long.
2. Follow up (on site visit) the trained teachers. Each teacher supposed to been visited two times by the trainers.

Project # 10: Razing Community awareness in ECCD

- **Project duration:** July 2009– January 2010.
- **Targeted Areas:** West Bank Governorates and East Jerusalem
- **Targeted groups:** preschool teachers and mothers
- **Project funder:** UNICEF through the Palestinian Ministry of Education and Higher Education (MoEHE)

- **Project background & summary:** Based on the mutual cooperation between ECRC and MoEHE and upon the latest request, ECRC had cooperated with the ministry at executing this project. Seven ECRC trainers were designated to this task. They have implemented in total 27 workshops (162 training hours) targeting 675 teachers and mothers.

Project # 11 : Kindergarten’s Infrastructure and renovation

The objectives of the project are straightforward:

- Renovation, such as painting or maintenance needs
- Improving the safety features of the sites by clearing and reclaiming structures, such as derelict rooms or unsatisfactory bathrooms
- Expanding available spaces and/or adding new ones.
- Equipping areas in need, such as playground, playrooms, and nurseries.

In 2009, 230 kindergartens serving around 17150 children benefited from this project. 197 KG’s were enriched just with some educational materials, books and stationary and 33 kindergartens were benefited from the infrastructure component.

It is important to note that this project has been executed as integral part of the following implemented projects:

- The Psycho social rehabilitation program (15 kindergarten benefited).
- The Capacity Building of the Early Childhood Sector in East Jerusalem project (22 kindergarten benefited).
- Teacher to Teacher project (60 kindergarten benefited).
- Improving the early childhood services in Jenin Governorate (115 kindergartens benefited).
- Building the Capacity of Early Childhood Sector in East Jerusalem project (18 kindergarten benefited).

Project # 12 : Production and Marketing

The purpose of marketing at ECRC can be summarized in the following points:

- Promoting ECRC publications through public relations, informational workshops, brochures and the use of the ECRC website
- Disseminating ECRC publications for use throughout the Arab World
- Spreading awareness of ECRC ideas and its mission through meetings with donors and hosting consortiums to discuss its work
- Guarding and preserving ECRC printing rights and intellectual property
- Help beneficiaries make use of ECRC publications by holding meetings on how to use them effectively (or example, the Arabic Language Series workshops to show teachers how to make use of the Series, which have caused a significant rise in its sale).

The following table shows the number of copies of what had printed in 2009:

PUBLICATIONS	68500
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CASSETTES & CDS	3000
CONFERENCE BOOK	1000

Project # 13: External evaluation of ECRC work

In 2009 ECRC made three major external evaluations for its work. The first one concentrate on tracking ECRC implemented programmes and projects during the period of 2006 - 2008 and reviewing the organization structure; and the second evaluation was on evaluating the Psycho social program and the third evaluation was on evaluating the media and children’s rights. The following are the executive summaries of these evaluations and in case there is a need to see the complete reports on these evaluations please look at: www.ecrc-jer.org under evaluation section.

Project 13.1: External evaluation of ECRC work for 2006-2008.

ID Management Consultants (IMC) had appointed to conduct this evaluation. The following is the executive summary of the evaluation.

The purpose of this evaluation is to provide an external, independent and objective view, information and assessment of the ECRC and to measure the impact of its programmes implemented during the period between 2006 and 2008. The ultimate goal would be to utilize the evaluation results to help the ECRC with future programming decisions.

The evaluation of the ECRC looked into the following areas: The ECRC's mission, objectives, administrative and financial regulations, organizational structure, human resources, operational capacity and management, etc. In terms of the programmes implemented during the period between 2006 and 2008, the evaluation dealt with the efficiency of ECRC in implementing the programmes, the adequacy of the services provided to target groups, targeted areas, and the effectiveness of the interventions and their impact on target groups in general, and on children in particular. Such was assessed in relation to specific effectiveness and sustainability indicators.

A variety of assessment tools were utilized in undertaking the evaluation, i.e. documentation review, focus groups, individual interviews and site visits (the OCAT Model was utilized in the first part of the study, and the Donald Patrick Model in the second part). Moreover, the researchers extensively read and analyzed a sample of ECRC's documents, publications, and press releases.

First: Organization Assessment of the Center

The results of ECRC's organization assessment are presented in a matrix which consists of evaluation and comments on four organization components: governance and leadership capacity, operation management, human resources development, and operational capacity of ECRC. Then the recommendations are highlighted with a focus on human resource capacity development, operation capacity development, networking and collaborations and research and media.

In general, the result of the assessment showed that; ECRC has a clear mission which describes an enduring reality that reflects its values and purpose, and coherent strategic goals that are linked to its mission. ECRC functions and activities are based on well defined values and beliefs. ECRC core programs are well defined and aligned with its mission and strategic goals.

ECRC’s board of trustees is composed of 12 high caliber and professional members with good diverse practice and expertise that are relevant to ECRC. General Director and coordinators are highly experienced in ECCED. Evaluation of training programs activities and outputs are measured frequently using appropriate methods.

ECRC played a leading role in developing partnerships and networks with several organizations and ministries in order to achieve its mission in promoting and developing the early childhood sector in Palestine. ECRC have multiple sources of funding but they are not stable.

Based on evaluation outcomes the following main recommendations are made: 1)To train ECRC's staff on marketing, financial management, leadership and management and advanced computer skills, 2)To

enhance financial status by employing revenue development strategies² and to diversify funding sources, 3) To develop organization's bylaws and administrative manual, 4) To pursue more intensive coordination with NGOs, government, and universities and to establish a network of volunteers, 5) To utilize local and regional media resources in raising awareness for children's rights, and 6) To focus on building a strong base of scientific evidence on which to ground education policy and practice.

Second: Evaluation of the Programmes implemented by ECRC over the period (2006-2008)

Strengths:

- There is a high-level of harmony and consensus between the objectives of the projects implemented and the objectives and the mission of the ECRC (i.e. in following integrated and participatory approach).
- ECRC plays a central role in influencing the formulation and development of early childhood national policies in Palestine.
- ECRC has achieved the objectives of the majority of planned projects; this was positively remarked by the project beneficiaries. Beneficiaries indicated importance and relevance of projects in terms of education and early childhood care, especially at the kindergarten stage.
- ECRC utilizes various human and physical resources in providing training to the target groups. Training beneficiaries describe the trainers as professional and well experienced in training of teachers, principals, parents, and children. Trainers utilize an integrated approach involving; theory and practice, and promote active participation of the trainees.
- Analysis of data collected through interviews, focus group discussions, and questionnaires, indicates that the professional behavior of teachers and principals has significantly improved in terms of; increased knowledge of educational and child care issues, implementation of active learning methodologies in the classroom, creating a more comforting environment, and promoting good relationship between the KGs and the local community.
- Teachers and principals have shown a marked improvement in fostering relationships between the kindergarten, parents, and the community; allowing beneficial exchange between the parties.
- The ECRC was noted to have a good reputation among Palestinian society, especially among government institutions and organizations dealing with issues of childhood, workers in kindergartens, and the community as a whole.
- The ECRC projects significantly contributed in advocacy of Palestinian children rights; increasing community awareness of early childhood issues. Its activities have rendered a positive change on the behavior of many parents and teachers towards children.
- Some of ECRC's projects such as the projects concerned with enhancing the KG's physical environment contributed to create new jobs at the time the Palestinian economy suffered from very high unemployment rates.
- The projects dealt with training and enrichment of kindergartens' environment, paid particular attention to remote areas as to service the poor and marginalized groups (i.e. kindergartens proximal to the wall). The projects rendered are balanced in their geographical distribution (i.e. city, village, and camp).
- Preparation of certain kindergartens to serve as training and consulting centers for their regions unintentionally helped to raise awareness about union work; which led to the emergence of the core workers association for kindergarten workers. Also, this served to instill a culture of parent participation in kindergarten boards.
- ECRC has the ability to activate governmental and non-governmental organizations, media, as well as school children and engage them in integrated team work activities within the local community to support child rights and advocacy.

Weaknesses and challenges

- Some KG's principals have not sustained maintenance works done by the projects and/or do not utilize games and toys for the benefit of the children
- Absence of training directed to the owners of kindergartens.
- Little training directed to primary school teachers.
- Lack of coordination with the local universities, as to direct research towards the early-education sector and ECRC projects and activities.
- The lack of information on children and kindergartens.

²Profit making investments, income generating activities, fee-based service, and marketing of centers' publications

- ECRC's coordinators are more focused on implementation.
- Training materials used by the center need to be revised and developed during the next 5 to 10 years; this is crucial taking into consideration the expected increase in the percentage of qualified KG teachers holding specialized bachelor degrees (verses high school diplomas or two-year degrees) as a result from the implementation of the National Teacher Education Strategy.

Recommendations: Consolidate and Continue

- The ECRC should continue towards its mission and stated objectives; as they are appropriate in guiding its programs, projects, and activities in the field of education, care, and early childhood development.
- The ECRC should continue to build and strengthen partnerships with community organizations, Palestinian governmental and non-governmental organizations, and specialized bodies in the sector of education, care and early childhood development; and continue to lead in the sector at the local level.
- The ECRC should continue to adopt international approaches and trends related to education and children's rights issues and follow-up developments in UN conferences and documents, and try to adopt them within the national and regional context.
- Training topics (which represent positive direct and indirect approaches for the advocacy, education and care of Palestinian children) should be repeated to target groups, as these issues address real needs for children, teachers, principals, and parents.
- The ECRC should continue to adopt a participatory approach and combination of theory and practice in its training; due to the effective impact such approaches have proved in facilitating learning and modifying professional behavior and attitudes regarding childhood-related issues.
- Emphasis should be made on the provision of Training of the Trainers and Teacher to Teacher training; due to the significant impact such approaches have upon building a basis for decentralized training across different geographical locations, as well as the psychological impact they carry in regards to strengthen the confidence of KGs' principals and teachers.
- The ECRC should continue to maintain and enrich poor kindergartens, especially in remote and marginalized areas, and those areas affected by the apartheid wall., Psychosocial support, and awareness projects should be directed to the local communities of these areas, since such activities are critical to ensure the provision of early educational services and care of children in these areas.
- Continuation and development of community outreach projects supporting children's issues are encouraged. These projects provide good opportunities for the involvement of the local community (i.e. families, parents, local authorities, and the media) in supporting children's rights and to better modify existing beliefs and attitudes towards childhood-related issues.
- The ECRC should continue to produce publications and audio materials directed to the Palestinian and to Arab children as well.

Recommendations: Meet the Challenges

- ECRC should develop a strategy suitable for rendering advanced training to teachers and kindergarten principals who hold bachelor degree in early childhood education, as the National Teacher Education Strategy determined that KG teacher should hold bachelor in early childhood education. However, in the interim stage of strategy implementation, teachers holding diploma in early childhood education are expected to continue teaching in KGs³.
- Extending the training to cover new target groups -which are directly or indirectly involved in childhood issues; such as the owners of the KGs as this will help in facilitating the participation of the teachers from these KGs in the training. Also, including fathers in the training will help them in getting larger role in raising their children, furthermore, involvement of teachers of basic grades will serve in bridging the gap between kindergarten and school education.
- Networking should be undertaken with education faculties and departments of graduate studies in Palestinian universities, as to redirect part of their research projects masters' theses towards the study of topics related to the early-education sector, in general, and the projects implemented by the ECRC, in particular.
- A full statistical database about kindergartens (licensed and un-licensed), and enrolled children should be generated on the level of each sub-region, in cooperation with the Palestinian Central Bureau of Statistics and the Ministry of Education.

³ Nation Teacher Education Strategy P20-21

- Funding is needed to expand assistance rendered to poor kindergartens, as to enrich the learning environment and enhance their yards and out-door play equipment.
- Capacity building is needed for coordinators employed by the ECRC in its various branches in using the computer to document the training activities.
- Certificates of appreciation should be granted for teachers and principals who demonstrate remarkable excellence in applying the training received.
- Efforts should be made to have the on-the-job training in kindergartens awarded by a diploma recognized by the Ministry of Education and Higher Education.
- A continuous follow-up mechanism should be created and used by ECRC, involving quarterly and/or annual reports to be generated by kindergarten regarding the application of the training received, improvements made to the kindergarten's environment, and kindergarten activities with parents and the local community.
- A study should be undertaken on the status of children enrolled in kindergartens located in areas near to or behind the apartheid wall, as to guide the implementation of projects servicing children in such areas.
- The ECRC should render training services, support and protection, and advocacy in the Gaza Strip as well. A branch should be established there dedicated to providing services to children in the Gaza Strip, where the most disenfranchised children in the region.

Project 13.2: Psycho – Social Supporting Program

• Purpose and Methods

The Early Childhood Resource Center (ECRC) as a non-governmental organization cares about early childhood in Palestine, funded from the Japanese government through the Campaign for the Children of Palestine (CCP) to hold a training workshop in 2008 and in 2009, under the title of the " psychosocial support "for kindergarten teachers and mothers of children in rural marginalized and disadvantaged areas with aim to rehabilitation of teachers and raise the awareness of mothers in dealing with children as a social segment that constitute a significant proportion in Palestinian society, whose numbers have been suffering from trauma in various degrees as a result of Israeli occupation practices, cultural and social reasons and as a complement for the work, it has become necessary to conduct a partial external assessment for the program.

The study focused on evaluation of three matters in the program which are: training content, training processes, and impact of training on the target group, and its suitability for this category, and assessing the sustainability and the impact of training to be a part and a component of the components of rehabilitation of a kindergarten teachers on the one hand, and the sustainability of its impact on raising the awareness of mothers in dealing with their children on the other hand, to complement the role of teacher and parent in helping children to cope with the traumaing conditions they experienced almost continuously, and to mitigate the effects of these traumas on their psychology. The study aims to evaluate the training to learn about the capabilities of the trainers and coordinator of ECRC in training with an acceptable level, and by identifying a part of the organizational capacity and the ability to complete the work with high professional standard.

The evaluation has been based on the review and analysis of training content, and to observe the process of training in one of the workshops, as well as individual interviews with trainees of teachers and trainees who are under training, as well as trainees from mothers in their homes in the villages where training has been conducted, and the article was conducted. In addition to that an interview has been conducted with the coordinator of the Early Childhood Resource Center in the city of Ramallah. A special questionnaire has been distributed on all trainees from teachers who are under training as well as the trainees from mothers. Patrick model has been approved to analyze all data collected, through which the benefits of trainees have been identified as a target group from knowledge, skills and change in the attitudes as well as the sustainability of the impact of training, and through the indicators that have been identified through data collection tools and information from trainees .

• Key Findings

- 1- It has been found that that the training content is appropriate since it has been built on the training needs of the target group in the provision of psychosocial support for children, and helped to a reasonable limit to corrects many misconceptions and practices of each of mothers and

trainees in dealing with children and it can increase and raise their awareness to help children in adaptation, with conditions that provide integration and cooperation between the mother and kindergarten teacher in this area.

- 2- The training needs of trainees is conducted based on two methods namely: monitoring their training needs directly, through filling a special form by the trainees to form a special assessment of training needs, as well as indirectly; by consulting the officials of kindergarten such as the Unions working in the field of kindergarten, and local women federations .
- 3- Training was provided with a level of excellence, in terms of organization, preparation and implementation, as a group of active learning methods have been used, multiple methods of teaching have been applied in a professional and successful way, the trainers have the ability to communicate effectively with trainees, and training, as they have added on training an atmosphere of comfort and fun, time has been exploited to cover all the objectives of the training workshop.
- 4- Training had a clear impact on trainees of teachers in terms of gaining knowledge, they knew a group of concepts and principles of psychosocial support, and they acquired a group of special skills to provide such support, there is a change in their tendencies concerning their belief in the importance of training topics, and it was useful to raise their competence at work with children, as well as changes in professional behavior in terms of new approaches in dealing with children, and increased self-confidence where they became the subject of the trust from parents and other teachers to be the source of consultation for teachers and mothers.
- 5- There are different levels in the sustainability of the impact of training between the kindergarten teachers and others, but generally it has been found that there are promising indicators on the sustainability of the impact of training, namely: many of the effects of training have become part of the profession of teachers, and that there is a kind of transfer of experience gained from the training of teachers to other trained teachers in the kindergarten, female teachers expressed interest in supporting a network of those concerned with children and kindergarten teachers school teachers, mothers and other participants from the local community as volunteers and local authorities dealing with children, to carry out activities for children.
- 6- Training has affected positively on mothers in terms of increasing their awareness of ways of dealing with children, and to provide psychosocial support to them through the activities they trained on such as reading stories, and the implementation of collective play activities and find time to talk with children, and conduct dialogue with them, and, they have a clear interest in discussing the problems of their children with others.
- 7- A set of indicators for the sustainability of the impact of training have been concluded by mothers, whether concerning the application of what they has been trained on him with their children, or the impact of training or transfer the effect of training to other mothers from relatives and neighbors, and increase the level of relationship with the kindergarten teachers and encourage them be a part of local network dealing with the problems of children in the village.
- 8- The training has an impact on children and the local community, where mothers and teachers have stated that there are indicators of positive changes that has been noticed in the behavior of children, and kindergartens have become as consultancy centers for many of the mothers about the problems their children, a group of children have been transformed into specialists through the discovery that their cases are difficult, but the trainees of teachers and mothers have perceived the that the training forms a chance to evacuate psychologically. In addition to that, there is also interest to support local social networks concerned with issues of childhood. In addition to that, the relationship and communication between mothers and kindergarten teachers have been improved.

• Recommendations to ECRC

1. Continue the implementation of such programs in the Palestinian society, especially in rural areas due to the urgent need of them.
2. Mainstreaming the implementation of the provision of psychosocial support in all provinces, and a mechanism for its implementation in the governorates of the Gaza Strip.
3. Development of training material to become a handbook of training Manual in the provision of psychosocial support.
4. Exchange of experiences with trainees of instructors from other relevant institutions in the provision of psychosocial support, through the work of Link networking with these institutions.

5. Increasing the number of field visits to kindergartens after the completion of the training
6. Asking each teacher to write a report each semester on the activities undertaken by the mothers in the kindergarten and kindergarten in the local community.
7. Determining the time available to each group activity within each group during training.
8. Appointing a leader of the trainees for each group conducting collective oral activity during the course of training, and giving each trainee the opportunity to be the leader in its group which increases self-confidence.
9. Development of training material to include subjects raises the awareness of mothers and teachers about the sources of trauma that may be caused by cultural characteristics characterized by the Palestinian family.
10. Activate the intervention and involvement of local institutions in villages to activate its role in providing psychosocial support, and support of kindergartens and families to play this role.

• Recommendations to CCP

1. Continue to support a project of psychosocial support to cover the largest group of villages and communities, especially those suffering from the occupation measures that are located near or behind the wall of apartheid.
2. Adoption of the implementation of the comprehensive external evaluation of the entire program at its end.

Project 13.3: Utilizing and activating media for promoting and spreading children rights

The evaluation was done as per terms of reference with focus on interviewing three groups trainers in three regions of the West Bank, three groups of trainees from children and media workers in the three target regions, individual interviews with members of the Project Steering Committee, the project manager and project coordinator reviewing of conference material and medial material produced by media organizations involved on the project. The data was analyzed by responses of each group where groups used as the unit of analysis of trainers and trainees responses. As for the responses of the members of the steering committee common analysis was done based on the common responses expressed by the interviewed members. Data collection was done in the period from 20th of December 2009 and 2nd of January 2010.

The main findings on training indicated that training was relevant to the reality of the children who constitute almost half of the Palestinian society and considered a high risk group given the cultural, economic, social and political challenges. Children face grave violation of human and child rights and thus such kind of project is highly relevant. The media produced and the conference proceedings indicated that issues discussed with focus on promoting child rights and mobilized good support among governmental and nongovernmental institutions and media organizations.

The findings also indicated that the training achieved most of the training and media objectives and provided a notable increase in the capacity of children, trainers, media institutions and ECRC. The project has also improved awareness of the target groups of child rights, child violations, child law and role of the media in promoting child rights. The media production was almost completed but varied from one institution to another in terms of quality, quantity and relevance.

The results achieved in the project helped in promoting the sustainability of the project benefits through the new skills, knowledge gained by trainers, trainee, media workers, policy makers and media material broadcasted and presented. However, the lack of adequate resources in terms of human resources skilled in utilizing media on promoting child rights and dealing with child violations are key challenges to the long term sustainability.

The key recommendation stressed the importance of capitalizing on the results achieved and to continue such project for another one round to create a much more solid training capacity especially dealing with child rights.

However there are things to improve. The training can be improved by involving children in the design and planning of the training, involve more diverse and skilled trainers especially from media specialists, conduct training needs assessment among children and media workers to design more relevant and

effective training, shorten the training sessions and improve the selection of children to involve more from rural communities. More practical application and hands on training of children especially in producing medial material and media presentation. More involvement of key stakeholders in decisions regarding the planning and implementation of the project However, a more conducive and supportive environment is needed to sustain the benefits of the project which includes commitment at the policy making level such as translating child rights into national implementation strategy and endorsing the child law and implementing its articles.

ECRC Management Board input in 2009

The board of Directors of Early Childhood Resource Centre held three meetings in 2009 and was as follows:

1. The first meeting was held in 17/1/2009. The agenda of the meeting:
 - a. Revision and discussion of 2009 budget.
 - b. The center's Programmatic plan for the year 2009.
 - c. Gaza's situation and what can be provided by the centre in support of the people of Gaza.
2. The second meeting was held in 4/6/2009. The following points were on the agenda:
 - a. To discuss the financial auditor's report for the fiscal year 2008.
 - b. Summary of the external evaluation of the centre for the years 2006-2008
 - c. Agree on a meeting for the General Assembly elections which set as 4/7/2009.
3. The third meeting was held on 24/10/2009.

The agenda was as follows:

 - a. Review of administrative regulations of the centre.
 - b. The Management Board role in the conference to be held by the centre on Media and Children's Rights.
 - c. Strategic planning of the centre for the coming years.

The General Assembly meeting held on 4/7/2009

The meeting discussed the following:

- a. The Financial report for the year 2009.
- b. Appoint a certified auditor for the centre
- c. The Annual report for the year 2008.
- d. Election of new board of directors for the year 2009-2010.

As a result of the election the following members were elected for 2009-2010:

Judeh Jamal	President
Marwan Tarazi	Vice-President
Dr. Mohammed Shahin	Secretary
Husam Hirzallah	Treasurer
Dr. Varsen Shahin	Member
Dr. Sami Al nabulsi	Member
Rania Alajawi	Member
Dr. Umayyah Khammash	Member
Sulaimah Abo Alhaj	Member

-Public Relations and Networking

As always, and since its inception, ECRC believes strongly that cooperation and coordination are powerful mechanisms for enhancing their endeavors in ECCD sector. Therefore, it has been an initiator and active member in various Palestinian networks, coalition and specialized committees. Among those are:

- A member in the Palestinian Non- Governmental Organizations network (PNGO). Indeed, ECRC was for a long time a member of the PNGO steering committee.
- A member and initiator in the establishment of the Palestinian Children's Rights Coalition (PCRC)
- A founding member of the Early Childhood National Committee.

- A member of early childhood coalition/ Jerusalem section
- A member of Jerusalem Committee.
- A member of Education for all committees (EFA).
- A member of the psycho-social Rehabilitation Committee.
- A member of the sector study group for Jerusalem
- A member of the Civic Coalition for Defending the Palestinians' Rights in Jerusalem (CCDPRJ).
- A member of "school safe environment coalition"

Throughout the above memberships, in 2009 ECRC staff was involved in a variety of activities, such as workshops, seminars, conferences and training sessions which had been held by various governmental and non-governmental organizations.

However, ECRC team had a positive role and put their best abilities to advocate for children and respond for the needs of this sector. The following activities were carried out with ECRC attendance and participation at the local, regional and International levels.

The following table summarized ECRC involvement in 2009:

#	Subject	Activity date	Sponsored by	Agenda / Purpose
1.	Empowering course for activity centers facilitators	17-23/1/2009	Children's organization (Play & Education)	- Preparing for the facilitator task in the play and activation centers.
2.	The Palestinian Coalition Workshop for "Educational and Safe school environment / planning workshop"	2-3/2/2009	Palestinian Coalition	- Planning for the activities that are going to be implemented in order to ensure and activate the coalition role in 2009
3.	Ceremony for distributing the Palestinian NGOs kits	7/2/2009	Palestinian NGO Development Center (NDC)	- To enhance and support the organizational capabilities of the NGO
4.	The Palestine Red Crescent Society Tenth General Conference / "40 years with continuous giving.	7-9/3/2009	Palestine Red Crescent Society (PRCS)	- The fourteenth anniversary on establishing the society and the 150 th anniversary on establishing the international movement - Discussing the challenges the society facing and the expectations for the coming period
5.	The KG and private schools workers general syndicate – first conference	21/3/2009	KG Workers General Syndicate	- Election for the syndicate members
6.	External training course for the local supervisors working in the Early Childhood Sector	29/3 – 2/4/2009 19-23/4/2009	ECRC in cooperation with NEXUS and ADYOKID – Nablus	- Upgrading the level of experiences and the efficiencies of the active workers in this field
7.	The CHILD – between the legal vision and the social aspect.	14/4/2009	Palestinian Legislative Council (Women and Child Department)	- Advocacy for children's rights
8.	Final meeting for "Safe Environment" project	23/4/2009	- Save the children – Britain - Tamer Institute - Madad Company	- Presenting the Project Outputs to the Palestinian Authority through the involved ministries, and the NGOs, and the UN Organizations.
9.	Qualification of teachers :	23/4/2009	- Ministry of	- The National Weak activities

#	Subject	Activity date	Sponsored by	Agenda / Purpose
	Challenges and Visions		Education and Higher Education/Deputy Assistant for development and planning	
10	Educational meeting regarding teachers qualifications.	24/4/2009	- Deputy assistant office – Ministry of Education and Higher Education	- Educational meeting regarding teachers' qualification - Visions and challenges - the national weak activities – Learning for All.
11	Mental Health conference	27-28/4/2009	- Social workers syndicate	- Mental health workers (Towards a United National Palestinian strategy supporting the civil peace and the community and the mental health.
12	Workshop (developing a theoretical framework for the education in the Early Childhood phase)	6/5/2009	- ANERA	- Discussing the first theoretical framework draft for the education in the Early Childhood phase.
13	Europe Day	9/5/2009	- European Union	- Reception, exhibition and show
14	The first KG's conference – Hebron (KG's and teaching for the future)	9/5/2009	- Young Men Moslem Association	- Active learning - KG child characteristics and it's needs - Drama and Theater - Developing the creative thinking skills in the KGs.
15	Developing the training materials / Social awareness for the early childhood cases project - UNICEF	19-20/5/2010	- UNICEF	- Two workshops for the team working on developing the training material.
16	Developing the training materials / "Social awareness related to early childhood issues project" UNICEF	19-20/5/2010	- Ministry of Education and Higher Education	- Developing the training materials.
17	Regional Conference - Global Campaign for Education	25-27/5/2009	- Global Campaign for education	- YEMEN
18	50 th Anniversary – 50 years of giving	1/6/2009	- Union of Charitable Societies	- 50 th anniversary on establishing the Union of Charitable Societies for Jerusalem Governorate
19	Specialized workshop – sector group for Jerusalem		-	- The workshop was held in Grand Park Hotel in Ramallah
20			-	-
21	World Social Forum 2009	15/7/2009	- Teacher Creativity Center	- Organizing the World Educational and Social Forum in Palestine next year... and the importance of this event.
22	Workshop titled: Identifying the future work in the social and mental health	21/7/2009	- Rana Nashashibi	- Presentation about the plan of organizing the mental health services in Palestine.
23	Woman empowerment in the work field - national symposium	19/8/2009	- General Union for Palestine Workers Syndicate	- Analyzing the women's situation in the working field.

#	Subject	Activity date	Sponsored by	Agenda / Purpose
24	Partner workshops on campaigning with Richard English	30 September – 1 October 2009	- OXFAM NOVIB	- The training focuses on skills and knowledge of participants which need to be enhanced in order to feel more confident and better equipped to do advocacy and campaigning work in their perspective roles.
25	Press conference "Jerusalem Municipality plan for 2020" How it will affect the Jerusalemite Palestinian.	16/9/2009	- The National Coalition for Palestinian Rights – Jerusalem	- Press Conference
26	Follow up for Jerusalem Committee's activities	23/9/2009	- Jerusalem Committee / NGOs Network / Nidal Center	- Discussing the action plan of improving the civil society role in Jerusalem
27	Protocol training course	28/9/2009 – 2/10/2009	- The seventh day organization for training/ Jerusalem	- Ceremonies and protocols skills
28	Meeting for discussion of the PNA decision for the delay of voting.	5/10/2009	- PNGO	- Discussion
29	Meeting to discuss the World Conference on Education for 2010	10/2010	- Teacher creativity center	- Organizing the Educational Social Forum which is going to be held in 2010.
30	PNGO net meeting followed by a demonstration at Al-Manarah circle	5/10/2009	- PNGO	- Protesting meeting – Human Rights Council in Geneva postponed voting for Richard Goldston Report regarding the Israeli crimes in Gaza.

Actions in participation with Ministry of Education and Higher Education:

1. MOEHE participated in the closing ceremony of "Improving the Educational Services for the Early Childhood Period in Jenin area" implemented by ECRC in cooperation with number of Italian Organizations NEXUS, EDUCAID and MODINA, and funded by the Italian Cooperation in Jenin 14/12/2009.
2. ECRC arranged for a training course in Bologna / Italy between the period 21/6/2009 – 4/7/2009.
3. 11/3/2009 signing a Memo of Understanding between ECRC and MOEHE containing the center working plan 2009-2011.
4. Working lunch in Ramallah – ECRC & MOEHE.
5. Several meetings were held with UNICEF about community awareness of Early Childhood cases. A training material was developed.
6. A Training course was held in cooperation with the MOEHE to the Kindergartens teachers.
7. Several meetings were held under the subject : "Learning for All"
8. Meetings, activities, workshops, open days, were held all over the geographical areas, in the occasion of (National Week for Learning for All from 25-30/4/2009).

Summary of ECRC projects beneficiaries in 2009

Type	Direct	Indirect
Psychosocial support project		
Teachers	15	---
Mothers	240	---
Children	962	---
Total	1217	---
Media project		
Media personal	46	---
Children	64	---
Total	110	---
In-Service training project		
Teachers	65	130
Children	---	4736
Parents	---	4262
Total	65	9128
ON / EC		
Teachers	21	70
Head teachers	15	24
Parents	266	----
Children	---	2047
Total	302	2141
Teacher to teacher		
Trainer teacher	30	75
Trainee teacher	90	148
Children	---	4130
Total	120	4353
Improving (Jenin)		
ECCED's experts	20	---
Kindergartens directors	100	---
Kindergartens teachers	100	---
Parents	2000	---
Children	4500	---
Total	6720	---
Building the capacity of Early Childhood Sector in East Jerusalem		
Head teachers	18	---
Teachers	40	---
Children	---	1000
Parents	---	900
Total	58	1900

Specialized training course		
Head teachers	18	---
Teachers	40	---
Children	---	1000
Parents	---	900
Total	58	1900
Razing community awareness		
Teachers	300	---
Mothers	375	---
Total	675	---
Grand Total	9325	19422

- **Note: Training of trainers and the specialized training projects are still ongoing. Therefore the beneficiaries will be counted in 2010 Annual Report.**