



Early Childhood Resource Center (ECRC)

Annual Report for 2007

3 Ardasir Street
P.O. Box 25222
Beit Hanina-Jerusalem 91250

Tel: (972)-2-656 7043/4

Fax: (972)-2-656 7046

info@ecrc-jer.org Email:

www.ecrc-jer.org Website:

Introduction:

I am pleased and honored to give this detailed report about ECRC's achievements for the year 2007. This report documents the center's programs and activities and shows their effect on the beneficiaries: children, teachers, supervisors, parents and KGs' principals from Governmental, Non-Governmental and Private Organizations.

We are proud of the center's work and affect on large numbers of people working in the early childhood sector despite the political, economical and psychological circumstances that we lived in 2007. The ongoing unstable political situation with all its consequences resulting mainly because of the continuation of the Israeli occupation and its compulsory practices towards the Palestinian People in general and towards children (whom we focus on) in specific. How many of the Palestinian children were killed, injured, lost a parent or became homeless because of the prevailing situation? How many suffered psychologically and the consequences will go on for their lifetime? How many suffered because of the difficult economical situation, and its poverty and deprivation consequences? How many died because of the unjust siege? How many of these children became street children? How many were abused because of the compulsory circumstances? How many were deprived of the basic needs (eating, drinking, having a place to live in, health, as well as the educational and entertainment needs) to live a normal life? Simply, how many of these children have their rights been violated and denied? All these questions and others are only a simple description of the reality that ECRC is working in. Therefore the center has been working hardly within all possible ways and capabilities to reduce the above-mentioned problems especially for pre-school children.

Our contribution as a center seems so small in dealing with the previously mentioned circumstances, as well as reducing or stopping their consequences, but actually, we are working in accordance to the following slogan:

"Lighting a candle is better than just sitting and cursing the darkness".

ECRC has since its foundation in 1985 organized its priorities and planned its projects and activities according to the needs of the beneficiaries and that resulted in building close and effective relations as well as building a wide network with both direct and indirect beneficiaries.

This attitude helped in building real and effective partnerships that helped in developing and implementing programs and projects of the center. Many of the programs that ECRC implemented were at the beginning only an idea, a suggestion or a recommendation coming from the beneficiaries of ECRC's services.

Adopting this attitude helped also in determining ECRC's position and status as a community organization owned in the first place by its beneficiaries. We as workers in this organization (Board of Trustees, Administration, and Advisors/Counselors) believe in and support this attitude.

Despite the difficult situation we are living, the clear impact of the implemented programs makes it easier on us, encourages us and supports us to go on with our work. Clear evidence on that will appear in details in this report. In this context I would like here to quote just an example of what had been said by some of our project's beneficiaries:

A mother from Jalqamous village in Jenin wrote:

"I never listened to my children. Every time any of them tried to talk to me, I told him/her to go away because I am busy. After the workshops, I started listening to them. I used to hit them but now I stopped because I realized that they have

rights and needs. I began to understand them better. They became calmer and their behavior at home changed a lot; now I am more relaxed”.

Another mother from Ya'bad:

“It was known about me that I raise my children in a good manner, but after the workshop, I noticed that I was wrong. Therefore, I started changing my way in dealing with them. I play with them, talk to them, and let them share in family matters decision-making”

A mother from Al Rameh:

“I used to dispense my nervousness on my children, hit them, scream at them but now I do not anymore”.

A teacher from Ramallah

.” I studied and graduated from university in the same field (education) but I have not heard of the subjects introduced in the training and presented to us by ECRC. We hope to attend more workshops with them and to have such sustain relationship with them”.

However and despite of the shortage of financial support for ECRC during the year 2007 in comparison to the needs and expected achievements, still we are proud that our services reached to 16476 persons out of them 2560 as direct beneficiaries and 13916 as indirect beneficiaries. The beneficiaries were varying (children, parents, teachers, supervisors, policy makers and other) because of the diversity in the programs and the activities that ECRC has done during the year 2007.

It is essential to mention that it was not possible to implement or accomplish the above-mentioned without the support of our donor friends to whom we send our appreciation and gratitude and they are as follows: OXFAM NOVIB, MAP – UK, DSMT, OPEC, CCP Japan, EC- European Commission and Welfare Association.

We would like also to thank and appreciate all the KGs and daycares, principals, workers, children and parents for their contribution and cooperation with ECRC in implementing its services and activities.

A special thanks for all the Governmental institutions especially the Ministry of Education and The Ministry of Social Affairs and all the involved ministries for their cooperation and facilitating the work of ECRC. We also thank the non-governmental and private organizations for their cooperation and support during the year 2007.

Finally yet importantly, I thank all the members of the ECRC’s Board of Trustees for their efforts, care, follow-up and support for ECRC and offering help at all times.

Last word and thanks goes to all my colleagues in ECRC whether Administration employees or Technical employees for their distinguished efforts, implementation and follow-up of the center’s programs.

Thanks to all.

Signature

Nabil Sublaban 30/4/2008
General Director

Overview:

The Early Childhood Resource Centre

The Early Childhood Resource Centre (ECRC) is a Palestinian NGO which was established in 1985 as an initiative to improve the education of young children in Palestine by training and empowering teachers and others involved in early learning; empowering parents as partners in their children's development; developing and producing culturally relevant resources for children, teachers, families and communities and raising community awareness of the importance of the early childhood period.

The Centre has an extraordinary vision of the child as a whole and promotes holistic integrated development in the most important years of a child's life. Without a solid foundation, a culturally vital, free and democratic Palestinian society will not be possible. ECRC is a pioneer and leader in early childhood education in Palestine and is an important player in the development not only of educational values, mechanisms, and standards, but also of Palestinian civil society as a whole. We are driven by the vision of enabling social actors to participate in priority setting and decision-making regarding the future of Palestinian children and the society of which they are part.

The Mission Statement for ECRC is: *To upgrade, promote and develop the early childhood education sector in Palestine, ECRC is guided by the comprehensive integrated development approach with the conviction that the development of the child's cognitive, physical and psychosocial processes will eventually lead to the development of a well-integrated Palestinian child.*

ECRC's strategies for this vision are as follows:

- Implementing the integrated developmental approach to early childhood education, care, and development, based on culture-specific patterns of socialization.
- Focusing on human resource development of early childhood education and care service-providers and the capacity building of ECED institutions.
- Targeting communities and institutions at grassroots level, with a focus on the disadvantaged and marginalized, for the development of sound early childhood education and developmental approaches.
- Carrying out culture-specific research in child psychology, as well as relevant early childhood education and development programmes.
- Enriching the field of early childhood education and development through the supply of materials, publications, designs, and other resources.
- Coordinating and cooperating with formal and non-formal institutions related to ECED.
- Raising the awareness of the community at large and parents in particular, to the importance of ECED and Children's Rights, through the media and other mediums.

Organizational Structure

ECRC is registered as an independent private non-profit institution in Jerusalem under the following registration number (51-146346-5) and recently it has been registered in the Palestinian Authority Territories under the following registration number (RA- 22553-E). ECRC has a mandate to work in the entire region of Palestine. It has a board of trustees, a financial department, five regional training units, an educational material production unit, a program unit and a children's rights unit. ECRC has the main headquarter in Jerusalem headed by the General Director (Nabil Sublaban), and four other offices in Ramallah, Nablus, Jenin and Hebron where coordinators manage the work and where the Center's daily

operational decisions and activities including projects, programmes and public relations are undertaken by the staff in all five areas.

Board of Trustees

ECRC possesses a highly capable BOT that is capable of Self Evaluation and Review of the Role of the Board, decide on donors, determine Goals and Objectives, review FY Budgets & evaluate and monitor the progress, restructure of the institute and other relevant work. Today the center has a Board of trustees that meets regularly throughout the year to monitor the progress of the projects, to evaluate the progress, to continue the process of enriching and to develop the early childhood education sector.

The board of trustees for the year 2007 was composed of 11 members headed by Mr. Judeh Jamal.

ECRC Board of Trustees Current Members

	Name	Profession	Gender	Function	Years on Board
1	Judeh Jamal	Engineer	Male	President	5
2	Assia Habash	Child Psychologist	Female	Member	10
3	Marwan Tarazi	Information Technologist	Male	Member	4
4	Dr. Sami Nabulsi	Medical Doctor	Male	Member	9
5	Dr. Umayyah Khamash	Medical Doctor	Male	Member	4
6	Dr. Varseen Aghabekian	Education Policies & Administration	Female	Member	2
7	Khaled Assali	Computer Engineer	Male	Member	2
8	Khaled Qutob	Business Administration	Male	Member	2
9	Abla Naser	Education/Psychology	Female	Member	2
10	Rana Bishara	Linguistics / translation	Female	Member	2
11	Rania Alajawi	Expressive Arts Therapy	Female	Member	2

The board held three formal meetings in 2007. These meetings focused on several issues, dominant amongst was the financial situation of the ECRC and the strategic planning to overcome obstacles that may hinder the organization of achieving its future goals.

The first meeting was held on January 27th, 2007. The issues discussed at the meeting included:

- The issues that were finalized in 2006.
- The budget of 2007
- The activities of 2007

The second meeting was held on May 24th 2007. The main points on the meeting agenda were: The board members met the auditor to discuss in depth the content of the report and to see what kind of recommendation might be worth to be taken into consideration for the next year. Also the board met with the Center's lawyer to discuss issues regarding the centre, such as the Municipality taxes that are imposed on the center by the Jerusalem "Israeli's" Municipality as well as by other related Israeli governmental bodies.

The third meeting was held on November 17th, 2007 and it focused on updating the board on the center's activities and what has been planned for the coming new academic year (2008-2009). At this meeting the board also discussed and approved the ECRC operational budget for the next year.

Rationale and Methodology.

ECRC based its strategy on a theoretical framework which asserts that children are the future, and that they have the right to live and develop to their utmost abilities. Well-integrated physical, emotional, intellectual, and social development will enable children to participate fully in the development of their communities. Social injustice, poverty, and discrimination, are hoped to be reduced and even eliminated with the community involved in a progressive and developmentally integrated programme.

ECRC's approach to early childhood education is called the "the holistic-integrated developmental approach". Based on the works of such luminaries in the fields of education and psychology as Piaget, Freire, Dewey, Vygotsky, and Gardner, and situated locally, this approach blends theory with 17 years of reflective experience in the Palestine context to provide a culturally appropriate and vital training system for early childhood educators.

ECRC's approach is participatory, reflecting its holistic development philosophy and humanitarian principles. It encourages social and intellectual interaction in an open and democratic atmosphere. The participatory approach encourages free activity and learning from concrete experience, as well as active dialogue between learners and facilitators. This builds self-confidence and a sense of ownership as well as empowerment. The training workshops, field visits, and practical training all apply many creative techniques (experiential learning, focus groups, individual and group discussions, etc.) to support the transfer of theory into practice.

We still believe that public relations and networking are impacting positively the ECCED field in Palestine. ECRC is strongly convinced that cooperation and coordination are powerful mechanisms for enhancing its endeavor in ECCED sector. Therefore, it has been an initiator and active member in various Palestinian networks, coalitions and specialized committees. Among those are:

- 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 member of the National Action Plan for Palestinian Child, which was hosted by the Secretariat of National plan of Action for Palestinian Children.
- A member of the Palestinian Educational Coalition.
- 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 committee (EFA).
- A member of the psycho-social Rehabilitation Committee.

Throughout the above memberships, in 2007 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 used the above platforms to advocate for children's needs and rights and search for opportunities to cooperate and coordinate with the involved parties. The following activities were carried out with ECRC's attendance.

A- Conferences

A- On the National Level:

- A.1: The conference of announcing the results of the Palestinian survey on Family Health held on April 11 in Al-Bireh.

- A.2: Media Press on Education for All International Week held by the Ministry of Education on April 23.
- A.3: Conference on the humanitarian challenges of the Middle East Peace Process held in Jerusalem on April 27, 2007.
- A.4: Conference held in Al-Quds University entitled “The Well Being and the Welfare of the Palestinian Children” on November 21-22.
- A.5: The first Palestinian conference to Boycott Israel held on November 22.
- A.6: Conference of documentation and knowledge exchange in Education in Palestine held on December 3-4 by TCC, ECRC and AEI. This conference was one of the KIC project activities.

B- Workshops and Meetings:

On the internal level

Several meetings were held with the donors during the year 2007, Most of these meetings were held in March. One of these meetings was held with Ada Loni/Italy, another with EU representatives. A third meeting was held with CCDPRJ and a forth with CCP/ Japan and a final meeting was held with the representative of The Royal Danish Representative office.

For the local meetings held during the year 2007, they are as follows:

- A meeting of the Palestinian Coalition was held on January 9.
- A meeting was held on January 10 to discuss Strategic Planning Programs and Projects. This meeting was organized by the CCDPRJ.
- A meeting for the Education Campaign Group held in the Welfare Association on January 22.
- Center of Teacher Creativity management meeting was held on February 2.
- A meeting for the Education Campaign Group was held by the Welfare Association on February 12.
- Jerusalem committee meeting at Nedal center on March 6.
- The Educational Book Exhibition held on March 14.
- A workshop held by Defense for Children International was attended on March 17.
- A complementary meeting to form the Palestinian Vocational Forum to protect children from abuse held on March 17.
- A workshop held by the Civil Coalition for Defending the Palestinian’s Rights in Jerusalem on March 17.
- The Palestinian Non Governmental Organizations Network (PNGO) and Aida coalition campaign for Mobilizing and support held in Ramallah on March 20.
- A workshop on “Sesame Street” held on March 24.
- A Workshop on EU human rights policy and instruments held on March 26.
- A 5-day workshop held by The Civil Coalition for Defending the Palestinian’s Rights in Jerusalem in Dahyet Al-Bareed beginning April 7. (ECRC attended 2 days).
- The general Committee of the PNGO network meeting held in Ramallah on April 18.
- A meeting between Coalition for Jerusalem and a delegation from Luxemburg to introduce Jerusalem’s situation to them on April 26.
- A meeting of the technical committee of Education for All on May 9.
- A meeting entitled “Towards a new horizon presenting the Educational Kit, Developing Basic Education in Palestine, A Holistic Integrated Perspective” held on May 9 in Al-Bireh.
- PNGO / Jerusalem Committee met on May 10 to discuss the vision and work of the committee.
- A workshop entitled “How bad children are treated and neglected” in Birzeit University on May 21.
- A meeting for the Education Campaign Group to give the results of the workshop held in April, May 2007 in Jerusalem on July 5.

- Meeting with the Minister of Women's Affairs, Jerusalem institutions and Women associations was held in Jerusalem on August 9.
- The 1st Palestinian International Children's Book Fair 2007 between August 29 and September 7.
- Women Studies Center held a workday entitled "Traumatized Women's experience in mutual psychological support" on October 6.
- A festival entitled "Stand up, speak out against Poverty and Inequality" held on October 17.
- A workshop to introduce the UN Agreement for Fighting Corruption was held in Jerusalem on October 29.
- World Day for Prevention of Child Abuse on November 19.
- A meeting of the Jerusalem Committee / PNGO network in Nidal Center on November 28.
- The General Committee of the PNGO network meeting in Ramallah on December 10.
- Roundtable with Oxfam Novib and its partner organizations on December 12 in Ramallah.

On the Regional & International levels

- Training course on Strategic management held in Egypt on February 29- March 4.
- Training course on Strategic management and reinforcing the managers' financial skills held in Egypt on April 22-29.
- Regional experts' seminar on Palestinian experiences with active learning curriculum in ECCECD. The seminar was held in Amman on April 15-17.
- Advocacy and Lobbying workshop Privatization of essential services in the Arab Region held in Egypt between July 2 and 6.
- Coordination meetings with out Italian partners held in Italy in June 16- 22.

Additional related activities ECRC has undertaken in the year 2007.

- Dozens of meetings with donors (institutions and individuals).
- Coordination and cooperation meetings with both governmental and non-governmental organizations such as:
 - Governmental and Non Governmental Organizations Network in Hebron.
 - Psycho and Social Support Organizations Network.
 - Taking part in meetings and activities of the Union of Social and Psychological Professionals in Hebron in specific and the West Bank in general.
 - Attendance of some meetings to form a Vocational Palestinian Forum to protect children from abuse.
- Taking part of documenting the expertise to KIC institution about reinforcing partnership between schools and local society through parents' committees and presenting a paper in the workshop held in June 2006 regarding this matter.
- Cooperation with Al-Sanabel Charitable Society for the Handicapped in Halhoul through offering ideas and suggestions to work with the handicapped children, in addition to donating books, educational stories and other materials.
- The reception of some students from the local universities and colleges in order to obtain their practical training program at ECRC. The supervision on their training, attendance of the Educational meetings is part of ECRC task in this regard. ECRC in its different offices also receives students from other Arab Colleges and Universities to get the practical training.

- Holding coordination meetings with the supervisors of the KGs in the Education Department of both the North and the South of Hebron to discuss and cooperate in the field of Development of the Early Childhood Sector in the Governorate.

Finally it is worth to mention that ECRC is still in contact with other International parties, such as UNESCO, ARC, GCE, ASPBAE, GRIN, AIDA, GNRC, EA, Bernard van Leer Foundation and others. Information and data are subject to exchange with these organizations, whether through electronic means or/and through hard copies of the available relevant publications.

Programme and projects implemented in 2007

During this year a variety of programmes and projects were conducted and implemented through the ECRC various units. The programs were:

- 1- In-service training program.
- 2- Mobilizing community towards children's rights.
- 3- Teacher to Teacher program.
- 4- Training of Trainer program.
- 5- Psychosocial rehabilitation and support program.
- 6- Knowledge information exchange project between Oxfam Novib counterparts (KIC).
“Project Name: Improving the Impact of Palestinian Educational NGOs through Collaboration, Exchange and Sharing of Good, bad and new Practices”.
- 7- Kindergarten's infrastructure and renovation project.
- 8- Production workshops project.
- 9- Production and marketing project.
- 10- Projects still in action.

Project # 1: In- service Training Programme

1.1 Description

The program is an in-service training program which aims to provide professional training and upgrading of skills for existing providers of early childhood education and development, and to enhance this sector in Palestine. This training has been built in 22 years of operational experience and is derived from a modern vision of early childhood education and development – adapted to meet Palestinian needs and strengths – known as ‘the integrated development approach.’ This approach looks at the child as a whole entity, who's behavioral and learning domains are psychological, emotional, spiritual, social, physical, moral, and cognitive. The training programme is also grounded in the UN's Convention of the Rights of The Child, which clears that children are shaped by survival, growth, protection, development, and participation.

The in-service training program usually begins in August with an intensive period of two weeks. The intensive period concentrates on the very basic introductory aspects of the program to help the teacher at the beginning of the school year. During the school year, enrolled teachers participate in a training workshop once a week for a whole working day. To enhance the relevance of theory to practice, ECRC adopted a scheme of following-up in the field where each teacher is visited at least 3 times during her training period by her trainer. Each visit would usually last for six hours and is scheduled to coincide with a planned focus in the training, sessions and with relevant reading materials. The follow-up with each teacher in her preschool includes, among other things: observation of implementing relevant activities; raising questions on problems encountered; helping teacher to find alternatives and

solutions; and helping to make possible changes in the physical set-up of the KG. The feedback session also includes follow-up of parents program.

1.2 Project Objectives

- Provide basic skills and knowledge in early childhood education and development to non-qualified preschool teachers.
- Upgrade the professional competence of early childhood education and development teachers.
- Empower teachers to understand their role as professionals and agents of social change in their community.
- Improve teachers' communication skills and adult education strategies to empower them in efforts to advocate for an integrated approach to early childhood education and development.
- Train teachers on skills that help them in their lobbying and advocacy efforts on the principles of the Convention on the Rights of the Child.
- Enhance teachers' ability to produce materials and audio-visual aids from low-cost and available resources.
- Provide teachers with a better understanding of the child's home environment and existing supports.
- Provide families with better understanding of child development and how they can provide a richer learning environment for their children.
- Improve communication between the school and the family.
- Strengthen connections of both the teacher and the family to community resources.

1.3- Activities planned for the Period:

The following activities were implemented:

1- Training workshops: A variety of pedagogical sessions in early childhood, care and development field were addressed and discussed with the projects' participants. The total participants were 44 divided into two groups. The first group was from Jenin Governorate while the second was targeted in Ramallah Governorate. Each group was engaged in 54 training sessions. These sessions were implemented during the scholastic year extended between August 2006 and mid June 2007. Indeed three new groups of teachers (in total 63 teachers) have been also engaged in this training in August 2007 and they will graduate in June 2008. It is worth to mention that we are in this report reporting on those teachers who had completed the graduation requirements, mainly the group of 2006-2007. While the other three groups who were engaged in the training in August 2007 will be excluded in this report and they will be included in 2008 report.

The training started with an intensive course (in August) where ten sessions were conducted for each group. Then a weekly session (5 hours long) has been executed throughout the following months. Two other intensive courses were implemented during the training. The first one was in the first two weeks of January, where 6 sessions were implemented and the second intensive course was conducted in June 2007, where another 6 sessions were executed. All the planned activities in this domain (training workshops) were implemented exactly as planned, whether in terms of the number of sessions or in terms of the dates of implementation. .

2- Field visits: To fill the gap between theory and practice, field visits have been executed. Each participant teacher has been visited 2-3 times by her trainer, in order to observe and follow up what she has done, acquired and gained from the pedagogical training sessions. Indeed, these visits also aimed to response to each particular kindergarten's needs. Despite the mobilization and constrains that were imposed by the Israeli occupier; the ECRC's

training staff succeeded in implementing all these visits as planned. In total, 114 visits were executed.

The field visits have been done with full coordination between the targeted teachers and the trainers. The plan and objectives of the visit are usually agreed on prior to the visit. The teacher is asked to plan activities according to what she has learned and experienced. Then the trainer observes the implementation of the planned activities in the site. The observation process aims to modify teaching methods and techniques where it might be necessary. A feedback session between the teacher and the trainer was usually organized at the end of the school day, where both discussed what had happened that day, and decided on what were the next steps that should be taken in the near future. Issues such as building and strengthening the relation between schools, parents, other related community players, teamwork, KGs physical and educational environment etc... were the major themes addressed and discussed during the feedback sessions. It might be worth to say that this component of training (field visits) is one of the most influential aspects in teacher training.

3. Practicum: The notion behind this activity was an attempt to convince and show the trainees that what they have been trained on could be done and translated into concrete actions. Five practice teaching sites equipped with qualified trained teachers were available to host the trainees for this purpose. Each participant teacher had the opportunity to implement seven working days in this regard. In terms of the content of the practicum, the following gives details:

- Observing the physical set-up of the KG, program design, and getting to know the children with whom they will be working.
- Observing activities with some participation (filling out activity forms on management skills and a checklist on the teachers' role).
- Planning one activity for the day following a feedback session.
- Implementing activities and planning two new activities after a feedback session.
- Getting the feedback on the implementation of activities, feedback sessions, and evaluating the training program.
- Application of one whole teaching day by the trainee teachers with the supervision and follow-up of her trainer.

1.4 Progress against Objectives (Programme Activities):

The project has succeeded in meeting all the planned objectives at all domains. The difficult political and economical ongoing situation did not prevent ECRC from achieving the project's goals. However, the following objectives were achieved:

- Developing teacher's capacity to work with children in terms of knowledge, skills, changing attitudes and other related issues.
- Reinforcing the self esteem and confidence of the involved teachers of their role as facilitators of learning.
- Enhancing the relationship between the pre-schools and families.
- Developing the KGs physical and educational environments.
- Enhancing the linkage between the KGs.
- The addressed activities also support and provide opportunities for families to participate at different levels. The participation was based on their strengths and experiences.
- Raising community awareness of the importance of ECCD and children's rights have composed the main component of the delivered program, whether through the capacity building training program or through the distributed educational materials and publications.
- Good use of low cost scrap materials for enriching the KGs' environment.

In general, the trainees expressed satisfaction with high esteem for the training course in terms of its contents, the style of presentation, and the resources used by the training team. Indeed, teachers felt that the covered subjects were diverse and comprehensive. Most of them stated that the course helped them directly in their work. Most of the teachers found the content of the reading materials, which had been given to them, was appropriate and useful in practice. The specialized audio-visual materials used in the course were also generally well-received. Workshops on the production of educational resources and toys were well known to the teachers, who found them very helpful.

The teachers also mentioned that the style of the ECRC trainers has been stimulating, and noted that they had many opportunities to ask questions and discuss ideas during the sessions. Regarding, the training on working with parents, it was evaluated very positively by the teachers, and the family outreach program was successful according to participant's evaluation. Regarding the teachers' fulfillment of the practical requirements for working with the families, it included the following: home visits, general meetings, workshops on toys and resource production and work with groups of children and their mothers in pre-schools.

The general meetings aimed to exchange ideas, information and other issues related to children. Production workshops were held for parents to provide them with an opportunity to design and create puppets, puzzles, games and toys for their children to use at home. The goal behind this was to encourage parents to participate in the activities offered by their children's kindergartens. In addition, teachers made home visits and brought prepared activities which could be used as a model for parents. The goal of these visits was to give the teacher the opportunity to interact with children and provide an example to their parents on how to include child-centered activities in their home environment.

It is also worth to mention that the majority of involved parents (98%) have expressed a desire to continue with this project or with other similar programs. Indeed, most of them felt comfortable in their interaction with teachers. Moreover, it was noted that parents became more aware of the importance of allocating quality time with their children. For instance, many of them began to sit with their children and talk to them about their feelings and their interests. 90% of them took their children on trips, 92% of them told their children stories and 80% used home items as a subject or mean for child participation.

1.5: Beneficiaries:

Category	Planned		Achieved		Female		Male	
	Direct	Indirect	Direct	Indirect	Direct	Indirect	Direct	Indirect
Teachers	44	88	44	93	44	93	-	-
Children	-	2024	-	2067	-	1023	-	1044
Parents	-	440	-	426	-	407	-	29
Total	44	2552	44	2586	44	1523	-	1073

1.6: Project's Impact on the community:

The project's impact on the community was clear in various ways:

- It enhanced and raised community awareness and sense of responsibility towards Palestinian children and their inherent rights.
- It contributed to the establishment of a community base professionals and paraprofessionals in ECCD sector.
- Reinforced the existing ECCD networks, and contributed in establishing new ones.
- Helped the community to mobilize its resources towards children's rights and other related issues.

- Encouraged and utilized the local media resources to raise awareness amongst local communities on children's issues.
- Enhanced parents' qualifications and experiences in ECCD field.
- The role of ECCD in supervising organization (charitable organization, Women Committees and other private institutions); their experience in management, supervision, monitoring, and in some cases the training level have been improved.
- To some extent this project contributed in reducing unemployment rate. Since the trained teachers will enhance their opportunities to compete within the existing local workforce.
- Finally, this project increased the rate of woman participation in empowerment programmes since the majority of the projects' participants were women.

1.7: How the project beneficiaries evaluated the project?

I- Training workshops:

- * The workshops topics were: 1. Varied and Comprehensive 100%
2. Varied but not comprehensive
3. Neither varied nor comprehensive

- * To what extent did the topics help the teacher in her work? 1. Greatly 100%
2. Somewhat
3. Nothing

* To what extent have you benefited from the following themes?

	Very much	Much	Acceptable	Somewhat	Nothing
Child Development and needs	65%	35%			
Teacher's role	59%	41%			
Classroom management	59%	35%	6%		
Classroom exhibitions	47%	53%			
KG's environment	47%	47%	6%		
Working with Parents	59%	35%	6%		
Child's Rights	53%	47%			
Children with special needs	71%	24%	6%		
Nature and Science	47%	53%			
Language Readiness	53%	47%			
Story telling and its techniques	71%	29%			
Drama	88%	12%			
Logical Mathematical Readiness	59%	41%			
Art Experiences	53%	47%			
Movement Experiences	65%	35%			
Behavioral Developmental	59%	41%			
First Aid	65%	35%			
Music	65%	35%			
Planning	53%	47%			
Evaluating	59%	41%			
Religious Education	53%	47%			
Gender and Women's Rights	53%	47%			

II- Production workshops:

* To what extent the production workshops helped in your work?	1. Greatly	76.5%
	2. Somewhat	19%
	3. Nothing	4.5%

* The number of the workshops was:	1. Very much	20%
	2. Acceptable	63%
	3. Little	17%

III- Reading materials:

* The reading material, which had been distributed to support the training was:	1. Appropriate	82.5%
	2. Mostly appropriate	17.5%
	3. Inappropriate	----

* Did the readings imply theory and practice?	1. Yes	83%
	2. No	----
	3. Somewhat	17%

IV- Audio-visual materials:

* To what extent were the used Audio-visual materials:	1. Appropriate	76%
	2. Inappropriate	24%

* Did the Audiovisual materials imply practical ideas?	1. Yes	41%
	2. Almost	41%
	3. No	18%

V- Training methods:

* The training methods were:	1. Interesting	68.5%
	2. Ordinary	31.5%
	3. Not interesting	----

* Did the training give the opportunity for questions and discussions	1. Yes	97%
	2. Somewhat	3%
	3. No	----

VI- Follow up:

* To what extent did you benefit from the supervisor's visits to your KG's	1. Greatly	81.5%
	2. Somewhat	18.5%
	3. Nothing	----

* The number of visits (two visits) is:	1. Much	----
	2. Acceptable	67%
	3. Little	33%

* The length of the visit is:	1. Long	----
	2. Appropriate	82.5%
	3. Short	17.5%

* The Supervisors' way during the visit was:	1. Counseling and dialogues	97%
--	-----------------------------	-----

2. Instruction and Criticism 3%
 3. Not clear -----

III- Practicum:

- 1- Overall benefit form the training was:
 - Great 88% - Somewhat 12% -Little -----
- 2- The context of the training:
 - Is relevant 84% - needs modification 16%
- 3- The planning and discussion sessions were:
 - Satisfying 94% - Somewhat satisfying 6% - Not satisfying -----
- 4- Appropriateness of the training forms
 - Appropriate 100% - Inappropriate -----
- 5- The training sites were:
 - Appropriate 94% - Somewhat appropriate 6% - Inappropriate -----

VI- Working with Parents

VI. A- Parents' evaluation

Question # 1: Which of the following methods are more preferable for you?

	YES	NO
a- General meetings with parents in KG	88%	12%
b- Participation at production workshops	71%	29%
c- Participating our children in their activities in the KG's	83%	17%
d- Visiting us at home by the KG's teachers	71%	29%

Question # 2: Are you ready to participate at similar future programmes.

	89.5%	10.5%
--	-------	-------

Question # 3: As a result of your participation have you:

a- Given time to talk with your child about his/ her concerns	84%	16%
b- Joined your child in a trip	82%	18%
c- Read a story for him/her	82%	18%
d- Used home items as a subject or mean for child participation	49%	51%

IV.B –How did the teachers evaluate the parents program?

Question # 1: To what extent have your visits to parents in their homes help you at?

	Greatly	Somewhat	Nothing
--	---------	----------	---------

a- Having better understanding of the child	88%	12%	-----
b- Realizing your role as a teacher	94%	6%	-----
c- Relationing with parents	88%	12%	-----

Question # 2: Did you notice the following behaviors from parents towards their children as a result of their participation in the program?

	Greatly	Somewhat	Nothing
- Allowing their children to express their feelings whether it was positive or negative	59%	41%	-
- Noticing behavioral changes on their children and talking on them	64%	36%	-
- Encouraging their children	72%	18%	-
- More aware of children capabilities	88%	12%	-
- More aware of their own behaviors and their affect on their children	78%	22%	-
- Taking their children on trips	59%	41%	-
- More aware of the importance of early childhood period	73%	17%	-

Question # 3:

* Did you feel that parents were ready to continue participating in similar programs?

Greatly 85% Somewhat 15% Nothing -

* Working with parents was as you expected.

Yes: 58% No: 42%

* Do you like to continue working with parents?

Yes: 95% No: 5%

1.8: Lessons learned and recommendations:

- Training in general and in-service training in particular should be seen as an on going and a cumulative process. Thus, to enhance and reinforce the ECCD sector, there must be continuous training programs for teachers to upgrade them with everything related to this sector.
- Motivation and readiness of teachers to work with young children is not less important than teachers’ academic qualifications. Hence, it is so important to have these trends with any potential participants in future training.
- Empowerment, partnerships, coalitions, networks, child and right-based approaches are key components of any effective training program.
- Mutual respect and affective communication amongst the involved parties are essential to better achievements.
- The relationship between the beneficiaries and the donor should be based on the spirit of partnership and cooperation during the project life cycle.

Project # 2: Mobilizing community towards children’s rights

The Overall aim of the project is to mobilize the community towards children’s rights, through impacting, empowering, educating and activating teachers, supervisors, parents, children and other relevant community-based organizations.

Specific objectives:

1. To empower pre-school teachers’ skills and knowledge towards an integrated holistic approach in children’s rights, and to enhance their capabilities at advocacy and lobbying for children’s rights and other related issues.
2. To empower and encourage parents to take a lead role in the community campaign designed to foster the basic right of children in the West Bank.
3. To educate and train children about how to advocate for their own rights.
4. To empower and encourage networking at all levels between relevant bodies (NGO’s, CBO’s, GO’s) in order to advocate for children’s rights.

- To create and produce and provide materials, and resources on children's rights.

Estimated results:

- An observed enhanced community awareness and sense of responsibility towards Palestinian children and their inherent rights.
- A broader community base of professionals working on the protection of Palestinian children and advocating for children's rights.
- New resources on children's rights will be developed and distributed to the community, also to be used for lobbying and advocacy locally.
- More actions, campaigns, debates, dialogues, meetings, symposiums on children's rights.
- Better networking and joint efforts among the involved project's participants.
- More effective pressure on the governmental level to meet children's rights practically, and better PA's legislation on child's issues and more involved policy makers.

Main activities

- Lobbying and advocacy for children's rights through campaigning, networking, building coalitions and activating existing ones.
- Holding training and empowering workshops for teachers, school supervisors, parents and children on children's rights.
- Developing and producing promotion materials on CRC, and synchronizing the CRC materials with the local cultural values.
- Organizing national conferences on children's rights.

Target Groups:

It is imperative to stress here that the target group is essentially the Palestinian children. All training provided to parents, teachers, policy makers and media groups is created for the benefit first and foremost of the children. The following charts show the project beneficiaries in terms of their geographical distribution, educational background and number of Direct and Indirect beneficiaries.

Target Group	Geographical location	#of direct beneficiar-ies	# of indirect beneficiarie s	Total # of beneficiar-ies	Estimation figures Beneficiaries Educational background / percentage
KG's Teachers	Jenin District	20	50	70	-no degree 10% -High school 45% -Diploma 30% (not necessarily education) -Bachelor degree 10% -Post Graduate 5%
	Nablus District	20	50	70	
	Ramallah District	20	50	70	
	Jerusalem District	20	50	70	
	Hebron District	20	50	70	
	Total		100	250	
Parents of Children	Jenin	300	-	-	
	Nablus	300	-	-	
	Ramallah	300	-	-	
	Jerusalem	300	-	-	
	Hebron	300	-	-	
	Total		1500		

Children	Ramallah	30	-	150	
	Nablus	30	-	150	
	Hebron	30	-	150	
	Jenin	30	-	150	
	Jerusalem	30	-	150	
	Total	150	-	750	
- Others	All Areas	30		30	
School supervisors					
-Head teachers		75		75	
-Policy makers		50		50	
-Relevant ministries		6		6	
-Relevant NGO's		15		15	
-Media organizations		15		15	

Achievements:

Program 1: Training KG's teachers.

1.1 - Organizing & conducting training workshops

96 out of 100 targeted teachers have completed the training course in children's rights. The teachers were distributed into 5 groups. A total of 365 training hours were implemented as seen in the following table:

The achieved training workshops are:

Location	# of group's	# of training hrs	# of teachers
Jenin	1	45	20
Nablus	1	45	19
Jerusalem	1	45	17
Ramallah	1	50	20
Hebron	1	45	20
Total	5	255	96

The training workshops in all locations began on the first week of February and terminated in April 2007. All workshops were implemented by ECRC training Staff. The training focused on subjects and issues related to children's rights such as:

- Introducing & discussing the UN Convention on the Rights of the Child
- The importance of the CRC
- The main articles of the CRC

-Other committees related to CRC

- *Human rights Committee.
- *Children's rights Committee.
- *Committee against Torture.

-Clarification & Focusing on specific categories of Rights

- * Best interest of the child (Survival, growth & development)
- *Protection Right

*Participation Right

*Elimination of Discrimination.

-Teachers' role in awareness –raising & advocating for children's rights.

-Transformation of CRC guidelines into a practical reality.

-How to activate & mobilize parents in particular & the community in general for advocating & lobbying for children's rights.

Case Studies

- Child labour; Children in conflict with law; Child neglect; Child torture; Gender discrimination; Sexual exploitation & abuse.

- How to formalize networks, partnerships & pressure groups for children's benefit.

All the workshops were executed according to ECRC training standards. The participatory approach has been used as the main method of work. Teachers' needs and experiences have been taken into account and were used to develop the training program. Moreover, connecting teachers' knowledge and pedagogy with children's rights convention and building up for a better attitude towards children have been taken into consideration.

On the other hand, the training materials and kits that were distributed to participants were later reported as efficient and helpful.

Two monitoring visits for each participant teacher (in total 192 visits) were done to follow up how the trainees had integrated children's rights issue into the curriculum and the daily routine.

Pre and Post evaluation (test) was made in order to measure teachers' attitudes towards children and their rights, indeed an evaluation of the training and the implemented program was made with the teachers at the end of the training. They have assessed the workshops in a very positive way. They have also reported that the training was useful and interesting (more details in this matter will be addressed in later sections).

Program 1.2 Advanced training to previously trained teachers

77 teachers from the previous project (Advocacy and training on children's rights) were engaged in refreshment sessions to track their achievements since last year; in terms of activities, networking, partnerships and other issues related to children's rights. These sessions were implemented in Jerusalem, Nablus, Ramallah, Hebron and Jenin. The ultimate goal for these sessions is to ensure the sustainability of the previous project and to support teachers' skills and knowledge in children rights issues. As part of empowering teachers of the current project, the previously trained teachers were invited to attend the session about how to plan the programming agenda. This step has contributed largely in helping the current teachers to know and hear about other experiences in this regard. Indeed, it was also a good experience for the previous teachers to internalize the implemented experience through passing it to others.

Program 2 Organizing & conducting training workshops for parents

Actually this program is considered the keystone of this project as stated in the project's proposal. The main concern was to enlarge and expand children's rights in terms of its content, principals and used methods to widen the base of audience who are able to affect in this regard. Therefore we decided to reach the most influential party in this matter (in this case the parents). The planned work has been done in all targeted locations by ECRC Staff & Training Teachers, between April and November 2007. The monitoring has been executed by CRC coordinator and program manager. The final **quantitative outcomes** and the targeted locations of this activity are listed below:

- 1538 parents (97 groups) had been reached. This is more than we have planned to target. (The plan was to target 1500 parents). Each group of parents received 21 hours of training (7 sessions X 3 hours). The distribution of the selected groups were as follows:

A- 20 groups in Ramallah District (323 Parents)

- Beit- Lyqya KG 16
- Beit Alekhlal KG/ Aroua 28(2groups)
- Alhanan KG /Silwad18
- Ein Yabroud KG 17
- Alnour KG/Shuqbah15
- Baraem Al Eman/ Beirzeit 15
- Beit Daqo Society 17
- Al Najah KG 18
- Deir Ibze' Society 19
- Der Ghassaneh KG 15
- Aroua Society KG 16
- Silwad Club 31 (2 Groups)
- Atfal Beit Sira Kg 15
- Deir Ammar Camp Kg 15
- Jabal Alnijmeh Center/ Surda15
- Khirbet Abu Falah KG 15
- Muáth Ben Jabal altaweel 16
- Ras Karkar KG 22

B- 17groups in Jerusalem District (240parents)

- Ein Allozeh/ Silwan 33 (2 groups)
- Aqbat Altekeyyah/Old City 15
- Alnour KG /Altour 15
- Alaqssa Schools KG 15
- Women's Union KG 8
- Silwan Society/Alswah 15
- Bassma Princesse 15
- Alfarouk/ jabal Almukabber 33(2groups)
- Women Center/Shufat Camp 30 (2 groups)
- Alafaq KG/ Shufat Camp 15
- Thu Alnourein KG/ Sour Baher 15
- Dar Altiffel KG 8
- Abu Tour 10.
- Silwan Al Makr 13

C- 20 groups in Jenin District (314 parents)

- Baby Dream /Jenin 16
- Alamal KG/Jalboun 15
- Heaven birds/Jalkamous 20
- Mala'kat Alrahman/Raba 15
- Almanar/Ya'bad 17
- Alsadeek/Alfar'a 17
- Red Crescent/Arrabeh 15
- Al Mustakbal 15
- Atfal A'ba 12
- Ajial/ Selet Al Thaher 15
- AlFarah kg/Jaba' 16
- Alnour KGIT'ennek 17
- Alhanan/Ya'bad 15
- Almuna/Tammoun 16
- Um Almu'minin/Jenin 16
- Alamal/Kabatya 17
- Bara'em Alamal/Seilet Alharthya/15
- Al Fandaqomieah 15
- Atfal Al Rama 15
- Jenin/ Alzaréni 15

D- 20 groups in Hebron District (340 Parents)

- Beit-Awwa Kg 15,
- Ashbal Al-thahrieh KG 17
- Atfal Albadyah KG/ Ramadin 20
- Albayan KG, 16
- Ghassan Kanafani/Althahrieh 15
- Muslem Youth KG. 18
- Al Hanan KG 20
- Muáth bin Jabal 16
- Atfal Abu Alghuzlan 17
- Jamíet bani Néem 19
- Zahrat Almadae'n kg 15
- Almanar KG /Alshyoukh 17
- Alkaum KG 15
- Atfal Mreish KG, 15
- Shuhada' Beit Awwa, 18
- Beit Al Maqdes school 15
- Alfirdaws KG 20
- Jamíet Al shoyoukh Alkhairieh 17
- Albalabel KG 17
- Al Thahrieh Al Islamieh 18

E- 20 groups in Nablus District (321 Parents)

- Abna' Alghad / Tulkarem 15
- Al Ein Camp KG 15

- Jabal Al Nar KG 17,15(2 groups)
- Zuhur Salem KG 15,
- Ashbal Almustakbal / Tulkarem 15).
- Riyadh Alsahhiyyah (A) 14,15(2groups)
- Almajd KG 15
- Sunna' AlHayah KG 18
- Beit Altoufoula KG 15
- Al-Quds KG 16
- Ajial KG/old city 14,
- Zuhur Beit leed KG/ Tulkarem 15,
- Huwwara Society KG 20,
- Riyadh Alsahhiyyah (B) 41 (2 groups)
- AlZahra' KG 16
- Alebrahimia,Askar Camp15
- Zuhur Madama KG 15

Planning Sessions for teachers-parents workshops were done through full coordination between ECRC team and the trained teachers. Two out of the seven planned workshops were completely implemented by ECRC Staff. The remaining 5 workshops were executed by the trained teachers with direct backup and supervision from the ECRC staff.

Each parent was handed a kit of reading and supporting materials. **Pre and post assessment** was made with parents to measure the impact of the workshop on the issue of children rights; monitoring and follow up visits (3 visits at least for each parents' group) were made to teacher parents workshops by CRC regional coordinators. Some of those visits were done in attendance of the project's general coordinator. A verbal evaluation with parents and teachers about the impact of the project, showed very high commitment to the program, satisfaction and willingness to continue the project on a personal level (more elaboration at this regard will appear in the next section).

Project outcomes:

A- Quantitative outcomes:

1- Training kindergarten Teachers on Skills for Advocacy on Children's Rights

Target Group:

The target group was composed of a selection of previously trained kindergarten teachers who have completed the ECRC Annual In-Service Training Programme in early childhood education and development.

Quantitative achievement:

- 1- 96 out of 100 targeted teachers have completed the training course in children's rights (Percentage of achievement is 96%).
- 2- 242 teachers out of 250 were indirectly reached (Percentage of achievement is 96.8%).
- 3- 77 teachers from the previous project (Advocacy and training on children's rights DDH/2005/102820) were reached in terms of refreshing sessions.
- 4- In total 255 training hours out of 250 planned hours were implemented (Percentage of achievement is 102%).
- 5- 117 field visits out of 100 planned visits have been conducted by ECRC trainers to follow up the participant teachers in their sites (Percentage of achievement is 117%).

2- Training the Parents of Children aged: Birth to Eight

Target Groups:

Directly, the target group was parents, and indirectly, children from birth to eight.

Quantitative achievement:

- 1- 1538 parents were involved and reached directly through the project's activities (Percentage of achievement is 102.5%; since the planned targeted number was 1500).
- 2- 97 parents' groups were involved; the number of participants in each group ranged from 8 – 21. The original plan was designed to reach 60 groups,

each composed of 20 participants. But in the implementation phase it was clear that composing groups of 20 participants each would not be possible in many locations. Therefore, it has been decided to enlarge the number of groups to reach the targeted number. The reflection of this meant to have more intervention/ time from our side as well as from the teachers' side. Thus, the percentage of achievement in terms of the implemented training hours has been increased from 1260 hours in total to 2037 hours (percentage of achievement is 161%).

3- Training children on CRC

Quantitative achievement

- 1- 169 children have been reached directly, the planned number was 150 children (Percentage of achievement is 113%).
- 2- The gender distribution of the reached children was 81 female children and 88 male children.
- 3- The number of the executed training hours was 150 out of 150 hours planned (Percentage of achievement is 100%).

4- Developing and Producing materials on CRC

Quantitative achievement

- a. Reprinting and distributing 5000 copies of the coloring book "Lana Haq" (We Have the Right).
- b. Producing children's brochures, posters and banners on children's rights.
 - *Diary on children's rights: producing and distributing 4000 copies.*
 - *Posters (two posters 1000 copy from each)*
 - *Banners: producing and distributing 76 units.*

5- Organizing a national conference on Children's rights

Quantitative achievement

- 1- A two days National conference on children's rights has been held in Ramallah in 30-31/10/2008.
- 2- 189 participants registered (but the actual number as counted in the first day was 222 participants) from all over the West Bank.
- 3- 11 professional papers were presented in this event.

Qualitative outcomes:

1- Training kindergarten Teachers for Advocacy on Children's Rights

The main stated objective for this program was to empower pre-school teachers' skills and knowledge towards an integrated holistic approach in children's rights, and to enhance their capability of advocating and lobbying for children's rights and other related issues. In addition to:

1. Help teachers in focusing on integrating children's rights in the holistic development of the child.
2. Development of activities based on the CRC.
3. Development of skills in the application of children's rights activities with children and parents.

And the expected input has been stated as:

1. More informed teachers on children's rights.
2. Higher ability to integrate children's rights into their daily work with the children and their families.
3. More skilled teachers capable of mobilizing and training the parents of kindergarten children on children's rights by simple daily practises.
4. Safer, protected young children.

Achievement Analysis

1- Training kindergarten Teachers on Skills for Advocacy on Children's Rights

To measure the impact and the achievements in this regard, a pre and post evaluation had been done. The findings show the following:

- The knowledge of participant teachers on children's rights has been increased from 21.5% to 94%.
- The participation of teachers in children's rights awareness activities increased from 21.5% to 82%.
- Before the training 74.5% of the teachers have never used physical punishment as a means to control children's behavior; by the end of the training the ratio has reached to 83.5%. Concerning using verbal punishments to control children's behaviors the ratio declined from 26.5% to 18.5% by the end of the training.
- Prior to the training only 18% of the teachers had connections and links with institutions caring about children's rights; by the end of the training the percentage reached 68%.
- 33% of the targeted teachers had previous knowledge of children's rights and were part of training workshops.

Indeed, and according to the carried evaluation and observation as well as direct verbal and written feedback from the participant teachers, the following are other achievements of the implemented program:

- The teacher became more considerate regarding children's rights, in dealing with them, in playing, sharing, expressing themselves, offering a secure and interesting climate, respecting them and not humiliating them in addition to other rights.
- The teachers became more capable of communicating, offering ideas and arranging meetings with the parents in a scheduled way.
- The teachers became more capable of convincing the parents of the importance of caring for children's rights and implementing them at home.
- The teachers became supportive to children's rights outside the kindergarten. For example, Hana' Nassar a teacher in Zohour Madama kindergarten in Nablus, arranged three extra meetings with the parents and the teachers of the preparatory school in the village.
Another example is from Beit Leed kindergarten in Tulkarem: in the graduation party, they performed a play dealing with the discrimination between boys and girls, early marriage and children labor. This play aroused reactions of associations, institutions and parents.
- It was noticed that the teachers became more relaxed in dealing with children and their growth problems.
- It was noticed that there was a decrease in the use of physical and verbal punishment and in the use of violence in its different forms as a way of education used by the teachers. This change helped children in a way to be independent, giving them the chance and freedom to share and express themselves, not to discriminate between them and allow them to make decisions in choosing the toys etc...
- One of the participant teachers in the workshop contacted the school principle and the head of the town council to undertake a shared action for the sake of the children and to save their rights.

- The teachers became more aware to the importance of planning activities and programs that respond to children's needs and rights. They also try to afford a secure and exciting environment for the children to save their rights and obligations.
- Children stopped the discrimination among themselves.
- Some of the activities undertaken to support children's rights are: plays about children's rights, the distribution of brochures and readings and righting mottos about children's rights.
- Passing on teachers' experience to the rest of the teachers in the kindergartens.
- Increase the cooperation between the teachers and the institutions that care for children's rights.
- Increase teachers' attention for violations of children's rights in society. That was clear through their attention to gather children's rights violation cases in the Palestinian society.

The following are some quotation from teachers who were involved in the project:

Najat a trainer from Al Far'a kindergarten in Jaba':

The program (workshop) was interesting and fun and it left a bright and deep effect on me. It changed the way I dealt with children. I began to notice greater love and attachment of the children to me. I now have the courage to talk and discuss matters related to them. I was not sure about implementing but parents' need gave me a push to go on and implement in the best way.

Sana' a trainer from Al Manar kindergarten in Ya'bad:

The sessions were very important and the benefit was for both the mothers and me. The number of the mothers increased everyday and even the mothers whose children were not in the kindergarten, as well as university female students attended these sessions, listened and were part of the discussions. It was clear that they cared to attend; they came on time, woke up early to took care of the chores at home before coming to the sessions.

These sessions were full of optimism, competition and honesty as a united family. The eagerness to know more about children and the discussions were remarkable. Mothers expressed that these sessions loosened their feelings of stress. What these mothers learned and knew during these sessions spread in the society through visits, discussions at home with their husbands who expressed their will to know more about children's rights and the way to deal with them.

Asma' Falah a trainer from Al Rameh:

At first, I was afraid but when the sessions with the parents began, I found that they had valuable information and that the program is one of benefit for them and me. Communication between us is the most important need and one of the children's rights that we must keep. I decided to keep on gathering parents even after the workshop ends to work together for the sake of the children in our village.

2- Training the Parents of Children aged: Birth to Eight

Output:

- More parents were informed of their children's rights and developmental needs.
- Parents became more responsible to their children rights.
- Targeted parents always demanding for higher standards of care and protection for their children eventually result in having happier and healthier children.

Achievement Analysis

- The knowledge of participant parents on children's rights has been increased from 23% to 87% (This result was for parents who answered the first option with yes/no). Increasingly, 8% of the parents who said that they have some knowledge on children's rights have also increased to 11% by the end of the training. Therefore, the total achievement in this regard is 98%.
- Prior to the training, 8% of the parents had connections with institutions caring about children's rights. By the end of the training the ratio raised to 45%.
- Only 14% of the parents were part of training workshops on children's rights before this action.
- 39% of the examined parents discriminated between their male and female children before getting involved in the project; but this ratio declined to 11.5% after they got involved.
- 31% of the parents believed before the training that they have the right to send their children to work during a bad economical family situation; the ratio declined by the end of the training to 26.5%. The decrease in this case is still low because of the harsh economical situation faced by the Palestinian families which might force them to send their children to work.
- 24% of the parents supported female marriage before ending the secondary school; the ratio declined to 9% by the end of the training.
- 70% of the parents supported the involvement of their children in family matters, decision-making before the training, but by the end of the training the ratio raised to 82.5%. As seen and even before being involved in the training, the Palestinian family believed in the importance of involving children in family related issues, which is an excellent attitude.
- Prior to the training 71% of the parents explained the reasons for preventing their children from doing something; by the end of the training the ratio raised to 96.5%.
- Prior to the training 79% of the parents used to tell and read stories to their children; by the end of the training the ratio increased to 98.5%.
- When the parents have been asked if they discuss with their children their rights and obligations; 36% responded positively before their involvement in the program; but the ratio increased to 87% after the training.
- Prior to the training 56% of the parents supported the involvement of male children in house chores (cleaning, preparing food, etc...); by the end of the training the ratio has increased to 72.5%.
- 30% of the parents used physical punishment to control children's behavior; the ratio had declined to 6.5% by the end of the training.

The following are some quotation from parents who were involved in the project:

A mother from Jalqamous village in Jenin:

"I never listened to my children. Every time any of them tried to talk to me, I told him/her to go away because I am busy. After the workshops, I started listening to them. I used to hit them but now I stopped because I realized that they have rights and needs. I began to understand them better. They became calmer and their behavior at home changed a lot; now I am more relaxed".

A mother from Um Al Mu'minin kindergarten in Jenin:

“We thought we knew how to raise our children but we found out that we lack the knowledge of our children’s thoughts, their right to know who they really are. My way in dealing with them was so rousing and controlling. Now I talk to them, discuss them to reach an argument or to find a solution”.

Another mother from Um Al Mu'minin kindergarten:

I never listened to my children when they talked about what faces them in the kindergarten or at school. My answer was always to shut up because I want to rest. Now I listen to them and I noticed that my daughter’s love to me increased and vice versa.

A mother from Ya'bad:

When I used to hear about children’s rights, I used to say that children are so active we need to get our rights from them. Now I realized that our children’s rights are lost and parents are the main reason for this loss.

Another mother from Ya'bad:

I used to see everything in my life as a problem. The workshops helped me to minimize the problems. In addition, it helped me to try to understand and solve these problems.

Another mother from Ya'bad:

My treatment to my children was limited in shutting them down but now I listen to them and discuss matters with them and they became more relieved and loving.

Another mother from Ya'bad:

It was known about me that I raise my children in a good manner, but after the workshop, I noticed that I was wrong. Therefore, I started changing my way in dealing with them. I play with them, talk to them, and let them share in family matters decision-making.

A mother from Al Far'a:

The workshop affected our way of thinking positively. We turned out to have more love and self-confidence and a clear way of thinking. I implemented what I have learned during the workshop at home and it affected my husband and children who told me that they want me always to stay like that.

Another mother from Al Far'a:

The meetings were positive, we were introduced to many rights that our children need. My daughter who is 15 years old was so far from me and now I started to get closer to her. She says she cannot believe that I am her mother and wishes that I stay like that.

Another mother from Al Far'a:

My son tells his grandmother: My mother stopped hitting us.

Another mother from Al Far'a:

There was a clear difference in the way I dealt with my children from the beginning of the workshop until its end. When I return home, everyone around me, my husband, and my son in-laws asked eagerly what we learned every time.

A mother from Jaba':

I learned how to talk and discuss matters with my children.

Another mother from Jaba':

The sessions gave me more guts in dealing with my children. I no longer get bored of their questions. I wished the workshop was broader. The teacher was creatively giving.

Another mother from Jaba':

Many of our behaviours with our children were unjust. In the workshop, I learned patience and I could not imagine that what happened to me as a child could happen to my children. The aids given to us in the bags during the workshop were so enriching and fun to deal with for me and my husband.

A mother from Al Rameh:

I used to dispense my nervousness on my children, hit them, scream at them but now I do not anymore.

Another mother from Al Rameh:

Frankly, I am so nervous especially during my university exams' period. Now I try to calm down as much as possible in order not to be so nervous with my children.

Another mother from Al Rameh:

Frankly, fathers should be part of children's rights workshops.

A mother from Tamoun:

For me, my relation with my children was limited in giving orders and instructions. Now I listen to them and truthfully, I find pleasure in doing that because I began to know the way my children think.

A mother from Qabatya:

Children's rights deserve to be discussed. It is the community's duty to implement it especially in the circumstances we live now. How can we parents secure and afford the needed care that our children deserve?

Another mother from Qabatya:

After the workshop, I realized that the child is a huge world. I used to think that after children get 3 years old, they no longer need me but I found out that, as the child gets older, his/her need to communicate with the parents gets bigger.

More Quotations and feedback from the involved parents:

- During the workshop, we started to recall our childhood memories and what was related to it from deprivation. This made us think of the way to substitute our children and try to afford them good opportunities for a better life.
- We were deprived of continuing our education in our childhood and now we find this workshop as a chance to substitute this deprivation.
- The workshop gives us the chance to be part of, benefit from other mother's experience, and meet others.
- The workshop made us think of the way we deal with our children and how to change this tough treatment.
- The workshop gives us a feeling of being important, gives us self-confidence since it depends on discussions, sharing, respecting other mothers' experience and opinions regardless the education level.
- Our husbands encouraged us to be part of this workshop even if it is on their day off. They also read the aids given to us in the workshop and keep on reminding us of the best way to deal with the children.

- The workshop helped us to change the way we deal with our children. We stopped using physical and verbal punishment, substituted it with talking and conversing with the child, and confirm the child's positive behaviour. In addition, we learned how to use positive talking instead of a negative one. We noticed that this helped in reforming the negative behaviours of the child.
- We studied and graduated from universities but we have not heard of the subjects introduced in the workshop. We hope to attend more workshops and the continuation of the awareness and keeping in touch.
- The workshop helped in improving the relationship between the parents and the children. Mothers' nervousness became less and the husbands felt that and were happy.
- I have a 16-year-old daughter. Before the workshop, she used to ask to go to visit the relatives of friends but I refused strongly. Now I listen to her, we discuss and exchange views to take the right decision about going out.
- I used to believe in hitting and used it a lot with my children, but after the workshop, I stopped hitting terminally and I found other alternatives to use in raising my children.
- I used to deprive my children from playing and think it is a waist of time because I want them only to study. Now I share them playing and that also is the case for their father who sometimes shares them in playing.
- I thought some of my behaviours and treatment to my children was for their sake but after the workshop, I found out the opposite.
- I learned a lot during the workshop especially from some of the mothers who shared their ways of raising their children with us.
- I learned to control my temper when the children arouse me.
- I found out that the problem is within the elder and not the children.
- I forgot all about hitting and I still use the screaming.

3- Training children in CRC

The stated objectives for this project were:

1. Training of Children aged 10-18 years on the CRC – incorporating the media to advocate the CRC principles on their behalf:
 - a. To raise children's awareness of their rights.
 - b. To develop children's skills to express their views in the media.
 - c. To activate children's participation in issues concerning their survival and protection.

Achievement Analysis

The findings in the following table show the impact of the project on the participating children as stated in the pre-evaluation and post evaluation.

Please answer the following objectively:

Pre-evaluation

Post- evaluation

	Questions	yes	somehow	no	yes	somehow	no
1-	Do you have knowledge of Children's rights document?	23%	26%	51%	85%	12%	3%
2-	Were you a part of training workshops regarding children's rights?	19	5	76	85	8	7
3-	Do you talk to your parents about your rights and obligations?	45	31	24	65	29	6
4-	Do you feel you can express yourself freely?	63	18	19	80	13	7
5-	Do you share in family related decisions?	45	33	22	48	39	13
6-	Do you help in domestic chores?	71	16	13	79	15	6
7-	Do you talk to your parents about things that bother you?	52	26	22	52	28	20
8-	Do you share with other children in your age in cultural activities?	51	35	14	55	42	3
9-	I do care about what is going around me.	Always 61	Sometimes 34	Never 5	Always 67	Sometimes 27	never 6
10-	I feel that I do not decide in self-related matters	11	47	42	12	50	38
11-	My parents accept me as I am	43	43	14	55	40	5
12-	My parents	46	35	19	55	36	9

	expect a lot of me.						
13-	Do you think your parents listen to you?	56	37	7	60	34	6
14-	Do you think parents understand youth in your age?	42	42	16	52	36	12
15-	Do you think using violence helps in solving your problems/in achieving your goals	5	18	77	6	22	72
16-	Do you think that the house economical situation is the male's responsibility only?	15	31	54	10	24	66
17-	Do you think that there are female related chores and male related chores?	51	41	8	38	46	16
18-	Do you feel you are free to choose your friends?	58	31	11	58	36	6
19-	Do you feel you are free to choose your clothes	57	25	18	60	31	9

20- If there was something bothering you and you were thinking a lot about it, do you talk about it with?

Pre-evaluation				Post- evaluation			
Your parents	Your friends	Your parents & friends	Nobody	Your parents	Your friends	Your parents & friends	Nobody
24	15	46	15	25	16	51	8

[Activity 4: Organizing a national conference on Children's rights](#)

The conference aimed to explore challenges and achievements and to create an open forum where professionals and children can meet and exchange views, dealing with children's rights in a practical way.

Achievements Analysis

Children's Rights conference was arranged by ECRC in Al Bireh on 30-31/10/2007 with the following title "Children's Rights: reality, challenge and ambition".

The conference's main goal was to provide support, influence and back up children's rights through gathering the interested and the influencing people in children's lives; representatives of governmental, non-governmental and private institutions, experts, researchers, teachers, decision makers and others, to exchange information, experience, and suggestions directed to improve children's situation and support their rights.

The conference was started with the Palestinian national anthem. Then Mr. Nabil Sub Laban, the General Director of ECRC welcomed her Excellency Mrs. Lamis Al Alami, Education and Higher Education Minister, and the audience. In addition, he thanked the European Commission for their support and financing of this conference.

His speech also included a description of Palestinian children's situation in specific and children of the world's situation in general and wondered about the achievements in this field. He also gave some of the indicators and inquiries that can form the core of this conference.

Then, Mrs. Lamis Al Alami, Education Minister, gave a speech about children's rights and the organizing document of these rights, indicating the achievements and the contributions of the Ministry in this field. In addition, she emphasized the efforts of the interested parties in developing and achieving children rights.

Children's Rights document was the framework, the reference, the basis and the starting point of the conference. In addition, the papers that were presented in the conference were based on that frame. The conference handled three dimensions: the first showing the reality of the achievements and the gains that were made in children's rights field. The second dimension was the ambition that we wish to reach, that all children have their rights without any discrimination as the Children's Rights document shows. The third dimension concentrated on determining the challenges and obstacles that we should overcome in order to achieve children's rights fully.

The basic themes that the conference handled:

1. How much the developing policies respond to children's rights. Regarding this core, two papers were presented: one by Dr. Cairo Arafat from Planning and International Cooperation Ministry, and the other by the independent researcher Mr. Tahsin Yaqin. This session was managed by Dr. Jihad Mashal.
2. Palestinian curriculum and children's rights. Two papers discussed this core; the first by the Ministry of Education and Higher Education presented by Dr. Suad Al Qadoumi and the second presented by Dr. Hadil Qazzaz, an independent researcher. This session was managed by Dr. Hala Al Yamani.
3. How children see their rights... a group of children from Nablus, Ramallah, Jerusalem and Hebron gave their point of view and how they see their rights and to what extent are these rights implemented. They also talked about their hopes, ambitions and thoughts of having full rights. Mrs. Rana Jweiles Kabaha managed this session.

4. Palestinian Child law between the text and the implementation. Two papers were presented: the first by Ms. Rafeef Mjahed from Al Haq institution and the second presented by the lawyer Dawood Derawi from the Universal Institution for defending the children/ Palestine. Mr. Majed Al Arouri managed this session.
5. "How does the Palestinian information help in publishing and backing up children's rights?" Three spokespersons shared in clarifying this core: Mrs. Khitam Al-Deek from The Palestinian Radio and Television Broadcast, Mr. George Khalifeh from Jerusalem Educational Television, and Mr. Jamal Ghosheh from the Palestinian National Theatre. Dr. Jackline Sfair managed this session.
6. "Children's rights in literature". Two papers handled this theme: the first presented by Mr. Raed Faris from the Ministry of Culture, the second presented by Mr. Abdel Salam Khaddash from TAMER institution. This session was managed by the writer Mr. Salman Al Natour.

After discussing these themes with the participants, they have been divided into four groups of discussion to reach out recommendations how to converse children's rights into a fact to be lived, and to emphasize the role of the family and society institutions in achieving that. The discussion groups have been managed by Mrs. Liana Habash Al Taher, Mr. Sameeh Abu Zakieh, Mrs. Nabila Ispanioli, and Mr. Saed Kabaha.

Some recommendations and suggestions were directed to improve the reality of the Palestinian Children and fulfil their rights on all levels.

The first Group Recommendations:
"Family's Role group"/ managed by: Mrs. Liana Habash Al Taher

Feeling the awareness of the parents regarding human rights is important, which leads to the caring of the children's rights and needs, and the search for the different knowledge resources.

To achieve that, there must be a daily basis relation between the parents and the children, and for that, we ask for:

1. Activate family role in the media to back up children's rights.
2. Create active comities among the parents to adopt backing up children's rights.
3. Work on holding awareness courses on children's rights agreement, and the possibility of making it a lived reality as much as possible including parents (mothers and fathers), children and teachers.
4. Activating parent's role in establishing the policies and the legislations to solve children related issues.
5. Parent's pressure on decision makers and questioning them in carrying out children's rights.
6. Widening family's knowledge and strengthening it in the field of rights to the rural and far areas.
7. Parents' sharing with their children in social activities (children's day, handicapped day).
8. Encouraging the local society to finance some important activities that do not need large budget.
9. Convincing the financing parties of keeping budgets for courses and family-children activities, and enabling them of taking appropriate living and raising roles.

The second Group Recommendations:
"The role of the Palestinian Authority Institutions (Ministries)"
/ managed by: Mr. Sameeh Abu Zakieh

1. Re-discuss the laws and legislations related to children through strategic studies.
2. Activating the ties between women's rights or men's rights with children rights.
3. Defending family rights in order to defend children's rights.
4. Founding units specializing in children's rights.
5. The possibility of financing the projects on children's rights locally.
6. Implementing the plans set down by the Palestinian Authority Institutions.
7. The complementary work of the institutions and the ministries through a strategic plan to fulfil children's rights.
8. The coordination and the cooperation between the formal, informal, non-governmental, and international parties to fulfil the complementary work.
9. The importance of not neglecting the geographical regions by the financing and governmental parties.
10. Separating the political situation from children-related projects' support.
11. Having subsidiary plans in order for the programs to go on.
12. Taking care of the job and vocational employees of the financing institutions (on all levels) working in the field of children's rights, develop and train them to assure their continuation.
13. Observing and choosing what is good for this society, and depending on the local resources (financial or human), with special care for the cultural diversity and open minded thinking.
14. Rehabilitating the human resources and the leaders in the Palestinian Authority who work in children's' rights field.
15. The Ministry of Education has to do the following:
 - a. Increase the number of physical education and art classes at schools.
 - b. Taking care of teaching fields of specializations, qualifications and creativity.
 - c. Open a division that cares for the childhood in the Ministry of Education.
 - d. Increase the children related financing.
 - e. The country's budget should be submitted in order to know the financing percentage given to the social parties and the social fields.
 - f. Opening claims offices for Palestinian Children.

The third Group Recommendations:

"The role of the Non-Governmental, private and social Institutions"

/ managed by: Mrs. Nabeela Espanioli

1. Working on reforming Children's Rights law in a way to reflect children's rights and assure its implementation.
2. Interlock, coordinate and exchange expertise between the institutions working in childhood field to assure work efficiency and avoid work duplicity "governmental and non-governmental".
3. The assurance of the reach and understanding of the rights to all social groups, in order to assure their sharing in developing and implementing the concepts.
4. The educational orientation of the employees working in childhood field.
5. Using the visions of the institutions as a starting point to be translated to programs and projects.
6. The importance of children's participation (boys and girls) in all planning, evaluation and implementation phases to assure their right in sharing.
7. Establishing a general assembly for children's care to assure the mutual / exchanged and complementary work.
8. The assurance on the complementary roles between all the involved in children matters; specialists, parents and children.
9. To translate rights into a lived reality and a way of life to be reflected into programs and projects.

10. The importance of the reflection of institutions organizational structure on the rights-based vision.
11. The importance of assuring that the institutions work reach to the local society including women, men, children and teachers (males and females) through the media and creative media programs that suit the local society.
12. Assuring that childhood begins before delivery and ends on the age of 18 years, and making sure that the children related projects include all these categories.

The forth Group Recommendations:

“The role of the School and the University”/ managed by: Mr. Saed Kabaha

1. Providing a cadre of specialized teachers, in addition to training and orientating the available working teachers who follow up with children and their innovations.
2. Activating the programs involved in communicating with parents and local society.
3. The on-going coordination between the schools and the universities in making plans that back-up the continual and complementary communication on children’s rights.
4. Providing the suitable physical and psychological environment that serves children’s rights.
5. The development of the democratic life through establishing children councils.

The following are the project publications:

<i>Item</i>	<i>Name of the publication</i>	<i>Number of copies</i>
1-	<i>Colouring book for children entitle Lana Haq (we have a right)</i>	<i>5000</i>
2-	<i>Diary on children’s rights</i>	<i>4000</i>
3-	<i>Conference book on children’s rights</i>	<i>500</i>
4-	<i>Posters(two posters 1000 copy from each)</i>	<i>2000</i>
5-	<i>Training kits for teachers, parents and children. The content of these kits implies 3 Brochures about children rights, Lana Haq, Me an My Child guide book, I’m not naughty Story book, Fares can help Story Book, copying 46 double side Pages of reading materials, A pen with the Logos of EU and ECRC, an A4 note book and a bag carrying the name of the project with the logos of EU and ECRC).</i>	<i>2000</i>
6-	<i>Conference kits imply notebook, pen and other related materials.</i>	<i>200</i>
7-	<i>Banners:</i> <i>A- for project activities</i> <i>B- for conference</i>	<i>69</i> <i>7</i>

Recommendations and learned lessons:

- Parents, teachers and a large number of the working staff in childhood sector correspondence to this project (Mobilizing Community towards children’s rights) and the previous project (Advocacy and training on children’s rights) affirmed us of the importance of these programs and society’s need for them. Therefore, we recommend the sustainability of implementing these projects with other sectors of parents and

workers in this field as well as adding experience and communicating with the groups that have been reached in the previous programs and projects.

- The peculiar work with the early childhood sector and the effecting persons seems costly on the short run, but the educational, economical and social effects of implementing these projects on the targeted groups cannot be compared to the costs. This effect is in favor of the developmental process especially in the psychological and performance effects on targeted children now and in the future. It also affects the development and innovation of the educational curriculum and the ways to be used by the people dealing with children especially teachers and parents.
- Such projects need larger financing than the offered now and a longer period to implement them (more than a year). In other words, ECRC should be financed on a program basis and not on time limited project basis in order for ECRC to include such programs in its yearly working plans and sustain the implementation.
- 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 efficient, effective and committing 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 concentrate on 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 the workers' and trainers' (in this project) 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 clear and distinguished throughout the implementation of the project.

Project #3: Teacher to Teacher Programme

Summary:

The Project aims to empower and enhance the capacity of pre-school teachers in ECCD field, to expand and extend ECRC's framework and approach to reach additional disadvantage teachers who do not have access to the full ECRC training program. The project tends also to reach with the experience and knowledge of ECRC to schools, families and communities in order to build community capacity in early childhood education and development, encourage awareness of the importance of this field, and empower communities to advocate for their own children.

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.

To achieve the above objectives the following activities have been planned:

- Training workshops for head teachers to empower them to implement the programme with trainees.
- Preparation and distribution of training materials for teachers to support them in the project implementation.
- Exchange site visits between trainers and trainees teachers, focusing on organizing the educational environment, implementing developmental educational methods, organizing production workshops and training for making educational toys and materials with limited resources, enriching the educational environment with local resources, and promoting the importance of working with families and providing methods for doing so.
- Field work by ECRC's team to follow the implementation of the program.
- Feedback and evaluation sessions for/from both groups of teachers (trainers and trainees teachers).

The Expected outputs of the project are:

Summative outcomes:

- 45 teachers will benefit directly (15 lead teacher and 30 trainee teacher).
- 200 teachers will benefit indirectly.
- 720 children will benefit indirectly.
- 15 training workshops (60 hours) will be conducted for lead teachers.
- 30 field visits will be conducted by ECRC's staff to follow-up the project implementation in the field (in total around 360 hours)
- 45 training material kits will be distributed on participants.
- 180 exchange field visits will be done by trainer and trainee teachers.
- 15 incentives paid to lead teachers, which enhance their salaries

Formative outcomes

- Teachers will become well-versed in quality ECCD teaching methods
- Teachers will develop more interactive, respectful and communicative relationships with students and parents
- Teachers will improve at planning appropriate activities and evaluating their impact
- Teachers will learn how to produce low-cost, appropriate educational games, toys and activities
- Teachers will become more sensitive to and involved in the psychosocial lives of their students
- Parents will become more involved in preschool activities
- Community awareness towards children's rights and needs will be raised
- ECRC's integrated development approach will be incorporated into more institutions
- Community knowledge, skills and attitudes towards dealing with children in crisis situations will improve
- Coordination between early childhood institutions will improve
- ECRC training staff's knowledge, experience and skill will develop

Project's Achievements and Analysis:

Main Aim/Goal achieved:

Creating and contributing at establishing a culture of cooperation and coordination among the involved pre-school teachers is considered as the main achievement in this project. Building such an effective mechanism to correlate qualified and unqualified pre-school teachers, in order to enable them to exchange experiences, skills and knowledge, is also seen as a main accomplishment.

Specific Objectives achieved:

Four objectives have been listed to be achieved during the course of the project's implementation. All of them were achieved completely.

In terms of *the first objective*, 26 pre-school teachers who were disadvantaged, marginalized and unqualified have had the opportunity to be exposed and involved in the project's activities. Teachers have been engaged in and enjoyed more than twelve training workshops extended for 36 training hours for each group composed of three teachers (13 groups participated). These workshops were implemented through exchanging field visits between the trainee teachers and their trainers. Indeed, 13 qualified teachers, who had graduated and completed the ECRC's In-service training program in previous years, had advanced training in ECCD field, which enabled them to train other teachers. Fifty training hours in this regard had been conducted for trainer teachers. As a consequence, ECRC's trainer staff noticed and stated that these teachers became capable of executing training for other teachers. Furthermore, leadership characteristics appeared on them while they were implementing the project's activities with the trainee teachers. Indeed, 195 teachers and 624 children benefited indirectly from the implemented project. Thus, we can proudly say that this project contributes to a large extent in creating a spirit of leadership for those teachers. Indeed, they will experience and use these abilities when needed. It is also worth to say that the project contributes in establishing such linkage and network among the participant kindergartens.

Activities carried out: were they as planned?

In General the stated plan was implemented to large extent as it has been in the original plan with some modifications. It was planned to conduct 15 training sessions for the lead teachers, but due to mobility restrictions due the separation wall in Jerusalem, part of the targeted teachers were not able to reach the training place in Jerusalem since most of them were separated by the wall. The teachers were divided into two main groups: The first group was composed of 8 teachers who were able to reach our training centre in Jerusalem despite the mobility constrains. The second group composed of 7 teachers were unable to reach our training centre. Therefore, a decision made to replace the training site for the second group from Jerusalem to Abu Dis town which is located in the suburb in the east side of Jerusalem. As a consequence to this decision, two training courses were conducted instead of one not as previously planned. As result to this decision, the training course was squeezed to ten training sessions instead of 15 sessions. Thus in total twenty training sessions were implemented in the two training courses instead of 15 in one course. However, below are the sessions that were implemented.

Another problem occurred during the program implementation where two participant lead teachers left the training for personal reasons which decreased the planned number of beneficiaries from 15 to 13 and from 30 trainees to 26; since each trainer teachers was supposed to work with two trainee teachers. Unfortunately, it was not easy to deal with this case by registering two new teachers since the ones who quit left in an advanced period of the training.

How the trainer teachers evaluated the project

Question #1: Explain the benefits you have had acquired from the project.

Responses:

- More self confidence on what we have in terms of ECEC knowledge, skills and experiences and having the ability to share and exchange them with other teachers.
- Our skills in ECEC field as communicators, planners, evaluators, observers and negotiators have been improved.
- The role that we have played in this project was appreciated and valued by the institutions we worked with; which enhanced our positions as teachers.
- Happiness and joy were the prevailing atmosphere during the project implementation.
- Playing the role of the trainer in this project has contributed at enhancing and reinforcing our permanent position as teachers.
- The financial incentives we got due to our participation was supportive.

. How the trainee teachers evaluated the project

Question #1: Explain the benefits you have acquired from the project.

Responses:

- Having other teachers to help and show their readiness to share their experiences in ECEC field is something that we did not practice in the past.
- We have learned a lot from the trainer teachers and that reflected on the daily program of the kindergartens.
- There has been a huge gap between what we have been doing before the training and what we will intend to do in the near future. All things and experiences that we acquired will be used.
- This project contributes to large extent at enriching our sites with educational games, story books and stationary. These materials were so supportive and valuable to our work.
- How to produce educational games and toys for children was something new for us. This experience will sustain with us forever.
- We learned new modern methods and techniques that could be used when working with children such as active learning, learning through play, small group work and participatory approach.
- Finally we felt that there are people and institutions caring about us.
- Really, before engaging in the training most of us were not qualified to deal with children, but now we can say that we became paraprofessional in this regard.
- We learned that training is an on-going process; thus we should always seek for similar opportunities.
- Parents have noticed positive changes in the kindergartens (Physically and educationally) after we got involved in the training. Many of them were enthusiastic to be part of the foreseen cooperation project of parents' teachers program.

Question # 2: Rate the following subjects according to :

- a. Range of benefits
- b. Is it applicable or not
- c. Number of the held training sessions

Subject	Benefits			Applicable			# of sessions		
	Much	Some what	Little	Appropriate	Some what	N/A	Much	Appropriate	little
Organizing the KG's physical and education	92%	8 %	-	84%	16%	0%	20%	48%	32%
Learning how to produce educational materials & games	88%	12 %	-	96%	4 %	-	40 %	44 %	12%
Learning how to plan, follow, implement & evaluate the KG's activities.	76 %	20 %	4 %	92%	8 %	-	24 %	76 %	-
Working with parents	84 %	12%	4 %	72%	12 %	16%	56 %	32%	12%
Arts, drama & movement activities	96 %	4 %	-	92%	4 %	4%	4%	76 %	20%
Group dynamic & working as team	84 %	12 %	4 %	88%	8 %	4 %	8 %	60 %	32%
Networking and exchanging visits with other KG's	96 %	4 %	-	92%	8 %	-	-	92 %	8 %

Problems / constraints: their effect on the project; any changes, actions taken.

As it has been mentioned in the previous section, the main problem the project faced was the access to the training site in Jerusalem due the separation wall; where part of the targeted teachers were unable to reach the training site in Jerusalem. To solve the problem we demanded from ECRC's trainers to move the training from Jerusalem to Abu Dis town to enable another group of teachers to attend. Therefore two training courses were implemented instead of one as it has been planned.

Project # 4: Training of Trainers Program

Aims and Objectives

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 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 advocate

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.

Project Achievements

The number of trainers who were part of this program was 20 KG principals from both Hebron and Bethlehem (18 from Hebron and 2 from Bethlehem one of Aida refugee camp and the other from Dheisheh refugee camp).

These KGs refer to different parties, some to the charitable societies, some to local committees, some to women committees and other private parties as follows:

<u>The Party</u>	<u>Number</u>
1. KGs that refer to The Union of Charitable and Islamic Societies	10
2. KGs that refer to Local and Women Committees	3
3. Private KGs	7

Total	20

Training method:

The training method that was used in this program was the active and efficient method where the following techniques were used:

- Working in small groups.
- Brain storming.
- Discussions.
- Role-playing.
- Educational activities.

The trainees were given the major role in the second half of the training program. They managed the training workshops on subject that were agreed on, discussed the field follow-up experiences of the trainees in their KGs as well as presenting and discussing their seminars as a learning experience for the other trainees.

The program's evaluation:

1. The participants' evaluation:

The participants' evaluation was a positive one, and the following aspects clarify this fact:

- a. How this workshop benefited them:
 - The workshops helped the participants in their field of work:
 - i. Totally 95%
 - ii. Sort of 5%
 - The benefit on the theoretical level was clear in the following fields:
 - i. Cooperation and teamwork / teamwork dynamic.
 - ii. Time management at work.
 - iii. The principles and basis of supervision/ supervision methods.
 - iv. Development of managerial methods regarding the employees.
 - v. Managing and organizing work.
 - vi. Writing seminars.

- The benefits of the workshop on the practical level:
 - Cooperating with others and work as a team.
 - Making new friendships.
 - Improving the relation between the principals and the teachers working in the same KGs.
 - Improving the relation among the principals, the teachers and the children's parents.
 - Improving the managerial work at the KG.
 - Following-up the teachers in the KGs more professionally.
 - Passing through the training and supervision experience in a planned and organized framework.
 - Passing through writing a seminar experience.
- b. The time period was enough to cover all the subjects:
- | | | | |
|-----------------|-----|-------------|-----|
| i. Yes | 85% | ii. Sort of | 10% |
| iii. Not enough | 5% | iv. Long | 0% |
- c. There was a chance to ask and be part of discussions:
- | | | | |
|--------|-----|-------------|----|
| i. Yes | 95% | ii. Sort of | 5% |
|--------|-----|-------------|----|
- d. The trainer's method was:
- Excellent (interesting, effective, entertaining, impressive...) 75%
 - Very good (clear, easy, good listener, calm...) 25%
- e. Recommendations for other workshop:
- Production of educational games.

2. PCRC Staff evaluation of the workshop:

The participants showed great interest in the training workshop, which was clear in the following activities:

- The principals shared effectively in giving ideas, discussions, activities and working in groups.
- The implementation of most of the duties was as agreed on during the planning of the training program by the participants.
- The participants were caring to prepare for the training sessions and returned to the materials that were given to them in the workshop
- The participants showed appreciation to the benefits of the subjects that were covered during the workshop in both the theoretical and practical fields.
- The principals' commitment was good and encouraging.
- The principals showed good care and put effort in developing their skills in field monitoring/ follow-up.
- The principals showed big interest in writing seminars and put effort in accomplishing that and learning from it.

Suggestions and Recommendations:

1. Keep on holding training workshops in the field of Administration and Supervision.
2. Give more interest in training on issues as: Supervision, field follow-up, developing the managerial systems, principals and basis of training, time management and seminars.
3. Adding two workshops (8 hours) to produce educational games and get the needed training.

Project # 5 : Psychosocial Rehabilitation Programme

Background:

The continuing conflict in the Palestinian territories without doubt is harming the general Palestinian population in general and children in particular. The consequences of the crises impact are emerging at various aspects on the children. They are experiencing gigantic psychosocial disorders that affect badly their mental health. Behaviors such as: bed wetting, thumb sucking, nightmares, lacking appetite, frustration, withdrawal, fear, anxiety, depression, nightmares, aggressiveness and other related behaviors are common at this situation. This impact of the political fluctuation will have a lasting effect upon their minds, behaviors and attitudes. Mainly if they do not have opportunities to express and discuss what they have seen, felt and thought. **Short-term consequences** for the children are acute shock; this can be best described as temporary physical and mental 'paralysis' during which the organs become unbalanced and dysfunctional. **Longer-term consequences** can include loss of bladder and bowel control, withdrawal, aggression, violence to self and others, eating disorders, suicidal behaviors and depression. Without quick intervention, these children are vulnerable to become victims again, or become perpetrators of violence. The task of continuing what could prove to be a psychological disaster is a complex one, which requires great commitment, professionalism and sensitivity. The project is based on child rights approach as well as on a holistic approach that looks at a child's emotional, social, physical and cognitive well being. The ultimate goal of the psychosocial intervention and rehabilitation project is strengthening children's coping mechanisms and providing them with skills to face and overcome traumas, losses, stress and troubles connected to the violent conflict. The project is also aiming at developing children self esteem and Integrating traumatized children back into the community.

However in 2007 the psychosocial supporting program was implemented on two levels:

1. Merging both In-service training program and training of trainers program together in an average of 50 training hours.
2. Organizing special and direct programs in this field targeting mothers, teachers and children. In this regard, one program has been implemented in Jenin targeting directly 507 children, 83 mothers and 24 teachers.

The Program's Goals:

The General Goal:

- Know and becoming acquainted with other parents to know their children better.
- Building relations between the KG and the parents and opening a communication means to form a field of psychosocial support between the parents and the KG.
- Forming a supportive body for the KG from the parents in the local society.

The Specific Goals:

- Connecting the parents with the KG and opening the way to do psychosocial support activities for the children.
- Increasing the parents' knowledge of the children's different fields of development and their importance in supporting the children socially and psychologically.
- Social awareness of the importance of the KG.

The Program's Activities:

1. 50 hours of training for the teachers covering the following fields:

Introducing the program and its goals; organizing the KG's environment; behavioral problems; producing educational games; reading and writing stages; reaching out for parents; dealing with the educational games stages; producing theatre puppets and the theatre's role; the story and its impact; producing stories and evaluating the program.

2. 50 hours of training for the parents covering the following fields:

Parents' acquaintance, introducing the program and its goals, filling a pre-training form by the parents, giving an idea about the child, behavioral problems, producing educational games, educational games and their effect on children, the story and its effect on children, producing theatre puppets, activating theatre puppet shows, evaluation of the programs and meetings.

3. Summer camps for the children, with the participation of 507 children, 40 mothers and 24 teachers. This has been implemented according to the following stages:
 - The first stage was holding three meetings before the beginning of the five summer camps as follows:
 - a. The first meeting focused on the purpose of the summer camps.
 - b. The second meeting focused on the summer camp's activities.
 - c. The third meeting focused on planning the activities.
 - The second stage covered the purchase and distribution of the summer camp materials.
 - The third stage was the implementation phase where each of the five summer camps lasted for two weeks, and they had many programs and activities that have been planned for in the mentioned above meetings.

Program's achievements:

1. **Regarding the teachers:** they benefited in the following areas:

Better knowledge in Mathematics, behavioral problems, better knowledge in language, better knowledge in story telling, acquiring theatre puppet production skills, knowledge in children education, the importance of working with the parents, building relations with the parents, taking a break from daily routine, helping in problem solving with the child, getting consultancy from the advisor, producing educational games.

It is also noticed in the program that working with parents had positive effects on the KG as follows:

- The on-going relation between the parents and the KG.
- Changing parents' view towards children.
- Parents' knowledge of the child's developing characteristics.
- Directing the parents towards the correct way of dealing with the children.
- Changing parents' view towards the KG.
- Parents' awareness of the importance of active learning through playing for the children.
- Changing parents' view towards the paper and the pen, and taking care of the new way of reading and writing.
- Visiting the parents constantly and their care for their children.
- Increasing parents' care for their children.

The teachers' evaluation of the program shows that 80% of them evaluate it as excellent, 10% have good impression, and 10% see that a good style was used.

As for the instructor's performance during the program, 80% of the participants see it effective and 20% as positive.

Being asked for their opinion regarding single discussions with the instructor, 50% agreed and 50% disagreed.

Of the 50% who agreed on the discussions with the instructor, 90% agreed that the problem was solved and 10% said that the instructor helped but the problem was not solved.

As for those who disagreed on the discussion of the problem with the instructor, they gave the following reasons:

- That everything was clear and the issues discussed helped in problem solving.
- That there was no problem to discuss.
- Getting late in the workshops and the urge to go home.

The major benefits of the project lie in the following two points:

- Deepening the teacher's knowledge in the subjects that were given in the sessions.
- Deepening the relation between the teacher and the parents.

Suggestions and recommendations:

- The importance of sustaining the implemented program.
- More diversity of the program contents.
- Increasing the number of meetings with mothers and their sustainability.
- Holding awareness workshops in a practical way through TV.
- Offering children the support and consultancy.
- Offering physical support for the KGs (Renovation and enrichment).
- The continuation of the program even during the holidays of the children.

2. Regarding the parents:

The interaction of the mothers was excellent and the participation was good through the discussion between the instructor and the mothers. The benefit of the discussed issues was great during these sessions especially the matters that were related to their children and their relation with them and its impact on deepening and reaching to a closer view between the parents and their children.

One of the mothers said that she could influence her husband using what she benefited from the sessions she attended in this program. Eventually his relation to his children became better as the father responded positively and treated his children stably as agreed by both the mother and the father. The husband asked his wife to tell him what the session was about after each session she attends wishing to benefit from the training, and to be happier when seeing his children coming closer to him as he changed his way of dealing with them.

Another mother said that she became closer to her children since she committed to the attendance of the meetings and that she could control her temper better.

The mothers' will to continue in such programs was noticed as many mothers came from other close areas to the place of training. In some locations, mothers shed tears when the program ended. Mothers asked for the continuation of such programs, the deepening and developing of the raised issues, caring for holding sessions and discussions related to mothers and the way to help them in decreasing their tension and temper in order to raise their children and interact with them in a better manner.

Mothers' interaction was great and full of love to the team who implemented the program; they expressed their benefit from the sessions and the use of the basic principles that the instructor gave them in understanding their children's needs and developmental changes.

One of the mothers said that these sessions helped in getting the mothers closer to their children and gaining the ability to control them and decreasing the stress and temper.

One of the mothers expressed the deep effect that the sessions had on her life in specific. She now plays with her children, discusses matters with them and most important she stopped hitting them and that she expresses is a great achievement she reached to because of her discussions with the instructor.

Another mother said that she benefited a lot as she became capable of not using hitting with her children on the contrary, she talks to them. She used to hit them violently but since she committed to the program, her way of dealing with her children became better and her temper and stress became lower.

A mother said that “The Story session” was one of the most interesting meetings that affected her relation with her children because of the story’s affect in her children’s lives. She started reading her children stories, which made them closer to their mother and that, reformed some of the teasing and harmful behaviors that they did.

The mothers expressed their need for sessions related to mothers and the ability to hold their temper and reducing stress

One of the mothers said that she used to hit her children because of external stress, but since she heard the sessions of the program she became capable of relaxing using the same methods as her children use as drawing with them which in turn helped in building up her relation with her children and understanding their needs. This made her attitude positive and had a positive effect on her children.

All the mothers agreed that their lives changed to the better and that they became capable of creating order in their lives instead of the chaos that they lived. In addition, these sessions helped in reinforcing their social relations with other mothers. They also assured their convenience of the importance of not hitting their children and feelings of regret for doing that.

It was nice to know the effect that the instructor had on the mothers through her talks and instructions to the mothers during the sessions when one of the mothers said that whenever she was going to hit her children, she would remember the instructors’ words and advices and not hitting them.

Another mother said that her husband’s actions with his children changed since she told him about the importance of their feelings towards their fathers and its effect on their psychology. She also said that the father reminded her of the importance of what she taught him whenever she was angry with her children and this shows the effectiveness of the issues given in the sessions.

Project # 6: Improving the Impact of Palestinian Educational NGOs through Collaboration, Exchange and Sharing of Good, bad and new Practices”. KIC

Note: This project was a joint project that executed by three Palestinian NGO’s namely TCC, AEI and ECRC. The following report was quoted from the final report that submitted to the Oxfam Novib on behalf of the three mentioned organizations. Indeed the beneficiaries of this project have not been calculated as part of ECRC’s beneficiaries.

“The project goal was to improve the impact of educational organizations and institutes in Palestine by collaborating, sharing and exchanging good, bad and new practices. The first specific objective included developing a learning community among AEI, ECRC and TCC by documenting good, bad and new practices in chosen categories. The second specific objective included building a network with ten Palestinian education organizations for a bigger learning community.

Key Activities:

1- Establishing the Learning Community Network:

A list of select organizations that implement educational practices was put together. The number of organizations that became a member of the learning community network totaled 22 organization versus the 10 organizations planned in the project. The organizations included Palestinian and international NGOs, community based organizations (CBOs), the MOE, universities and women based organizations. The majority of the members of the network representing the organizations were women.

2- Conducting the introductory workshop: The first KIC workshop was held on November 16 in Ramallah and attendance was good. During the workshop, the concept and logic of the KIC project was shared, the KIC criteria and format for documenting was shared and examples of practices documented by AEI, ECRC and TCC was shared with the participants and the workshop concluded with the participants breaking up into work groups to brainstorm and list what they want from this network. One recommendation was repeated and it included the organizations host each other at their locations and share their vision, mission, objectives and key program and projects. This recommendation was implemented later and became known as the all day network meetings.

3- Follow-up meetings: Through out the project AEI, ECRC and TCC met and followed up with meetings to discuss different issues of the project and one meeting involved the directors of all three organizations in a brainstorming session to find best way to strengthen the formed learning community network for sustainability. Another meeting involved planning for the future and what we wanted to accomplish after the present project was completed and thoughts were shared and put in the form of a three year concept that was shared with Oxfam Novib when they were with Palestine

4- Documenting and Translating Practices: The first step in documenting practices was done by AEI, ECRC and TCC where a total of 11 practices were submitted by January 31st, 2007 for uploading on the KIC portal. By the end of the project period each of the three organizations submitted a total of 5 of their practices documented and the network of organizations which was divided among the three organizations for follow-up submitted a total of 20 practices. A total of 35 practices were documented according to the KIC format, edited and were translated to make each available in Arabic and English. Practices in the Arabic language practices were uploaded by AEI on the Palestine-Education.net website and the English version was uploaded by Oxfam Novib on the international KIC portal.

5-Conducting the all day network meetings: the first all day network meeting was hosted by AEI in Bethlehem on February 14th and attendance was good. AEI shared their vision, mission, objectives and key projects as well as their strengths and weaknesses. Other organizations presented their completed documented practices and the discussion session was rich with questions on the practices presented and where we were going with the network long term. The second meeting was hosted by Sharek on May 5th and the organization presented its vision, mission, objectives and programs along with a few practices. The meeting discussion was heated as many of the present were offended by what they perceived as a stereotyping and generalization by the Sharek representative of Palestinian teachers as incompetent individuals unable to handle students in a sophisticated way. The meeting was held at the City Inn Hotel because Tulips and Olives, a new Dutch Palestinian organization, was hosting the second part of the day and invited the KIC network organizations, the Netherlands representative, a visiting Dutch delegation, the local Dutch delegation. The aim was to discuss the present Dutch Palestinian relationship and joint projects along with ways to publicize this work and strengthen it through new projects and ideas.

6-Conducting final seminar: The two day final seminar was held on June 25th and 26th the final seminar of the project was held at the City Inn in Ramallah and was attended by Mrs. Verhagen of Oxfam Novib/KIC, Mr. Zaid of the MOE who both gave words. The attendees included the MOE, UNRWA, local and international NGOs, teachers and students. The MOE expressed the importance of communicating and documenting practices making them available on a portal or site but he also spoke to organizations on the importance of organizations and the MOE being aligned and on the same page when it comes to what is needed in schools and education which would result in better cooperation and planning. Mrs. Verhagen spoke of how the KIC project came about and the accomplishments achieved so far. The seminar was divided into four sessions including: Community and Education, Civic Education, Democracy, Human and Rights and Education, Art and Education, and Future work. Several organizations presented their practices documented according to the KIC format and the future work planned for the project was shared and included peer reviews to be

done by Critical Friends, ways to strengthen the learning community network, websites and portals with their strengths and challenges. The discussion revealed an interest even by non participants to join in and be part of this learning, collaborating and sharing project. The challenge will be to have the right number of organizations without diluting the effort by going in many directions and categories of practices.

Outputs:

- 1) **35** practices documented according to the KIC format by the three implementing agencies and the 19 participating networking organizations matching the **35** planned practices
- 2) **35** documented practices available in Arabic on PEN and in English on KIC portal matching the **35** practices availability in both languages on both portal and website
- 3) **22** organizations in the learning practice community vs. the planned **10** organizations.
- 4) **2** all day learning community network meetings which were not part of the original plan but proved value added to whole project
- 5) Seminar conducted on collaboration, sharing and exchanging with different themes which included presentations

Objectives of the project

Towards the first objective of the project which includes developing a learning community among AEI, ECRC and TCC by documenting good, bad and new practices in chosen categories, we learned not only how to document our organizations' practices but also learning how to work together in the most efficient and effective way. We are pleased to say that there are no major hurdles but a pooling of efforts and exposure to different ways of thinking is a product of working together.

As for the second objective which includes building a network with ten Palestinian educational organizations including relevant women and international organizations for a bigger learning community, we were successful in forming a network of 19 organizations with expression during the seminar of several more organizations interested in joining. Several women organizations are participating as the mothers' association, Ina'ash Al Usra and the Women Center for Legal Aid and Counseling. Roughly, two thirds of the organization representatives attending and participating were women.

Beneficiaries:

Direct Beneficiaries:

- AEI, ECRC and TCC through their collaboration and documenting of their practices.
- 19 organizations who documented practices, attended all day learning practice community meetings, attended the final seminar and browsed the KIC portal and/or Palestine-Education.net to study international as well as Palestinian documented practices

Indirect Beneficiaries:

- All organizations reviewing practices through the KIC portal or PEN website
- Organizations as well as students invited to the seminar including Oxfam Quebec, UNDP/PAPP, Care International, UNRWA, MOE manager of training and supervision, private schools along with organizations from the network.

Constraints and Challenges:

-The workshop was conducted in November rather than September due to Ramadan, the fasting month for Muslims, and the holiday week that followed

-Continuous contact with participating organization representatives is needed to ensure documentation of practices is in progress

-Close review of submitted practices is needed to make sure KIC format is followed and relevant information is provided

-Great interest for an active learning community network is a result of introducing this project but the limitation is to documenting practices due to limited funding and no plans for network activities including visiting each other, and capacity building training, etc...Activities will be attempted with the understanding that no funding is available and each organization will need to provide transportation and dedicated time

-A clever way within the project needs to be designed to get people used to logging in the KIC portal or PEN to browse practices because if they do not, then our success is limited

Lessons Learnt

-Involving the MOE in the project involved decision makers and individuals who will become informed of the creative quality practices that are being implemented on a project basis and this documentation, sharing and exchanging could be used as an advocacy tool publicizing quality participatory creative practices

-It is Important that educational organizations in Palestine come together and exchange their inspiring practices that are often barely known to each other. NGOs are usually "islands" struggling to complete their projects with the limited staff available. But in fact, there are many practices which resemble and overlap and which could benefit from each other because there are complementary aspects. KIC gives some time for reflection here. For instance, I remember that TCC had a civics project in which general western concepts of democracy were translated to Palestinian reality, while AEI has an approach which links up 'democracy' concepts existing in traditional Palestinian culture to general values. It would be interesting to compare both approaches. Comparing such practices will generate both deeper and more practical discussions than when educators/NGOs are just invited to share thoughts about a general theme, as is now usually the case.

- It's a challenge to get educators and staff working at Palestinian NGOs interested in consulting a website like KIC. Usually educators here are not experienced in using the Internet for research. Just writing people to consult KIC will therefore not work. When people however are in personal touch, see each other, discuss KIC and PEN, there is more chance that the site(s) will be used because then the habit grows out and supports a face-to-face network, so important in Palestinian society.

- We feel it is good that we share in international discussions how to improve the site. Toine of AEI was at the Noordwijk November conference about KIC and heard about the many ideas to improve the site, and also gave input on that score on behalf of the project team. For instance, it was suggested to make the site visually lively and attractive, to include Arabic as an important international language, to build up mailing lists, to use stories more etc. We are therefore much interested in the follow-up of the conference and the thoughts of the project team itself.

-Within our project team we had a discussion as to whether projects still in developmental stage or work in progress could be documented for the KIC. After all, many projects form only a stage in a sequence of projects and activities, so it is difficult to say whether a project is "finished" or not. However, pilot projects can be an important source of timely information and waiting too long would make the information less relevant given the political changes as in the Palestinian case succeed each other rapidly

-The high interest in a learning community network surprised us especially in a culture where follow up is not great, we received calls from participants after a month from the workshop

asking what they can do to help and asking that we move quickly. We are thrilled by this, but continue to believe that working with these organizations will require big effort and time on our behalf to keep interest level high. One thing we will do is always have a few organizations involved in presenting completed practices during the network meetings conducted. The learning community network will be led but the understanding will be that relationship established is a two way relationships based on give and take as well as effort of members and suggestions and creativity of all.

-Seminars need to contain variety because listening to one practice after another is exhausting but it can be made very interesting by having target groups and beneficiaries come in and share for a more interesting presentation and understanding of the practice. It is important to have comfortable accommodations as in seating and tables for the participants as shared by participants with us when we asked them on how the seminar could have been improved. Also, there was a suggestion by Saskia of perhaps having a market place type of presentations where people could wander to different areas of interest and listen to practices they are interested in versus the alternative of listening to all practices which can be an exhausting a.ll day task”.

Project # 7 : Kindergarten's Infrastructure and renovation project

6.1 Description

Parallel to the training, the awareness and advocacy project that ECRC offers is the KIRP, which targets the West Bank and Jerusalem preschools and KGs for physical and educational upgrading. This upgrading includes improvements of indoor and outdoor facilities, such as renovation or expansion, and augmentation of toys and equipment. ECRC have selected 30 marginal and disadvantaged sites for the implementation of this project and monitor its progress. The teachers at these sites were in touch with ECRC. Some were selected according to their need for this intervention; others were selected in terms of serving as auxiliary sites for ECRC's programmes; as the case in the in-service training and teacher to teacher programs.

6.2 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 playgrounds, playrooms, and nurseries.

6.3 Achievements:

In 2007, 39 kindergartens serving around 2808 children benefited from this project. The KG's were enriched just with some educational materials, books and stationary.

Project # 8: Production workshops project

7.1 Description

The project aims to afford facilities (premises, equipments, toys and educational modules and supervision) for kindergartens to produce toys, educational games, story books and other needed materials. Indeed, the project intended to create such atmosphere that encouraged teachers to communicate with each other and exchange Knowledge, skills and expedencies. Moreover, the project aimed to enable teachers to rely on themselves at creating and producing what they need to do. However this project has been launched as an outcome of teachers' request.

7.2 Achievements

In 2007, 32 workshops were conducted in Hebron District. Forty teachers from 32 KG's serving 1000 children had attended those workshops.

Project # 9: Production and Marketing Project

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)

Achievements:

A production of 46,100 copies from different publications was printed in 2007. The following chart shows the publications that were produced:

PRODUCT	QUANTITY
LANA HAQ (BOOK)	5,000
3 BROCHURES	2,000
CONFERENCE BAGS	2,000
SADIQI MARAH (P1)	2,000
SADIQI MARAH (P2)	1,000
ARABIC LANGUAGE SERIES:	
PART 1	3,100
PART 2	1,000
PART 3	3,500
PART 4	2,000
PART 5	2,500
PART 6	2,500
PART 7	1,500
PART 8	2,500
PART 9	2,000
PART 10	1,000
ME AND MY CHILD	2,000
MOVEMENT	1,000
I AM NOT NAUGHTY	2,000
FARES CAN HELP	2,000
MONEY TREE	1,000
CONFERENCE BOOK	500
DIARIES	4,000
TOTAL	<u>46,100</u>

10- Projects still in action:

The following projects were launched in 2007 and will continue in 2008.

Reporting on those projects will occur in ECRC 2008 Annual report.

Project title	Target area	start date	End date
In-service training	Nablus, Jenin & Hebron	August 2007	June 2008
Psychosocial support program	Ramallah	Sep 2007	Dec 2008
Teacher to teacher program	Hebron	Nov 2007	May 2008

11- List of ECRC's Beneficiaries in 2007

In Service Training Programme

Programme I*

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female Teachers	44	93	137
Female Children	-	1023	1023
Male Children	-	1044	1044
Female Parents	-	407	407
Male Parents	-	29	29
Total	44	2596	2640

- Mobilizing community towards children's rights

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female Teachers	96	242	338
Female Children	81	3647	3728
Male Children	88	3795	3883
Female Parents	1536	-	1536
Male Parents	2	-	2
Total	1803	7684	9487

Teacher to Teacher Programme

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female Teachers	39	195	234
Female children	-	309	309
Male children	-	315	315
Total	39	819	858

Psychosocial and rehabilitation support programme

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female parents	83	-	83
Female children	251	79	330
Male children	256	81	337
Female teachers	24	-	24

Total	614	160	774
--------------	------------	------------	------------

Kindergartens renovation and enrichment project *

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
KG's	39	-	39

*** The beneficiaries of this project in terms of teachers and children were calculated in Teacher to teacher project.**

Production workshops project

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female Teachers	40	97	137
Female Children	-	495	495
Male Children	-	505	505
Total	40	1097	1137

Training of Trainers

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female trainers	20	-	20
Female teachers	-	60	60
Female Children	-	743	743
Male Children	-	757	757
Total	20	1560	1580

Grand total for all projects

2560 13916 16476