



Early Childhood Resource Center (ECRC)

Annual Report for 2006

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Introduction:

Over the past year, the Palestinian society suffered to large extent due the deterioration of the economic, social, educational and the health sectors. This deterioration was an outcome of the prevailing ongoing sanctions and trade embargo imposed by Israel, United States of America, and other Western countries.

Unfortunately, and as its known, children are the most vulnerable group of the prevailing unstable political, economical, psychologically and socially situation. The deterioration on the mentioned domains has affected the Palestinian community in general and children in particular. These days the Palestinian society is living within a high poverty and unemployment rates, restriction on the movement, insecure, hopeless and other similar disorders. The primary victims of this situation are the children in specific. The current economic situation has affected the children negatively. According to the World Bank* (A Quarterly publication of the West Bank and Gaza office, April 2006), the growth rates in the GDP in the Palestinian territories have estimated to be 10 percent annually. As consequences to the above mentioned situation the estimation of the unemployment rates will be declined and bring poverty rates to acceptable levels. But the evidences show something different. The GDP growth rates fall short of the 10 percent target, declining from 6.3 percent in 2005 and 4.9 percent in 2006 to negative rates the following years. By 2008, the real incomes as measured by GDI per capita are 19 percent lower than 2005; unemployment has grown to 34 percent of the workforce; and poverty rates increase to include 51 percent of the population. Thus, the percentage of children enrolment in the preschools has declined from 38% in 2002-2003 to 29% in 2005-2006. Teachers are frustrated and fight for surviving, so there are a big need for intervention at all levels. The Preschools must keep running for the benefits of the children; teaches should be empowered to improve their professionalism; parents need to be in contact with the existed daycares. For all these reasons and others ECRC will keep devoting its time and energy to limit the impact of the above situation as much as he can.

However, and despite the miserable conditions, ECRC in 2006 was able to launch and deliver a set of quality projects and activities that fall within its work scope and derived by its vision. For ECRC, children are the present and they will shape the future. Thus, they have the right to live and develop 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 invests in a progressive and developmentally integrated programme. ECRC still seek to develop a coherent policy for ECCD and greater consistency across the sectors in regulation, funding, improving the public supervision of services, and staffing regimes. In other words, ECRC wish and will work to develop a National quality frame work for childhood services.

Again, 2006 was a tough year on the Palestinian people in general and on children in particular but we still believe that our future will be better.

Lastly, I would like to size this opportunity to pass our gratitude and apparition to all those who have contributed at supporting ECCR during this year.

Nabil I. Sublaban
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 whole child 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 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 the 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. It has a mandate to work in the entire region of Palestine. It has a board of trustees, an executive committee, a financial department, five regional training units, an educational material production unit, a program unit and a children's rights unit.

In addition to the Center's Administration, ECRC consists of a Programme Unit, Children's Rights Unit, and Resource Unit. The Programme Unit is comprised of the In-Service Training program, and Community Outreach. The Children's Rights Unit coordinates activities related to advocating for and enhancing awareness of Children's Rights. The Resource Unit produces, markets, and distributes educational materials developed by ECRC.

The General Director is head of the Executive Committee and serves as the link to the Board of Trustees. The Executive Committee includes managers of all units. The Executive Committee holds regular monthly meetings and frequent on-the-spot meetings, as required by emergency situations.

The Executive Committee is responsible for the day-to-day running of the Centre: its projects, program, and public relations. All operational decisions are made by the Executive Committee, while policies and strategies are referred to the Board for approval.

Board of Trustees

The 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' members for the year 2006 was composed from 15 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	4
2	Mazen Hashweh	Educator	Male	Member	8
3	Assia Habash	Child Psychologist	Female	Member	9
4	Marwan Tarazi	Information Technologist	Male	Member	3
5	Dr. Sami Nabulsi	Medical Doctor	Male	Member	8
6	Sufian Mushashe	Human Development	Male	Member	3
7	Dr. Umayyah Khamash	Medical Doctor	Male	Member	3

8	Dr. Varseen Aghabekian	Education Policies & Administration	Female	Member	1
9	Khaled Assali	Computer Engineer	Male	Member	1
10	Khaled Qutob	Business Administration	Male	Member	1
11	Abla Naser	Education/Psychology	Female	Member	1
12	Rana Bishara	Linguistics / translation	Female	Member	1
13	Maha Al Kurd	Sociology- Social Work	Female	Member	1
14	Rana Abo Ghazaleh	Engineer	Female	Member	1
15	Rania Alajawi	Expressive Arts Therapy	Female	Member	1

The board held four meetings in 2006. These meetings focused on several issues, dominant amongst which 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 held was on February 11th, 2006. The issues discussed at the meeting included:

- Welcoming the new Board of Trustees members.
- Briefing the new members about ECRC.
- Defining the roles and the responsibilities as well as the rules and the procedures of Board of Trustees.

The second meeting was held on March 3rd, 2006. The main points on the meeting agenda were: - Reviewing and discussing the ECRC plan for 2006-2008

The financial situation of the center and other related issues, such as the Municipality taxes that imposed on the center by the Jerusalem "Israeli's" Municipality as well as by other related Israel's governmental bodies. The third meeting was held in May 5th and focused on the ECRC financial Audit report for 2005. 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. The fourth meeting took place in September 9th to update the board on the center activities and what has been planned for the coming new academic year (2006-2007).

Theoretical Rationale and Methodology.

In the absence of a national philosophy of education, 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 invests in a progressive and developmentally integrated programme.

ECRC's approach to early childhood education is called the '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 discussion, etc.) to support the transfer of theory to practice.

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

- A member in the Palestinian Non- Governmental Organizations network (PNGO). Indeed, ECRC was for a long time a member of the PNGO steering committee.
- A member and initiator in the establishment of the Palestinian Children's Rights Coalition (PCRC)
- A 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 2006 ECRC staff was involved in a variety of activities, such as workshops, seminars, conferences and training sessions which had been held by various governmental and non-governmental organizations.

However, ECRC team had a used the above platforms to advocate for children's needs and rights. The following activities were carried out with ECRC attendance.

A- Conferences

A- On the Internal Level:

A.1: Conference on Title "Beyond the Palestinian elections/ the political map". The conference was held in Jerusalem by the civic social institute on March 16th/2006.

A.2: The 4th Conference for Palestinian Child's Rights which had been held by DCI/PS in Bethlehem.

A.3: Conference on Palestine and Education "Strategic for Empowerment under Extreme Adversity" which organized by Arab Educational Institute in Bethlehem (8-9/4/2006).

A.4: The National conference on civic education in the Palestinian schools. The conference was held in Ramallah by TCC institute (21-22/12/2006).

B- On the International Level:

B.1: Dubai International Humanitarian Aid & Development Conference & Exhibition (DIHAD) (10-12/4/2006).

B.2: Symposium in Diyerbakir- Turkey on Alternative Education Models in 0-6 years age period (3-5/6/2006).

B.3: International Study Group on ECCD. The SG was held in Reggio Emilia by Reggio children institute in Italy (22-27/1/2006).

B- Workshops and Meetings:

On the internal level

Central evaluation for Identity project.

Child's abuse and neglect.

Violence and approaches to deal with it.

Sexual harassment inside the family.

Development of NGO's.

The impact of Israeli siege on the Palestinian Society.

Evaluation for 2nd phase of the Palestinian NGO's Project.

Developing strategic plan for civil society organizations concerning Human Rights in Jerusalem. The plan was a joint effort of the Civic Coalition for Defending the Palestinians' Rights in Jerusalem (CCDPRJ).

Forming a professional forum to protect children from abuse and neglect.

Sesame street project to reinforce social linkage.

The current Palestinian Situation and its reflect on the health of the Palestinian family in general and on the Palestinian Women in particular.

The problems of the Social Psychosocial sector in Palestine.

- 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 of exchanging with these organization whether through electronic means or/and through hard copies of the available relevant publications.

Programme Unit

In 2006 the following programmes were conducted and implemented through this unit.

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 on 21 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 holds 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 hour and is scheduled to coincide with a planned focus in the training, sessions and with relevant reading materials. To follow-up of 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 in 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 family.
- Strengthen connections of both teacher and 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. Each group out of two groups targeted has engaged at 54 training sessions. These sessions were implemented during the scholastic year extended between August 2005 and mid June of 2006. 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 through out 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 2006, where another 6 sessions were executed. All the planned activities at this domain (training workshops) were implemented exactly as it has been planned, whether in terms of number of sessions or in terms of dates of implementation. However, 67 teachers were participated and completed the above activity.

2- Field visits: To fill the gap between theory and practice, field visits have been executed. Each participant teacher has been visited twice 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 mobilization and constrains that imposed by the Israeli occupier; the ECRC's training staff succeeded at implementing all these visits as it were planned. In total 134 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 decided 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 her site. The observation process aims to modify teaching methods and techniques where it might be necessary. A feedback session between the teacher and trainer was usually organized at the end of the school day, where both teacher and trainer engaged at discussion on what had happened at that day, and to decide what are the next steps should be taken for the near future. Issues such as building and strengthening the relation between schools, parents, other related community players, team work, KGs physical and educational environment etc... were a 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 on teacher training.

3. Practicum: The notion behind this activity is an attempt to convince and to 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's teacher has the opportunity to implement seven working days at 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 with.
- 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 activities after a feedback session.
- Reflecting on the implementation of activities, feedback sessions, and evaluating the training program.
- Application of one whole teaching day by the trainees teacher with supervision and following from 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 strength and life 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 subjects covered were diverse and comprehensive and most 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 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 ample opportunity 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 to the teacher's fulfilled the practical requirements for working with families in various ways, including the following: home visits, general meetings, workshops on toys and resource production and work with a group of children and their mothers in pre-schools.

The general meetings aim 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 is 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 used as a model for parents. The goal of these visits is to give the teacher the opportunity to interact with children and provide an example to their parents of 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 to their children and talk to them about their feelings and their interests, 90% of them took their children on trips, and 92% of them have told stories to their children and 80% used home items as a subject or mean for child participation.

1.5: Problems/constraints during Implementation:

Since the Palestinians are still living under occupation. It is natural to suffer from the consequences of this inhuman situation. Mobility restriction and live threat are some of these countless outcomes of the occupation. However, and despite of this situation, all program activities were conducted and implemented as supposed to be. I think these results have been reached as a result of the determination of our people to keep working under these difficult circumstances. Indeed, the cumulative experience of ECRC at managing projects at similar situations has contributed to this positive outcome.

1.6: Beneficiaries:

Category	Planned		Achieved		Female		Male	
	Direct	Indirect	Direct	Indirect	Direct	Indirect	Direct	Indirect
Teachers	67	134	67	165	67	165	-	-
Children	-	3216	-	3960	-	2020	-	1940
Parents	-	1206	-	1222	-	1185	-	37
Total	67	4556	67	5347	67	3370	-	1977

1.7: 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 responsibilities towards Palestinian children and their inherent rights.
- Contribute at establishing community base of professionals and paraprofessionals in ECCD sector.
- Reinforcing the existing ECCD networks, and contributes at establishing new ones.
- Helping community to mobilize its resources towards children's rights and other related issues.
- Encouraging and utilizing the local media resources to raise awareness amongst local communities on children's issues.
- Enhancing parents' qualifications and experiences in ECCD field.
- The role of ECCD's in supervising organization (charitable organization, Women Committees and other private institutions), and their experience in management, supervision, monitoring, and in some cases at the training level have been improved.
- To some extent this project contributes 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 are women.

1.8: 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 97%
 2. Somewhat 3%
 3. Nothing

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

	Very much	Much	Acceptable	Somewhat	Nothing
Child Development and needs	63%	37%			
Teacher's role	61%	39%			
Classroom management	31%	69%			
Classroom exhibitions	37%	63%			
KG's environment	42%	58%			
Working with Parents	50%	47%	2%		
Child's Rights	60%	40%			
Children's with special needs	37%	42%	21%		
Nature and Science	47%	53%			
Language Readiness	63%	37%			
Story telling and its techniques	68%	32%			
Drama	70%	30%			
Logical Mathematical Readiness	37%	63%			
Art Experiences	55%	45%	6%		
Movement Experiences	72%	28%	28%		
Behavioral Developmental	39%	55%	34%		
Health and Nutrition	28%	44%	61%		
First Aid	22%	44%	34%		
Music	22%	39%	11%		
Planning	50%	39%	11%		
Evaluating	50%	44%	6%		
Religious Education	50%	39%	11%		
Gender and Women's Right's	22%	39%	39%		

II- Production workshops:

- * To what extent the production workshops helped in your work?
- | | |
|-------------|-----|
| 1. Greatly | 90% |
| 2. Somewhat | 10% |
| 3. Nothing | |
- * The number of the workshops?
- | | |
|---------------|-----|
| 1. Very much | 22% |
| 2. Acceptable | 55% |
| 3. Little | 22% |

III- Reading materials:

- * The reading material, which had been distributed to support the training was?
- | | |
|-------------------------------------|------|
| 1. Appropriate | 100% |
| 2. Difficult to read and understand | |
- * Did the readings have implied theory and practice?
- | | |
|-------------|-----|
| 1. Yes | 95% |
| 2. No | |
| 3. Somewhat | 5% |

IV- Audio-visual materials:

* To what extent the used Audio-visual materials were appropriate	1. Appropriate 2. Inappropriate	97% 3%
*The Audio visual materials implied practical ideas?	1. Yes 2.Almost	80% 20%

V- Training methods:

* The training methods were?	1. Interesting 2. Ordinary 3. Not interesting	90% 10%
* Did the training have the opportunity for questions and discussions	1. Yes 2. Somewhat 3. No	100%
* Rate the following techniques in terms Of the most influential	1. Working with small groups 2. Role play 3. Production workshops 4. Large group discussions 5. Audio-visual 6. Lecture	77% 73% 68% 67% 59% 36%

VI- Follow up:

* To what extent did you benefit from the Supervisor's visits to your KG's	1. Greatly 2. Somewhat 3. Nothing	100%
* The number of the visits (two visits)	1. Much 2. Acceptable 3. Little	6% 34% 60%
* The length of the visit	1. Long 2. Appropriate 3. Short	90% 10%
* The style of the Supervisor's during The visit	1. Counseling and dialogues 2. Instruction and criticism 3. Not clear	100%

III- Practicum:

1- Overall benefit form the training
- Greatly 95% - Somewhat 5% -Little

2- Context of the training
-Relevant 90% - needs modification 10%

3- The planning and discussion sessions were
 - Satisfying 90% - Somewhat satisfying 10% - Not satisfying 0%

4- Appropriateness of the training forms
 - Appropriate 92% - Inappropriate 8%

5- The training sites were
 - Appropriate 80% - Somewhat appropriate 20% - Inappropriate 0%

6- What did you acquire from the training?

Some of the teacher's responses:

- Exchanging experiences with other KGs
- Better understanding of the importance of planning, follow-up and evaluation components
- More awareness and understanding of teamwork, daily routine, time management and setting up daily, weekly and yearly programmatic plans.

VI- Working with Parents

VI. A- Parent's evaluation

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

	YES	NO
a- General meetings with parents in KG	79%	21%
b- Participation at production workshops	95%	5%
c- Participating our children in their activities in the KG's	95%	5%
d- Visiting us at home by the KG's teachers	98%	2%

Question # 2: Are you ready to participate at similar future programmes. 98% 2%

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

a- Placed time to talk with your child about his/ her concerns	95%	5%
b- Joined your child in a trip	90%	10%
c- Read a story for him/her	90%	10%
d- Used home items as a subject or mean for child participation	80%	20%

IV.B –How the teachers have evaluated the parents program?

Question # 1: To what extent your visiting to parents in their homes helped you at?

	Greatly	Somewhat	nothing
a- Having better understanding of the child	95%	5%	
b- Realizing your role as a teacher	95%	5%	
c- Relationship with parents	90%	10%	

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 feelings or negative	85%	15%	-
- Noticing and behavioral changes on their children and talking on them	70%	30%	-
- Encouraging their children	90%	10%	-
- More aware of children capabilities	70%	30%	-
- More aware of their own behaviors and its affect on their children	75%	25%	-
- Taking their children on trips	83%	17%	-
- More aware of the importance of early childhood period	90%	10%	-

Question # 3:

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

Greatly 89% Somewhat 11% Nothing -

* Working with parents was as you expected

Yes: 80% No: 20%

* Do you like to continue work with parents?

Yes: 95% No: 5%

1.9: 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 program 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 something essential to better achievements.
- The relationship between the beneficiary agent and the donor should be based on the spirit of partnership and cooperation during the project life cycle.

2- Advocacy and Training on Children's Rights program

2.1 Description:

Advocacy for early childhood development and care (ECCD) has recently gained global momentum. For politically unstable regions such as Palestine, children's rights (CR) constitute an integral part of the ECCD goals. The Early Childhood Education Resource Centre headquartered in Jerusalem, actively strives with its CR unit to locally implement and uphold the 'Convention on the Rights of the Child' through its numerous programs while simultaneously not undermining the local Arab cultural values. The ECRC develops CR programs for Palestinian children with a stress on survival, personal development and protection. In conjunction, it conducts CR Convention training and implementation for its staff with a special focus devoted to women trainees.

The ECRC has been devoting a great deal at educating families and teachers the CRC principles. It has been resourceful by networking with other service rendering institutions, ministries and organizations working in these areas as well. In short, the ECRC has been and is doing the following:

- Advocating and lobbying for Palestinian children's rights at the local, regional and international levels.
- Documenting, assessing and monitoring of children's rights violations in Palestine to ensure their protection through a clear and accountable system.

Networking and disbursing information to other NGO's with similar objectives locally, regionally and internationally.

The ECRC plans to utilize local and international media resources to raise awareness amongst the local communities on the CRC principles. In the long term, the ECRC plans to create its own researched programs that can enhance CRC awareness. The ECRC has been and will continue to provide resources and, where applicable, training to policymakers and community leaders on the CRC. The ECRC adheres to the principle that "A rights framework ensures not only that we pay attention to young children, but also that we place increased emphasis on influencing government policy as a key to sustained change (whether through delivery of services or the protection of children through the legal system)... the government's role is not always to provide for all rights, but rather to ensure that rights are realized."

2.2 Objectives

The objectives of the Children's Rights Unit (CRU) related directly to the project include:

- a. Advocating and lobbying for children's rights at all levels: locally, regionally and globally.
- b. Using the Children's Rights Convention (CRC) as the basic guideline for the CRU operative programmes.
- c. Raising local and regional awareness of the CRC guidelines.

- d. Synchronizing CRC material with the local cultural values by devising methodologies and activities which actually translate the material into a working program.
- e. Providing training on the CRC material for kindergarten teachers, parents and children.
- f. Networking with other local, regional and international organization working on children's rights. Networking also includes NGOs and GOs involved with complimentary issues such as: Human rights, gender, youth and health. This assures a more protective and a holistic development for Palestinian children.
- g. Promotion and mobilization of a child-centered community development.

Long term objectives not specific to this proposal include:

- a. Documenting of CR violations.
- b. Strengthening national resources and capabilities.

Regarding to this specific project the following programmes were implemented in 2006:

1. Training Kindergarten Teachers on Advocating Children's Rights in order to reach the following specific goals:
 - a. Raising teachers' awareness and advocating them to lobby for children's rights.
 - b. Enhancing teachers' knowledge on the CRC principles and aiding them to convey these principles to parents by providing the teachers with proper materials.
 - c. Developing proper skills for applied activities of the CRC principles. Training teachers to translate the CRC principles to daily practice in their kindergarten classes and other beneficiaries.
 - d. Training teacher's to integrate children's rights into a holistic developmental approach.
2. Training Parents of Children aged from birth to eight years:
 - a. Assisting parents in becoming more aware and responsible for their child's developmental needs and rights.
 - b. Helping produce more capable parents demanding higher standards of care and protection for their child creating the conditions for happier, healthier children.
3. Training of Children aged 10-18 years on the CRC – incorporating the media to advocate the CRC principles on their behalf:
 - a. To raise the 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.

2.3 Target regions: Jerusalem, Ramallah, Nablus, Jenin and Hebron Districts

2.4 Beneficiaries

<u>Direct beneficiaries</u>	<u>Indirect beneficiaries</u>	<u>Gender Distribution</u>	
		<u>Female</u>	<u>Male</u>
174 KG teachers	425 teachers	425	
408 parents	408 parents	392	16
203 children	11,200 children	5500	5700

2.5 Activities and results

The following clarifies the main activities and sub activities that were implied through the three main implemented programmes: (Training kindergarten teachers, training children's parents, and training the children on CRC).

Program 1: Training KG's teachers.

Sub activities:

II 1.1 Selection of target groups

That was done in all locations, by ECRC staff in January through newspaper announcements, phone calls and direct contacts.

II 1.2 Organizing & conducting training workshops

That was done in all locations, by ECRC Staff from January- June.

Achieved training workshops

<u>Location</u>	<u># of groups'</u>	<u># of training hrs</u>	<u># of teachers</u>
Jenin	1	45	23
Nablus	2	90	42
Jerusalem	1	45	21
Ramallah	2	90	43
Hebron	2	90	45
Total	8	360	174

All workshops were implemented according to ECRC standards in training, depending on participation of the teachers through their needs and experiences, related to Children's Rights Convention and building up a better attitude towards children.

Two kits of reading and stationary materials were handed to teachers, one for herself and the other for her colleague teacher in order to pass the experience through. (A sample was handed with the interim report).

Each teacher was handed a number of "Lana Haq "book according to the number of she has in her KG. The aim of this book is to educate children about their rights.

II 1.3 conducting two follow up Workshops

Two follow up sessions were held with each group instead of the field follow up visits that have been planned. The purpose was to meet again after a certain period of time has passed since the last training session was held in order to exchange ideas and to discuss the project's effectiveness.

During these sessions the teachers had the opportunity to present the methods ways they used with the children to focus on children's rights. Indeed, they also presented their plans for the next phase.

Program 2: Training Children's Parents

II.2.1- Selection of the target groups

That was executed between December 2005-July 2006 in all locations by ECRC staff and trainer teachers.

II.2.2 Organizing & Conducting training workshops for parents

That was done in all locations from December 2005-October 2006 by ECRC Staff & the trained teachers.

The outcomes of this activity are listed below:

- 408 parents (36 groups) had been reached, each group received 18 hours of training (6 sessions X 3 hours).
- A monitoring visit was undertaken by regional trainers and CRC coordinator during session. the sessions with parents. Feedback was given to teachers after the
- Each participating parent was handed a kit of reading materials, a guidebook about child development, "Iana Haq" Story book and stationary. Posters, Pins, T-shirts, Hats and brochures were distributed as well.

Program 3: Training children on CRC

- Organising & Conducting training workshops for participating children;
10 groups of children were reached out during the Project as shown below:

<u># of groups</u>	<u># of children</u>	<u>Location</u>
1 group in Jerusalem	20 children	De La Salle College De Frere School Jerusalem
1 group in Bethlehem	16 children	SOS children's Village
2 groups in Jenin	42 children	Children's Council in Jenin and Catholic Patriarchate School in Zababdeh
1 group in Silwad	25 children	Silwad Children Club
1 group in Ramallah	20 children	Children's summer camp /Aziz Shahin school
2 groups in Nablus	20 children 20 children	Children's Council in Nablus. A group of children from different schools

2 groups in Hebron

20 children
20 children

Palestinian Child Art Centre
Happy Homes Society

Each child from the above mentioned groups was handed a kit of reading materials, a story book, a journal (the small hands), a booklet about Children's Rights Convention, coloring pencils, Lana Haq' book, a notebook and a pen. Each child was also given a T-shirt, a pin and a hat. Posters were also distributed to the groups to display where it is useful.

Each group had 15 training hours divided on 5 sessions of 3 hours. The training focused on children rights issues. A session about working with younger children has been added to the planned sessions for two purposes: Firstly, Children will have a chance to interpret the concept of Children's rights Secondly, more children will benefit from the programme. This session as well as the other sessions was exciting to the children especially to those who were supposed to work with other children.

In the Frere School in Jerusalem, children worked with summer camp children age 5-8; twenty children worked with another 70 younger children, with the help of the school counselors and the monitoring of the ECRC staff.

In silwad Children Club/Ramallah the group of children worked with another 90 children from the summer camp, with the support of Camp leaders and under ECRC's monitoring. All the above mentioned targeted children aged 5-8 were also given T-shirts, hats, pins and "Lana Haq".

In Jenin most of the children participated as activists in summer camps to advocate children's rights. These activities were documented in photos and it will be attached with the report.

Program 4: Advocacy & lobbying activities.

Three main tools were used in this regard:

- 1- Utilizing the available local media.
- 2- Producing and distributing reading material on Children's Rights Issues.
- 3- Networking and establishing coalitions.
- 4- Campaigning for Children's Rights.

1-Concerning the media there were many contacts with the local media to activate and spread messages on children rights' issues:

- A 15 minute interview with ECRC training coordinator in Ramallah on the Voice of Palestine radio station on 20-1-2006 in the "Morning promenade". The interview was about the importance of training teachers on children rights issues and the role of ECRC in advocating and lobbying for children rights. 'During the interview, It was also been mentioned that the project this year was funded by the EU.
- A 30 minute Interview on Palestine satellite channel on 13-6 2006 discussing child's right in playing.
- Announcing in (Al-Quds) local Newspaper about the end of training and the goals of such training.
- An article in AL "Quds News paper about child labor" was written by ECRC coordinator in Hebron.

- An interview on the Voice of Palestine with ECRC's director about early childhood education in general and about children's rights in particular.

Indeed, Several meetings between ECRC staff and Alquds Educational TV. Staff was held to launch a program for children dealing with children's rights.

2-Concerning the resources:

All the planned resources in this regard were produced and distributed to the project beneficiaries, and it was appreciated. The effects of these publications will surely sustain after the project terminates.

However the following publications were produced and distributed:

<i>T-Shirts</i>	<i>4000</i>
<i>Pins</i>	<i>4000</i>
<i>Hats</i>	<i>6000</i>
<i>Posters</i>	<i>7000</i>
<i>3 brochures</i>	<i>15000 copies (for teachers, Parents, Children)</i>
<i>"Lana Haq"</i>	<i>30 000 Copies (coloring book)</i>

3-Concerning the Networking:

Several Meetings and Joint activities were held with the Palestinian Child's Rights Coalition and with other related organizations.

ECRC has invested its membership in the steering committee of the Children Rights Coalition to pass over the project activities to the coalition members by distributing all the project promotion and advocacy materials. Open discussions and brainstorming about children rights issues were held among the coalition members. It has been obvious that enhancing the level of coordination and cooperation between the coalition members would lead to better advocacy strategies for 'the benefit of children.

ECRC has also been involved in a discussion group initiated by the Ministry of planning. The discussion aimed at developing an encyclopedia about child life in Palestine, education, health, child labor, family, playing, creativity, and moral issues.

ECRC used its mandate at the Palestinian Educational Collective to share with coalition members the project activities. Indeed, an effective relation with the civic coalition for defending the Palestinian rights in Jerusalem was built.

Issues such as human and children rights, delivering and providing quality care and education were the main subjects of discussion during the coalition meetings. Indeed, several contacts were made with the Ministry of Education to inform them of about the project and to coordinate with them workshops as well as to distribute the advocacy materials.

- **4- Regarding campaigning for children's rights:**

It was planned to be implemented in September 2006, since it was supposed to be done through coordination with some target schools. But unfortunately it was **not** possible to implement it due to the prevailing political situation and the strikes of the Ministry of education.

2.6 Project Evaluation according to the project's beneficiaries

The project has listed three main results to achieve: A. An observed enhanced community awareness and a sense of responsibility towards Palestinian children and their inherent rights. B. A broader community base of professionals working on the protection of children and advocating for their rights. C. Providing resources. All these expected results were achieved to a large extent.

Through our observations the project had a strong impact on the project beneficiaries whether they were teachers, parents or other related community members. Concerning teachers:

a. It was noticed that they became more aware of and sensitive to children rights other related issues. The CRC principles and articles were transformed to the daily practices with the children. They also became more alert to the responsibilities towards children and their inherent rights. Raising teachers' awareness and advocating them to lobby for children's rights were the main impact of such a project.

b. Teachers' knowledge of the CRC principles and their ability to convey these principles to parents was increased. Indeed, teachers had the opportunity to develop proper skills for applied activities of the CRC principles. Training the teachers to translate the CRC principles to daily practices in their kindergarten classes was improved. Moreover, teachers became aware and with more knowledge to integrate children's rights into a holistic developmental approach. Focusing on community involvement and support in this regard becomes essential on teachers agenda.

- **Concerning the parents** it has been noticed that there still a need for more intervention programmes, since what has been available still was not enough. However, concerning this project, parents were active participants, willing to share their own experiences and ready to modify some of their behaviors in order to meet their children's rights. In this regard one target teacher said "At the beginning I was reluctant about working with parents since I expected refusal from their side and no commitment, but I was surprised of the commitment, and the effective participation of the group. I relate that to the training that I had". Another teacher said "working with parents on children rights supported and enhanced our relation with them". It has also been noticed that parents became more involved in children rights activities and less violence was used towards their children. These findings were reported by teachers who worked directly with parents. Indeed, target parents expressed those themselves. Increasingly, the local target communities were more involved in this matter.

Concerning the Children

During the sessions the necessity for this kind of project was so obvious. Children's expressions about violations they have faced were clear. It could be classified as follows:

- *Regarding Schools*: There were various humiliating actions taken towards school children such as: hitting, using bad words, ignoring their

right in participation, expressing them, getting respect and other rights. Indeed, many of them were neglected, and experienced such discrimination.

- *As for Parents:* children saw that parents were so strict. It was and difficult to have conversation or an argument with them, and they did not respect their children's opinions.
- *As for the Community:* children thought that local community organizations did not care for their needs because there is no centers, public parks, clubs or even a law to protect them.

However this project intended to: a. Train Children aged 10-18 years on the CRC

- d. Raise the children's awareness of their rights.
- e. Develop children's skills to emphasize their views in the media.
- f. Activate children's participation in issues concerning their survival and protection.

Most of the above objectives were reached. Target children had a real and terrific opportunity to learn about their rights and to become skilled at advocating and lobbying for their inherent rights.

Concerning the resources:

All the planned for resources in this regard were produced and distributed to the project beneficiaries, and it was appreciated. The effects of these publications will surely sustain after the project terminates.

For more details the target groups were asked to evaluate the project's various activities. The following findings were an example on how the beneficiaries have perceived the project.

Question # 1: Rank the following from 1-10 (knowing that 1 does not agree and 10 agrees strongly). These questions were addressed to participant teachers.

		1-4	5-7	8-10
1-	Have the workshop met your expectations	0%	22%	78%
2-	The general atmosphere of the workshop encouraged participation.	4%	9 %	87%
3-	Subjects of workshops were interesting	0%	10%	90%
4-	Group work was useful	7%	4%	87%
5-	The workshops were useful	0%	7%	93%

Question # 2:

What did you like in the conducted workshops in specific?

- Acquiring new and varied information about children rights and knowing about other organizations that care for and work on children rights”
- learning varied methods of training, knowing the importance of motivating, respecting and giving the chance to express learners ideas and opinions'.
- “The reading materials kit has a great value and is supportive.

- Discussed subjects organized our daily lives through things we did not know before.
- “Giving us a chance to express our feelings and emotions especially about gender and discrimination”
- Empowered us with children rights issues in an organized way”
- Learning new methods and activities to use with parents
- Learning a new approach towards children.

Question #3: Explain the benefits you have had acquired from the project in general

Responses:

- A rich and fantastic opportunity to exchange knowledge, experience, skills and information related to ECCD field in general and to CRC in particular.
- Learning new methods and techniques that support us in advocating and lobbying Children's Rights.
- Learning how important it is to allow the child to express his/her feelings.
- Recognizing, understanding and identifying many aspects of child nature, development, rights and his/her growth. Also knowing how to deal with the child as a whole entity by using the holistic integrated approach in ECCD.
- Enhancement in our abilities and capabilities, enriching kindergarten's environments, networking with the community, establishing partnership relations with parents, and of course learning how to produce toys, games and other educational materials by low-cost materials to enrich our kindergartens.
- The training reading materials kits which were distributed were very helpful and supportive.
- This project has developed our self-esteem and made us more self confident.

Question # 4: Rate the following subjects according to :

- Range of benefits
- Is it applicable or not
- Number of the held training sessions

Subject	Benefits			Applicable			# of sessions		
	Much	Some what	Little	Appropriate	Some what Appl.	N/A	Much	Appropriate	little
Introduction about the training program: -Explanation&	92%	8%	-	80%	4%	16%	36%	56%	8%

clarification of the project. -Aims& objectives. - Training contents Training methodology -Requirements & Expectations									
-Introducing and discussing the UN convention on the rights of the child. -The importance of the CRC. -The main articles of the CRC.	96%	0%	4%-	88%	12%	0%	28%	52%	20%
-Clarification & focusing on specific categories of rights. (Survival, growth and development). -Protection Right. -Participation Right. Elimination of discrimination.	92%	4%	4%	84%	16%	-	8%	82%	-
-Teachers role at awareness-raising& advocating for children's rights.	96%	4%	0%	80%	12%	8%	20%	72%	8%
-Transforming the CRC guidelines into a practical reality. - How to activate and motivate parents in particular and community in general for advocating and lobbying for children's rights.	92%	8%	-	72%	20%	8%	20%	60%	20%
Case studies -Child labour. -Children in conflict with law. -Neglected child. -Child torture.	100%	0%	0%	92%	8%	0%	24%	78%	8%

-Gender discrimination. Sexual exploitation & abuse.									
How to formalize networks, partnerships & pressure groups for children benefits. -Related mechanisms and tools.	88%	12%	0%	84%	12%	4%	8%	78%	24%

Question # 5: How did you evaluate the following?

5.1- Reading materials were:

- A- Appropriate 92%
- B- Somewhat appropriate and Supportive 8%
- C- Inappropriate 0%

5.2- Quantity of the reading materials that you got in the training was:

- A- Too much 4%
- B- Acceptable 60%
- C- Little 36%

5.3- Where there opportunities to discuss the reading materials with your trainer?

- A- Always 80%
- B- Sometimes 16%
- C- Never 4%

5.4- The quality of the produced materials was

- A- Satisfying 92%
- B- Almost satisfying 8%
- C- Not satisfying -

5.5- Did you use the training materials with the children?

- A- Very much 88%
- B- Somewhat 8%
- C- Little 4%

5.6- Did the trainer allow you to discuss and ask anything you want?

- A- Always 96%

B- Sometimes	4%
C- Never	-
5.7- Did you share what you have learned with other teachers?	
A- Always	80%
B- Sometimes	20%
C- Never	-
5.8- The training style of the trainers was	
A- Democratic	92%
B- Normal	8%
C- Authoritarian	-
5.9- The number of the training sessions (9 sessions was)	
A- Too much	4%
B- Suitable	72%
C- Little	24%

How Parent's have evaluated the project?

		<u>1-4</u>	<u>5-7</u>	<u>8-10</u>
<u>1-</u>	<u>Did you have any previous knowledge about CRC?</u>	<u>80%</u>	<u>16%</u>	<u>4%</u>
<u>2-</u>	<u>Did the workshops meet your expectations?</u>	<u>0%</u>	<u>16%</u>	<u>84%</u>
<u>3-</u>	<u>The general atmosphere of the workshop was encouraging to participate</u>	<u>0%</u>	<u>20%</u>	<u>80%</u>
<u>4-</u>	<u>The subjects were interesting</u>	<u>0%</u>	<u>12%</u>	<u>88%</u>
<u>5-</u>	<u>The workshops were useful</u>	<u>4%</u>	<u>4%</u>	<u>92%</u>
<u>6-</u>	<u>Do you have the will to participate in other workshops</u>	<u>0%</u>	<u>8%</u>	<u>92%</u>

In general the following are some evidences that show the outcomes of parents' involvement in the project activities.

- Parents had the chance to express their feelings and ideas.
- Parents have noticed a certain change in their approach towards their children as realizing the importance of having a dialogue with or listening to their children.
- “More understanding of our children”
- More comprehensive way in seeing at children and their rights.
- More respect and acceptance of children's opinions and participating.
- "Discussions between fathers and mothers of a better way to raise their children
- “Started to let children participate in many decisions related to their daily lives.
- Reading materials which were distributed to them were very useful

- The training was unique and different from other trainings they had.
- Subjects discussed were very interesting and come from our daily lives.
- Team work was terrific during the training.
- The possibility of meeting, talking, knowing each other and exchanging experiences have been increased among the parents.
- The knowledge about new issues related to children has been enhanced.
- There is still a need for more sessions.

One of the beneficiary parents stated" I now believe more in children rights and I believe it is my duty to protect children and advocate for their rights especially after I realized parents' need to be aware of their children's needs and rights"

- Increasingly, in certain groups like Yatta and Bany-ni'em groups, parents suggested to keep on meeting on their own on a weekly basis or every two weeks, to discuss a certain topic related to Children's Rights and educational issues

How Children have evaluated the project?

An oral evaluation of the training was made with the children about the workshop and the children reported the following:

- It was very useful to know and learn about our rights.
- We recognized that we are an important part of the society.
- We learned to organize our work and to participate effectively -We learned how to work with younger children
- We learned about equity and non discrimination.
- We now know that there are certain groups who really care about children.
- We thought that nobody took care of children because of the occupation.
- Now we have more confidence in ourselves.

But the participant children have also reported that the training period was short and they need that more time.

Increasingly, children also agreed to on going on in similar activities on children's rights since they are the best advocates for their rights. Children were very enthusiastic about working with other children since what was done in the project has encouraged them to repeat the implemented activities. Working the summer camp was a successful experience in Frere School in Jerusalem. Social workers at the school took the initiative to make a plan for applying the project at school with the help of children groups who were trained during the project. A meeting upon their request was made at ECRC headquarter with Jerusalem team and CR coordinator to set out a program for the year 2006/2007 and extra materials were supplied to support the program.

3- Teacher to Teacher Programme

3.1 Description:

The Project aims to empower and enhance the capacity of pre-school teachers in ECCD field. And 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 take the experience and knowledge of ECRC into 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.

3.2 Program Beneficiaries:

The project planned to target 45 preschool teachers from Nablus District in direct way and to reach 90 teachers and 720 children indirectly. The actual numbers that had been reached were:

- 46 teachers in direct way instead of 45.
- 108 teachers indirectly instead of 90.
- 754 children indirectly instead of 720.

3.3 project objectives:

- 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).

3.4 The Expected outputs of the project are:

Summative outcomes:

- 45 teachers will benefit directly (15 lead teacher and 30 trainee teacher)
 - 90 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 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
-
- 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 involve 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

3.5 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 consider 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 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*, 31 pre-school teachers who are disadvantage, marginalized

and unqualified have had the opportunity to be exposed and involved in the project activities. Teachers have engaged and enjoyed more than twelve training workshops extended for 36 training hours for each group composed of three teachers (12 groups were participated). These workshops were implemented through an exchanging field visits between the trainer teachers and their trainers. Indeed, 15 qualified teachers, who had graduated and completed the ECRC's In-service training program in previous years, have advance training in ECCD field, which enable them to train other teachers. Fifty training hours in this regard had been conducted for the trainer teachers. As consequence, ECRC's trainer staff noticed and stated that these teachers became capable to execute training for other teachers. Furthermore, leadership characteristics have been appeared on them while they have implemented the project's activities with the trainee's teachers. Thus, we can proudly say that this project contributes to large extent at creating a spirit of leadership on those teachers that became a part of their personalities. Indeed, they will experience and use these abilities when it is needed. It is also worth to say that the project contributes at establishing such linkage and network among the participant kindergartens.

Activities carried out: were they as planned?

By reviewing the planned activities, it has been noticed that they were implemented and conducted according to the setting plan. Anyways, what we had been achieved during the reporting period are:

Activity No.1

Training workshops 15 training workshops, each five hours long had been conducted and implemented by ECRC's trainer staff to train the leader teacher to become a trainer for other untrained teachers. These workshops were focused on:

Session # 1:

- Content of the training program
- Basics and principles of the program
- Expectations from the program

Sessions # 2+3:

- Techniques and tools for planning and implementation.
- How to select the target trainee's teachers and according which criteria?

Sessions # 4+5:

- Methods and techniques of effective communication skills.
- Group dynamic
- Evaluation process.

Sessions # 6+7:

- Active learning.
- Adult learning

Session #8:

- Children's rights

Sessions # 9+10:

- Planning activities to support children during the crisis situation.

Session # 11:

- Working with parents.

Sessions # 12+13:

- Planning, follow-up and evaluation.
- Observing skills and how to set up and function feed back sessions.
- How to use the various programs' forms.

Session # 14:

- Midterm evaluation of the program progress.
- Feedback for the trainer's teachers from the ECRC's trainer staff.
- Collecting the pre-evaluation forms.

Session # 15:

- Final evaluation of the training program.
- Collecting all the filled evaluation forms from the participants plus the post evaluation form.

Activity No.2

Forty six training materials' packages had been distributed. 15 packages for the trainer teachers and 31 for the trainees teachers.

Activity No.3

The third activity which had been carried during the past period from is exchanging field visits between the trainers and trainees teachers. 180 field visits in total were conducted and implemented by teachers.

The nature and the content of these visits were based on what have been requested from the trainer teachers to do. For instance:

- Observing the physical and the educational classroom environments of both participants.
- Following and observing the participants whether they are trainers or trainees while they are implementing and conducting activities with children in order to exchange and discuss what have been observed.
- Producing educational toys, games, and materials, and learning how to use them in effective manner.
- Focusing on how to enrich the Kindergartens with materials, and how to set up an effective daily activities program. Indeed, how to follow the children, and to individualize learning according to each child interest and the best well-being.
- How to engage and activate the community in general and the parents in particular at the daily life of the kindergartens.

- How to use the available resources whether it is human or physical resources for the kindergartens benefits.
- How to network and linkage with other communities' bodies.

Activity No. 4:

The fourth achieved activity was the implementation of thirty field visits carried out by ECRC's trainer staff, and aims to follow and support the trainer and trainees teachers, while they were implementing the programme's activities. Both trainer and trainees teachers were supplied by planning forms to design activities in order to apply them with children, and other forms to direct their attentions towards the physical and educational environments, and others to evaluate their performance during the implementation phase. All these aforementioned forms are formalizing the basis for ECRC's trainer's members to follow-up the implementation of the program's activities. The follow up visit has concentrated on the variety, quality, quantity and the integrity of the activities. The following activities have been seen implemented in the kindergartens:

- Production of toys and educational materials for kids, by using low cost materials.
 - Re-organizing and enriching the Kindergarten's environment to meet children's need.
 - Re-evaluating the kindergarten's daily programme in term of the new ideas which had been acquired.
 - Setting up, new strategy to involve the children's parents in the KG's life, and how to cooperate and coordinate with them for their children's interest.
 - Practicing new ideas and activities such as drama, art, music, movement, puppets and other related activities.

Key Outcomes: were they as planned?

Actually, the outcomes were in many cases more than we have expected. For instance the motivation and the readiness of the trainer teachers were more than we have expected from them. Some of them expressed their willingness to continue in this program even after its formal termination. And they will keep in touch with the trainee's teachers for long period. Indeed, they will seek other s to work with. The trainers teachers are also went beyond the plan of the program. They have insisted to help the trainee's teachers in everything they know. ECRC's trainers have noticed how much the teachers were committed and involved in the program.

Project's Impact on the community:

From the early beginning the project tends to impact the community in ECCD field, through spreading various ECCD's messages, such as:

- The benefits of Early Childhood education for children and community.
- The roles and responsibilities of teachers, parents and others in the community toward children.
- The proper ways to encourage child development.
- The impact if the needs and the rights for the children are not properly satisfied.

Organizing the KG's physical and education	88%	12%	-	88%	12%	0%	36%	52%	12%
Learning how to produce educational materials & games	80%	20%	-	92%	8%	-	32%	36%	32%
Learning how to plan, follow, implement & evaluate the KG's activities.	80%	14%	6%	93%	7%	-	8%	82%	-
Working with parents	80%	12%	8%	60%	24%	16%	48%	32%	20%
Arts, drama & movement activities	92%	8%	-	88%	8%	4%	4%	60%	36%
Group dynamic & working as team	82.5%	14%	3.5%	83%	17%	-	-	46%	54%
Networking and exchanging visits with other KG's	100%	-	-	100%	-	-	-	89%	11%

Question # 3: How did you see the following :

5.1- Reading materials were:

- A- Appropriate 90%
- B- Somewhat appropriate and Supportive 10%-
- C- Inappropriate -

5.2- Quantity of the reading materials that you have got in the training

- A- Too much 40%
- B- Acceptable 60%
- C- Little

5.3- Where there an opportunities to discuss the reading materials with your trainer

- A- Always 64%
- B- Sometimes 32%
- C- Never 4%

5.4- The quantity of the produced games and toys in the training was

- A- Too much 40%

B- Acceptable	60%
C- Little	0%
5.5- The quality of the produced materials was	
A- Satisfying	87%
B- Almost satisfying	13%
C- Not satisfying	-
5.6- Did you use the produced materials with your children?	
A- Very much	57%
B- Somewhat	39%
C- Little	4%
5.7- Did the trainer allow you to discuss and ask anything you might want?	
A- Always	96%
B- Sometimes	4%
C- Never	-
5.8- Did you share what you have had learned with your teacher's colleagues?	
A- Always	93%
B- Sometimes	7%
C- Never	-
5.9- The training style of the trainer was	
A- Democratic	87%
B- Normal	13%
C- Authoritarian	-
5.10- The number of the training sessions (12 sessions was)	
A- Too much	17%
B- Suitable	73%
C- Little	10%

3.7: Lessons learned and recommendations:

- Based on beneficiary's demands, there is a need to continue similar projects.
- Projects based on real partnership with the stakeholders are more able to sustain.

- In every project with community pliers, we become more and surer that we can rely on them, despite all the difficulties which might be emerged.
- To have a clear and comprehensive action plan for the project from the beginning made the implementation and the follow up more easily.
- Keeping in touch with targeted beneficiaries is essential to sustain the impact of the project.
- The commitment of the donors at supplying his share in the project in proper time has contributed effectively in projects implementation.

4- Psychosocial Rehabilitation Programme

4.1 Description:

The ongoing conflict in the Palestinian territories with out doubt is harming the general Palestinian population in general and children in particular. The consequences of the crises impact emerges at various aspects on the children. They are experiencing enormous 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 instability will have a lasting effect upon their minds, behaviors and attitudes. Mainly if they have not 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 especially vulnerable to becoming victims again, or becoming perpetrators of violence themselves. The task of continuing what could prove to be a psychological disaster is a complex one, which requires great commitment, professionalism and sensitivity.

Children, parents, teachers and community leaders need such psychosocial intervention programmes in order to improve their knowledge and skills to support children to cope with; or to accommodate with these circumstances. Responding to emergency needs of the children in a conflict area like Palestine was and still within the framework of the ECRC mission. The psychosocial intervention became an essential and integrated component at ECRC's capacity building programmes. Many pre-school teachers, head teachers, supervisors and even parents were trained on how to deal with children living in difficult circumstances.

The implemented project aimed at providing psychosocial support to traumatized children by conflict; through training teachers, parents and community leaders to identify and work with traumatized children.

4.2: Aims and objectives

The project was based on a holistic approach that looks at a child's emotional, social, physical and cognitive well being. The psychosocial intervention and rehabilitation project focused on:

- * Develop children's self esteem, strengthen their coping mechanisms and provide them with skills to face and overcome traumas, losses, stress and troubles connected to the violent conflict.
 - * Identify and refer severely traumatized children to professionals.
 - * Integrate traumatized children back into the community.
 - * Establish a network of volunteers to provide learning assistance and befriend children who have been traumatized.
 - * Introduce psychosocial help and support in regular pre-school activities.
 - * Obtain and empower teachers, parents, and community leaders to identify and work with traumatized children.
 - * Provide "therapeutic" workshops for traumatized children. A range of therapeutic tools will be employed, including: counseling, group therapy, drama, music, art and play.
 - * Introduce psychosocial help and support in regular pre-school activities.
-
- * Train and empower teachers, parents and community leaders to identify and work with traumatized children.
 - * Provide workshops for parents and community leaders: identifying and supporting traumatized children.
 - * Integrate traumatized children back into the community.

4.3: Planned Activities

1. Teacher training workshops:

- The training programme for school teachers has been developed on the accumulated experience of ECRC, the needs of participants and ECRC emergency response strategy for responding during periods of violent conflict and crisis.
- The teacher training programmes has been run through our training unit which is based in Jenin.

2. Children's Workshops; fun days and summer camps

- The targeted school teachers and ECRC's training staff have run a wide range of workshops that implied psychosocial support activities.

3. Parents and community leader's workshops

- Parents and other community leaders were engaged at the training level (as trainees) as well as at the implementation level (as psychosocial service providers).

4.4 Expected Outputs:

- * Development of parents, teachers and community leaders listening and communication skills.
- * Increased awareness of children's psychosocial life.
- * Ability to identify traumatised children and psychosocial disorders.
- * Ability to refer a child to professionals when needed.
- * Reduction or accommodation of challenging behaviours.
- * Reduction of psychosocial disorders in children.
- * Increased school attendance.
- * Developing self esteem, empathy and respect for self and others.
- * Development of parenting skills.
- * Empowerment of parents to deal with their own fears and anxieties.
- * Reduction in emotional and physical abuse of children.
- * 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 involve in preschool activities
- * 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 be enhanced.

4.5 Achievements

This project has provided quality training and related activities in psychosocial intervention and rehabilitation for 270 parents; most of them are mothers (94%). In addition to 360 children who were benefited from the project activities, such as fun days activities and they have also enjoyed the summer camps' activities. Indeed, 21 teachers were directly involved in this project.

From the other side the involved participants become more skilled and better qualified to work with children in crisis situation their communicative skills as listeners and expresser have been improved.

- Teachers and parents are more sensitive and knowledgeable of psychosocial life of the child.
- Teachers are more familiar with the psychosocial disorders and how to refer the child to professional when needed.
- Somehow children feel safe and secure by their teachers. And their aggressiveness and violence activities against themselves and others have been reduced.
- Children become easier to handle and have trust in others.

- Parents become more knowledgeable and skilled in helping their children to cope with crisis.

Parents cooperate with teachers in relevant psychosocial activities like drama, story telling, communication and dialogue activities and other relevant activities.

- Parents become aware of the importance of spending more and quality time with their children, especially in the crisis situation.
- Parents are empowered to deal with their own fears and excitement.
- ECRC training staff becomes more knowledgeable, experienced and skilled in working with others in psychosocial rehabilitation.

5-Working with families

5.1 Description

The aim of this project is to empower and encourage pre-school teacher to work with children's parents in order to concentrate such connection between pre-schools and families and to facilitate improved relationship between teachers and the families they serve. This kind of relationship help teachers to have better understanding of their students, while families acquire better understanding of children's resources for meeting those needs in home and in cooperation with school. Parents attitudes towards their children and the extent of their involvement in their lives, play a critical role in children's development. The family atmosphere can effect a child's self-image, confidence, communications, self respect and respect of others and an immeasurable number of other factors. Thus, a major component of the proposed project is the requirement to work closely with families of preschoolers through a variety of means. However, any intervention with the family must have a long-term impact and should focus on developing and increasing parent's understanding and awareness. This help them modify their attitudes regarding child-rearing practices within the local cultural context. By accomplishing and developing the aforementioned domains the family Institute becomes more effective and influential at the Education process.

However in this project 22 teachers who have benefited from past ECRC programs have accompanied ECRC staff as understudies, so that they may be able to carry out the same work in the future. ECRC have followed the following steps to put the project into action:

- Coordinating with local community representatives to schedule meetings
- Scheduling a meeting to delineate all aspects of the project, such as goals, objectives, implementation and duration
- Implementing program in accordance with the agreed work plan and timeframe

With each group out of 6 groups, ECRC has scheduled six meetings each 3 hours long.

5.2: Project objectives are to enable parents and increase their awareness in the following areas:

- Transformation CRC guidelines into a practiced reality

- Gender issues and how children experience them
- Effective techniques of dealing with children in crises or difficult situations
- Roles parents play in their children's lives
- Making use of and critiquing children's educational materials and stories
- Providing for special needs children and integrating them into preschools and local communities
- Participation in children's activities and its impact on their development
- Development of communication skills
- Addressing various issues such as violence or unemployment with children

5.3: Program Beneficiaries

Direct beneficiaries: 90 parents and 22 teachers.

Indirect beneficiaries: 540 children.

5.4: Targeted Area: Ramallah District, mainly (Dair bze, Bait Laqia, Arorah, Abwhen and Jaljilia).

5.5 The project outcomes:

The project's outcomes are the following: according to the involved parents and teachers.

Teachers' Evaluation:

Question	Was the training sufficient? • Yes 95% No 5%			
Question	Were the training topics appropriate? • Yes 95% • No 5%			
Question	Did you feel that the family wanted to continue to be involved with this programme? • Yes 82% • No 18%			
Question	Did you want to continue in this kind of work? • Yes 95% • No 5%			
Question	Did you think that parents became : -			
		Greatly	Somewhat	Nothing
	• Aware of the influence of their methods on children	73%	18%	9%
	• Clarity in their means of talking to their children	45%	45%	10%
	• More aware of	86%	9%	5%

the importance of early education				
• Permitting their children to express their feelings whether it is positive or negative feelings	68%	18%	14%	
• Noticing changes in their children's behavior and discussing them.	77%	14%	9%	
• Awareness of children's ability and being patient with them in their attempts to gain new skills.	64%	23%	13%	
	• Use of alternatives to corporal punishment	72%	9%	19%

Parents' Evaluation:

Question As a result of your participation in this programme:

Did you set aside time to talk to your child about his/her interests?

- Yes 93.5%
- No 6.5%

Did you take your child on an outing or fieldtrip?

- Yes 80%
- No 20%

Did you read stories to your child?

- Yes 87%
- No 13%

Did you begin to use household and environmental resources for play and toy making?

- Yes 59%
- No 41%

Do you approve your continued participation in the programme?

- Yes 97%
- No 3%

In summary, the following could be considered as outcomes of this project.

- Parents are more involved in kindergarten's activities.
- Increased in community awareness toward children's needs and rights.

- Parents become more skilled and knowledge about child needs and growth.
- Networking between parents within the community has been reinforced.

6- Kindergarten's Infrastructure and renovation project

6.1 Description

Parallel to the training, awareness and advocacy projects that ECRC offers is the KIRP, which targets 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 its neediest for this intervention; other were selected in terms of serving as an auxiliary sites for ECRC's programmes; as the case at 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 playground, playrooms, and nurseries.

6.3 Achievements:

In 2006, 30 kindergartens serving around 2000 children were benefited from this project. Part of the targeted KG's were renovated and supplied with furniture, educational materials and other necessary materials. And the other part was enriched just with some educational materials, books and stationary. Children, teachers as well as parents have enjoyed and appreciated the outcomes of this project.

7- 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 intends to create such atmosphere that encouraged teachers to communicate with each other and exchange Knowledge, skills and expedencies. Moreover, the project aims 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 2006, 36 workshops were conducted in Hebron District. Forty teachers from 36 KG's serving 960 children had attended those workshops.

8- Right to play project

This project was hosted and coordinated by ECEC and implemented by Right to play institution with coordination with the directorates of education in Nablus and Hebron.

Achievements

47 Kindergartens' teachers serve 1128 children were benefited.

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 113,000 copies from different publications was printed in 2006. The following chart shows the publications that were produced in 2006.

QUANTITY	PRODUCT
30,000	LANA HAQ (BOOK)
15,000	3 BROCHURES
1,000	CASSETTES
6,000	SADIQI MARAH (P1)
8,000	SADIQI MARAH (P2)
	ARABIC LANGUAGE SERIES:
3,000	PART 1
4,000	PART 2
3,000	PART 3
2,000	PART 4
4,000	PART 5
3,000	PART 6
3,000	PART 7
4,000	PART 8

2,000	PART 9
2,000	PART 10
1,000	SAID & THE NIGHTINGALE
1,000	WHERE DID FULLAH DISAPPEAR
4,000	T-SHIRTS
6,000	HATS
4,000	PINS
7,000	POSTERS
<u>TOTAL</u> 113,000	

10- Projects still in action:

The following projects were launched in 2006 and will continue in 2007. Reporting on those projects will occur in ECRC 2007 Annual report.

<u>Project title</u>	<u>Target area</u>	<u>start date</u>	<u>End date</u>
In-service training	Ramallah & Jenin	August 15/2006	June 2007
Training of trainees	Hebron	October/2006	June 2007
Mobilizing Community	Jenin, J'lem, Nablus	December 2006	Dec 2007

Towards children's rights	Ramallah and hebron		
Kic Project	West Bank	August/2006	July 2007

Comparison between what had planned to achieve in 2006 and the actual achievements:

The first two columns in the following table are quoted from ECRC appraisal document (opportunity and risk appraisal) that prepared by NOVIB team; Mrs. Mirjam Dorssen (PO) and Mr. Joop Peerboom (FO) in order to appraise the ECRC programmatic plan for 2006-2008. The Third column was added to list the actual achievements. However, it might be worth to mention that listing the following achievement just to give an example as well as to compare the planned and the actual outcomes of 2006. The complete achievement could be seen in details under the descriptive of each implemented project as occurred in the whole document.

Outcomes that potentially will contribute to policy and practice changes	Milestones of progress towards the outcomes During the next twelve months of the project period, for each outcome specify <u>one</u> significant and representative indicator of progress. What will be achieved and when? Milestones can be annual objectives or outputs.	Actual Achievements:
1. Qualified ECCD personnel	146 teachers participated in the in-service program, 45 in the training to training, 135 in the teacher to teacher and 25 in the	110 teachers were participated in the in-service program, 20 in the training of trainers, 46 in the teacher to teacher and none in the specialized training courses.

	specialised training courses.	In addition to 169 teachers trained on advocacy on children's rights.
2. Renovation of KG schools	70 KG have been renovated.	30 KG were enriched and renovated.
3. Increased awareness among parents and communities	Every region in which ECRC is operational, has a education network of parents.	More than one network of parents is already functioning in each region.
4. Increased skills of children to express themselves	Post-testing shows higher awareness levels among children that participated	One major aim of the advocacy and training on children's rights project which has implemented during 2006 was increasing children's skills at expressing themselves. For more details at this regard, look under that subject p22-34.
5. ECCD materials available in Arabic	New publication on environmental health is available.	The first text draft of the environmental health manual is done. But there is some work need to be done, especially at the illustration level.
6. Research	Qualitative and quantitative data about ECCD sector in the Ramallah area has been collected and is available.	Unfortunately, and due to lack of funding the project has postponed.
7. Advocacy	Advocacy materials are available.	Brochures; lana Haq; T-shirts; Hats; pins; and posters were produced and distributed to support the advocacy missions.

List of ECRC's Beneficiaries in 2006

I. In Service Training Programme

Programme I*			
Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female Teachers	67	165	232
Female Children	-	2020	2020
Male Children	-	1940	1940
Female Parents	-	1185	1185
Male Parents	-	37	37
Total	67	5347	5414

2:			
	Advocacy and	Training on children's rights Programme	
Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female Teachers	174	425	599
Female Children	132	5500	5632
Male Children	71	5700	5771
Female Parents	392	16	408
Male Parents	16	392	408
Total	785	12033	12818

3: Teacher to Teacher Programme

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female Teachers	46	108	154

Female children	-	362	362
Male children	-	392	392
Total	46	862	908

4- Psychosocial and rehabilitation support programme

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female parents	253	228	481
Male parents	17	15	32
Female children	184	786	970
Male children	176	834	1010
Female teachers	21	-	21
Total	651	1863	2514

5- Working with parents

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female parents	88	79	167
Male parents	2	2	4
Female children	-	265	265
Male children	-	275	275
Female teachers	21	-	21
Total	111	621	732

6- Kindergartens renovation and enrichment project

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
KG's	30	-	30
Female children	-	1029	1029
Male children	-	1071	1071
Female teachers	-	115	115
Total	30	2215	2245

7- Production workshops project

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female Teachers	40	100	140
Female Children	-	470	470
Male Children	-	490	490
Total	40	1060	1100

8- Right to play project

Category	Direct Beneficiaries	Indirect Beneficiaries	Total
Female Teachers	47	118	165
Female Children	-	553	553
Male Children	-	575	575
Total	47	1264	1293

