

BACKGROUND

This three-year strategic plan (2011-2014) is the product of a participatory process incorporating national needs assessment, the experiences of educators, students, parents, and other stakeholders, lessons learned, SWOT analysis, global best practice, and local and regional challenges to human rights, civic education, gender equity and educational reform. Promotion of effective civic education and rights programs, and the necessary correlated educational reform, face numerous substantial, but surmountable, challenges.

The Need to Skill and Integrate Civic Values into Swelling MENA Youth Movements

The year 2011 opened with an unprecedented wave of youth-led rebellion across the Middle East and North Africa (MENA), swiftly imposing a new agenda, and powerfully changing the social and political landscape across the Arab world. In this process, Arab youth – which comprise over half of the total population in MENA¹ - demonstrated the power of their potential for social transformation – as they demanded a voice, and rose to champion reform. The rapid, powerful domino effect triggered by successful youth-led revolutions in Tunisia and Egypt, has highlighted the vital role of Arab youth as a primary force for social transformation in the region, and suggests that all countries in the region can expect to be effected, either directly or indirectly². While these events constitute an unprecedented opportunity to move toward democracy, equity and social justice across the Arab world, the ultimate *impact* of growing youth movements in each country will depend upon youth exposure and commitment to civic values and civic participation, and their ability to build, monitor, effectively advocate for, and sustain democratic inclusive institutions. Intervention promoting civic education values and skilling, can play a decisive role, enabling youth movements to achieve their goals, while ensuring that these movements avoid undemocratic process and random violence.

2011 underscores the importance of ensuring that Arab youth achieve the critical thinking skills, civic education values and commitment, knowledge and capacity to effectively promote human rights, gender equity, inclusion and participatory processes, accountability and transparency, and conflict resolution methods. While youth civic education programs - which have proven highly effective in Palestine, and have stimulated discussion on transition processes- have been piloted and expanded on a limited scale across the West Bank and Gaza, the immediate need for broader expansion – to a critical mass of youth - is crucial at this political juncture. The extent to which these programs are expanded, is expected to have powerful repercussions on the future political countenance of Palestine. Failure to effectively respond at this critical juncture, will leave growing waves of youth - who have been catalysed by regional events - without guidance, undermining the political potential of their movement, with serious potential national ramifications.

The Impact of Ongoing Exposure to Violence

Approximately half of the Palestinian population is under the age of eighteen³ have lived under the harsh violence of military occupation since birth, and have been witness to unsuccessful peace negotiations over the course of their lifetime - breeding growing disenchantment with dialogue, and increasing respect for the power of force, arguing that there is no other realistic way to solve conflict⁴. This is consistent with research in conflict zones across the region, which have demonstrated that

¹ United Nations World Population Prospects, 2004 revision, New York, UN 2005 in Population Reference Bureau www.prb.org/pf07/youthinMENA.pdf),

² ² United Nations World Population Prospects, 2004 revision

³ Based on Palestinian Central Bureau of Statistics estimates for 2010, data requested from PCBS November, 2010

⁴ TCC Focus Groups, 2010

ongoing exposure to violence often leads to increased aggression and the deterioration of civic education values, especially amongst youth⁵. Youth attitudes toward aggression have been further influenced by the West Bank/Gaza split, and related human rights violations which were justified by each side, with little public response, until early 2011⁶.

This has been compounded by an unprecedented escalation in internal conflict between Palestinian families, factions and communities and at school. In 2007, Palestinian 10th graders said they were physically abused (hit, slapped, pushed) during the academic year by teachers (61.1%), school administrators (51.6%), and students at school (31.9%); Respondents also said they were psychologically, emotionally or verbally abused in the same year by teachers (74.7%), administration (45.8%), and students at school (35.8%)⁷. The phenomena of widespread violence inside Palestinian schools violates students' right to a safe, democratic learning environment, and has severe deleterious effects on self esteem, academic achievement⁸ and development of civic education/rights concepts.

Not surprisingly, Palestinian teens currently lack discourse on rights, and positive methods of societal transformation (TCC Focus groups 2010). While these findings are characteristic of societies which have been fragmented by political tension⁹, military occupation and war, experts emphasize that without effective intervention, these trends amongst teens - Palestine's future leaders – are certain to have resounding repercussions on the nature of the future Palestinian state and civil society institutions.¹⁰ Experts emphasize the need for schools to promote “ethics, justice, responsibility, and citizenship with students, to help students maintain these values” Unfortunately, to date, the overall Palestinian curriculum has failed to model, promote or effectively integrate human rights and civic education values - with the exception of classrooms/educators who have received special training from NGOs - primarily due to poor methodology. TCC is working to resolve this by developing, modeling and providing training in new, more effective methodologies, but this work must be expanded if it is to reach a critical mass, and ultimately impact society.

Another negative impact of exposure to violence is highlighted by research in Lebanon and Palestine, which found that youth exposure to ongoing political conflict is correlated with nightmares, emotional regression, learning disorders, difficulty concentrating, aggression or withdrawal, amongst other symptoms¹¹. Given the extensive exposure of Palestinian youth to violence, only well trained teachers utilizing motivating methods and materials, will be able to capture and maintain the attention of their Palestinian students.

Inadvertent Perpetuation of Sexism within the Educational System

⁵ Research led by human aggression expert Prof. Jeff Victoroff with researchers from Stanford University, Tel Aviv University and Gaza Community Mental Health Program, reported in the Gaza Chronicles, Palestine Monitor, 5/11/2009; Also, Victoroff in University of Southern California News (online 7/7/10); Professor Kanter (University of Washington School of Medicine); research by Muna Maksoud' on Lebanon & Gaza Community Mental Health Program

⁶ TCC focus groups with students, 2009

⁷ A random sample of 1697 Palestinian students in *Voice of Children Dossier, March 2007*.

⁸ TCC focus groups with students and parents, 2009 & 2010

⁹ “Methods for Assisting Children Affected by War” by Dr Muna Saleem Maksoud, Univ of Columbia, NY, 1990; Maksoud's research demonstrated that Lebanese youth living under political violence, began to accept violence as a morally accepted tool for solving conflict.

¹⁰ Professor Jeff Victoroff, an expert on human aggression who has researched increasing aggression amongst Palestinian youth, commented on the significance of these trends, stating “...the attitudes of teens in the region may determine the future course of the conflict, *USC Team Studies Aggression*, USC News, July 7, 2010 Meghan Lewit

¹¹ Thabet and Vostanis, 1999 found that 40% of Palestinian children demonstrated significant post-traumatic stress reactions, correlated with exposure to trauma; also, “Methods for Assisting Children Affected by War” by Dr Muna Saleem Maksoud, Univ of Columbia, NY, 1990

Meanwhile, females rights are consistently violated, evidence suggests that violence against Palestinian women is increasing¹², and the attitudes of most males have not budged, despite the extensive ongoing efforts of a plethora of Palestinian women's organizations. The women's community and rights proponents indicate this is largely due to the Palestinian Educational System – arguably the most powerful mechanism for re-educating society –which inadvertently perpetuates sexism through the overall curriculum -ultimately failing to play its role in enabling half of the society (Palestinian women) to recognise and achieve their potential, their rights, or equity, while churning out generation after generation of male students who do not recognize the need to eliminate violence against women. While the MOEHE has made efforts to integrate gender equity into the national curriculum, a more comprehensive approach is required.

Poorly Qualified Teachers

The majority of all Palestinian social studies teachers (responsible for civic education) have never received professional pre-service civic education training, require more in depth in-service training¹³. and are ill equipped to respond to the challenges noted above. **Many Palestinian** civic education instructors are crippled by limited attitudes and inadequate understanding of civic education concepts and international standards related to gender equity and human rights, they model behaviour which is inconsistent with targeted civic education values within the classroom, and are unaware of alternative civic education methodologies and approaches which involve and motivate students¹⁴- with the exception of those who have had the opportunity to join informal programs such as those offered by the TCC and others . Needs assessments indicate that **more of these training** programs must be developed, to enable teachers to become innovative educational pioneers with the capacity to monitor and diagnose specific problems inside their own schools, to develop effective classrooms and extracurricular activities which promote and model human rights and civic education concepts, to raise teacher awareness of and commitment to international rights standards while dispelling beliefs that civic education is an imposed Western concept, and to enable teachers to *facilitate* learning, and accept parent and community participation. In addition, a larger cadre of educators must gain the capacity to use alternative methodologies – such as action learning - which involve students in analyzing, diagnosing and addressing relevant community problems. Global research has demonstrated that action learning –a method which allows students to practice civic responsibility and promotion of human rights - increases the likelihood that youth will participate in positive societal transformation as adults, and should be a key component in any effective civic education program.

Failure to Provide Quality Education For All

Currently, 40% of all Palestinian high school students fail their final high school matriculation exams¹⁵, and these students fall amongst the lowest performers on international bench-mark exams¹⁶. Palestine was amongst the lowest scores on the Trends in International Math and Science Study implemented with 8th graders; findings indicated debilitating weaknesses in the ability of Palestinian students to use problems solving skills, and think critically. To compound matters, drop out rates have skyrocketed due to early marriage and a need for family income. Additional challenges include ongoing Israeli violations of Palestinian's right to education, including school and university closures, mobility constraints which limit access to education such as Israeli check points and the "apartheid" wall, the arrest of students and teachers, and assaults on Palestinian cities and villages, disrupting education and resulting in the loss of over school days. While a broad international campaign has the potential to

¹² Human Rights Watch, a Question of Security-Violence Against Palestinian Women and Girls 2006; *Gender Based Violence in the Occupied Palestinian Territory*, United Nations Population Fund (UNFPA); Amnesty International Conflict, Occupation and Patriarchy (Women's Empowerment Project in Gaza, which found that 60% of Palestinian women are exposed to violence at home).

¹³ USAID West Bank and Gaza Netham Project Summary Review and Evaluation of Civic Education programs, July, 2009

¹⁴ USAID West Bank and Gaza Netham Project Summary Review and Evaluation of Civic Education programs, July, 2009; TCC focus groups with teachers 2009 & 2010;

¹⁵ Statistics from the Palestinian Ministry of Education/Higher Education's official website, 2010

¹⁶ HTTP: TIMMS.bc.edu (international results)

pressure Israeli to end violations of Palestinian children's right to education, outreach to expand such a solidarity movement has been limited, to date.

Research, Evaluation and Curricular Development

The Palestinian national civic education curriculum, while a step forward¹⁷, suffers fundamental limitations; curricula lack clear objectives for each lesson/unit and summaries of main concepts, evaluation methods require strengthening and diversification, and the curriculum does not effectively link, sequence and integrate concepts¹⁸. Civics teachers emphasize the need to assess the progression of civic education concepts across grade levels, to more effectively correlate content with the appropriate grade level, and to provide an opportunity for creativity and critical thought, enabling students to utilize higher level thinking skills and assess, rather than reproduce, new concepts¹⁹. Limited local research on civic education, constrains national capacity to assess the impact of various civic education materials and methodologies, and identify optimal training approaches which are relevant to the educational, social and political context in Palestine; the TCC has provided the MOEHE with recommendations for curricular reform and additional research. On a broader scale, curriculum reform of all subjects areas is recommended - to promote dialogue and communication skills, inclusion, social responsibility, and to systematically, explicitly and fairly represent the role of women, replacing recurring portrayals of women in stereotypic roles and professions –in order to integrate and reinforce civic education values. The scale of reform required will necessitate a community campaign to increase the current, miniscule educational budget allocations designated for educational development.

The Need for Broad, Effective Advocacy and Community Involvement

While the Ministry of Education/Higher Education is aware of, and concerned about all of the challenges outlined above, the Ministry has emphasised that it is too overwhelmed to monitor and address violations of children's rights, and create safe school environments on its own- and has recommended that the efforts of Parent Councils and civil society be consolidated and expanded to respond to this need²⁰. Despite the existence of numerous local and international laws and policies prohibiting violence, rights violations and gender-related discrimination and violence, and the Palestinian Authority's public commitment to support them, the majority have not been implemented in Palestine. In other words, the existence of these laws, policies and decisions in and of themselves, do not protect students from discrimination and violence, due to their lack of implementation, and lack of the broad unified national body which would be required to insist upon and follow up on implementation.

Parent Councils/parents and the plethora of existing civil society organizations currently represent an largely untapped resource which can effectively monitor, address and defend the rights of children in schools and enhance school environments, and pressure for implementation of relevant laws and policies. However, a TCC needs assessment revealed that Parent Councils are currently crippled by limiting attitudes, inadequate awareness of international human rights standards, and an inability to effectively plan and implement campaigns to combat violations of these rights²¹. Community based organizations have expressed interest in supporting campaigns for students' rights²², however, they have not found an effective vehicle for broad ongoing participation, to date. The current ineffectiveness of Parent Councils and the civil society institutions which can support them, is a lost opportunity to work for safer school environments.

¹⁷ Created in 1997, with limited subsequent revisions encouraged by NGOS like the TCC

¹⁸ USAID West Bank and Gaza Netham Project Summary Review and Evaluation of Civic Education programs, July, 2009

¹⁹ TCC focus groups with teachers and administrators, 2009-2010

²⁰ Multiple MOEHE discussions with TCC representatives, 2008 - 2010

²¹ TCC focus groups with parent council representatives and volunteers, 2009

²² Public TCC forums and civil society organization contacts with the TCC

There is currently a window of opportunity to achieve progress, while the relatively new Palestinian curriculum is still evolving, and textbooks are revised annually, enabling the Ministry to immediately utilize recommendations. In addition, the current MoEHE Minister is a woman supportive of gender mainstreaming, providing the potential to achieve unprecedented institutional support for reform, during her term. However, the Ministry of Education is highly sensitive to community opinion, and will only support wide scale reform which is promoted by a broad spectrum of community leaders. An effective advocacy campaign will require creation of a new national body, broad enough to effectively influence MoEHE policy. Such a movement will require an enhanced sense of civic responsibility amongst NGOs, local councils and the private sector, greater parent council awareness, capacity and involvement, and the participation of youth in the creation of safe school environments which promote these values.

A new model is needed, to catalyze this level of community involvement in the promotion of rights inside schools – a model which enables local councils/municipalities, CBOs, NGOs, clubs, parent councils, youth movements, mosques/churches, media, teacher union representatives, university students/graduates, local professionals, and the private sector to take concrete action, and become an effective unified force for policy reform and protection of students' rights, across Palestine; a body which can play a vital role in advocacy urging the Ministry of Education to reassess and enhance the curriculum, apply the free compulsory law, approve gender-sensitive budgets and increase budgets for educational development programs. This strategic plan includes the introduction of such a model, designed by the TCC – a network of “Community School Committees” to implement effective local campaigns through a true partnership between all community stakeholders, and catalyze a growing national movement which will safeguard student rights on an ongoing basis,

MEETING THE CHALLENGE

TCC's new three year plan (2011-2014) addresses all of the challenges outlined above, through promotion of safe schools, human rights, gender equity, and quality education for all, by enhancing educator capacity, research and methodology, community participation and advocacy. The plan also includes capacity building for TCC staff and board members, to enable them to effectively achieve the objectives in the new strategic plan. Several UN 2015 Millennium development goals directly correlate with the focus of this strategic plan, including achievement of gender equity, commitment to human rights, empowerment of women and other marginalized groups, and education for all. The TCC's strategic plan also supports fundamental principals in Ministry of Education/Higher Education's Five- year Strategic Plan (2007-2011), including education for all, improved quality of teaching and learning, the role of education in promoting democratic principles and values, and in enhancing community participation and responsibility.

THE WORK OF THE TEACHER CREATIVITY CENTER

The Teacher Creativity Center plays a unique and vital role in Palestine, promoting youth commitment to human rights and civic education values - under a military occupation which directly and aggressively challenges these concepts –in order to create future generations of active citizens, with the capacity and commitment to construct and uphold democratic, equitable Palestinian institutions.

The Teacher Creativity Center is recognized as a local and regional pioneer in civic education, teacher training, best practice, and educational quality development, while retaining its status as an education resource center. Over the last ten years, the Teacher Creativity Center has actively promoted motivating, peaceful, quality learning environments, by encouraging a culture of human rights, gender equity, civic education and innovation inside schools. This has been achieved through cooperation and advocacy with MOEHE, local and regional actors, capacity building, and facilitation of successful educator, student, parent and civil society interventions.

Influencing National Policy - An Advisory Role

For more than a decade, the TCC has played a core advisory role with, and has influenced the policy of Ministry of Education/Higher Education, the Educational Cluster in Palestine and the Educational Partner Forum for UNRWA schools. In 1997, one year after the election of the first Palestinian government, the Palestinian curriculum was established with a vision to make teaching methods more participative. Within this new educational framework, the Civic Education Curriculum was created. From the beginning, three members of TCC, along with other educational experts were requested to work with the Center for Curriculum Development in defining this new curriculum. TCC was also asked to evaluate the 6th grade curriculum and provide recommendations to the Ministry of Education (MOE). These recommendations were taken into account when the text was revised. TCC continues to maintain a very cooperative and fruitful relationship with the Ministry. This cooperation includes a constant dialogue, partnership in the design and implementation of projects and programs, and mutual support to ensure continuous improvement of the quality of education. TCC formed part of, and contributed in the efforts of a task force created in 2005, to review the accomplishment of the educational sector based on indicators in the Ministry's Five Year Education Development Plan (2001-2005). Currently under the auspices of UNESCO, and the request of the Ministry, TCC is working in partnership with other organizations to develop the strategy of training for pre-service and in-service teachers for the next ten years. In this regard, TCC is part of the Teacher Education Reference Group being led by the MoEHE and includes representatives from Universities, Higher Education Institutes, training colleges, and NGOs. (was MOE and became MOEHE?)

TCC implementation of Project Citizen - a powerful action learning civic education methodology - proved so successful that the MOEHE is preparing to implement project citizen in every government school. Working closely with the MOEHE, TCC has been a key advisor in development of national civic education materials, integration of civic education concepts and gender mainstreaming in the overall national curriculum, evaluation of quality of education indicators, and development of the Ministry's strategic plan. Minister of Education, Lamis Alami has stated that "TCC is the Ministry's primary partner in civic education."

Coalition Building and Advocacy

TCC has created and been at the forefront of a national and regional movement calling for the integration of civic education and human rights/gender equity into the entire school curriculum.

- TCC initiated and guides the Palestinian Coalition for a Safe Educational Environment (with over 25 active member organizations), which participates in local campaigns and the Global Campaign for Education (GCE) each year; in 2010, the Coalition for a Safe Educational Environment **mobilized one million Palestinians** in the GCE campaign.
- The TCC director chairs the newly formed Arab Network for Human Rights and Citizenship Education (ANHRE) consisting of over 90 organizations working on human rights and civic education in the Arab World.
- The TCC founded the Arab Campaign for Education For All - a branch of the Global Campaign for Education. In 2009, TCC (add "through ANHRE"?) catalyzed regional involvement in the Global Campaign for Education, actively involving over 400 organizations in 10 MENA countries, in a movement calling for the integration of civic education, human rights, and gender equity in schools/curricula, and demanding quality education for all. These efforts resulted in the **mobilization of 1.4 million citizens in 10 countries, in the last Global Campaign for Education**. The TCC was recently elected to lead the 400+ member organizations in their upcoming campaign.

- The effectiveness of TCC activities, programs and campaigns promoting human rights, equity and civic concepts in over 2000 Palestinian schools, and **hundreds** of NGOs across the region, has created an expansive network of thousands of educators promoting these values.

Capacity Building

When the new national school curriculum was being developed, TCC trained 70 members of the Curriculum Development Center, and held workshops to evaluate the civic education curriculum upon the request of the Ministry of Education. Workshops were also conducted by TCC for leading educators (including the Ministry of Education and Curriculum Development Center staff) in the evaluation and development of the general curriculum to incorporate concepts of diversity, democracy and civic education. Formal training in civic education is not available in Palestine. Over the last twelve years TCC has attempted to cover this gap by providing in-service training to an ever-expanding number of teachers. In addition, TCC has trained management staff at the MoE, including 60 educational supervisors who subsequently trained 800 teachers who, in turn, provided training on the new civic education curriculum to all subject teachers. TCC has provided local and regional training in gender equity, inclusion, civic education and human rights to over 30,000 teachers, and 2000 parent council members, in 2000 schools (indirectly serving hundreds of thousands of students).

In Palestine, the TCC utilises a creative approach to enhance teacher and student awareness of the connection between civic development and nation building, to successfully achieve commitment to civic education values in this challenging environment. Gender equity and inclusion is an inherent value in civic education; hence, TCC training always promotes gender rights, the rights of people with disabilities and in marginalised communities, and inclusion in its broadest sense (including freedom of thought). This is achieved through sensitization (using innovative approaches and linking targeted concepts to national references/documents and local cultural values to achieve teacher acceptance) awareness raising, and empowerment of female students and other marginalised communities through their active participation.

Gender equity and inclusion is an inherent value in civic education; hence, TCC training always promotes gender rights. Capacity building with the General Union of Palestinian Teachers has focused heavily on empowerment and participation of women unionists, many of whom were elected, or became leading union activists, after TCC training.

Research, Evaluation and Curriculum Development

The Teacher Creativity Center has developed and introduced key civic education methodologies and curricula which are widely used and have proven highly effective in Palestine, to supplement the formal curricula. Examples of these programs include Project Citizen (in over 1000 schools), an action learning methodology which involves middle school students in analyzing, diagnosing and addressing relevant community problems (violence, equity etc), Foundations of Democracy, which introduces key basic civic education concepts to elementary school children through storybooks and creativity, and the Social Audit Program which involves students in actively monitoring the transparency and accountability of local government institutions. The Center has also developed and utilised teacher training curriculum which effectively gender sensitizes teachers and enhances their commitment to civic education and rights concepts, which enables them to diagnose and respond to classroom problems, promote creativity, critical thinking, and create motivating, participatory classrooms with teachers as facilitators; these enrichment materials have been published to broaden their use.

Considered the local think tank in civic education, the Teacher Creativity Center is often asked to design and lead educational research and needs analyses for both local and government institutions, and has played a leading advisory role in revision of National Palestinian Civic Education Curricula. This work has allowed the TCC to acquire extensive knowledge and experience in the creation of effective training materials and approaches, which are relevant to local educational, social, and political contexts. The TCC has published a number of studies and manuals which contain theories and practical techniques and exercises which enable teachers and principals to enhance their performance. The most recent studies published by TCC include: "The Palestinian Educational System: Economic and Social Rights and International Standards" and "Cultivating Civic Sensibilities: An Approach to Enhancing Civic Education in Palestine". The quality of TCC trainers and curriculum development experts has also enabled TCC to gain the trust of teachers and students.

LOOKING FORWARD - BUILDING UPON PRIOR ACHIEVEMENTS

TCC's achievements have played a vital role in the introduction of new 21st century Palestinian civic education curriculum (at several grade levels), methodologies, and the enhanced capacity of educators, students, parents and civil society activists. However, while TCC programs have effectively built commitment to tolerance, participatory democracy, equity and human rights, amongst those students and educators served by TCC, a critical mass must be affected for these values to impact society at large, and more comprehensive curricular reform is required. The need for expansion of civic education inside Palestine is demonstrated by the facts on the ground: political partition, lawlessness, administrative and financial corruption, lack of transparency, absence of the rule of law in Palestinian society, the prevalence of verbal and physical violence in schools, intolerance and gender discrimination, underachievement, and inadequate implementation of the right to education for all.

The Teacher Creativity Center's Strategic Plan for 2011-2014 builds upon the Centers' prior achievements, utilises lessons learned, and introduces new innovative approaches to further strengthen civic education curriculum, integrate civic education concepts into other subject areas, expand capacity building to create critical mass of educators, maintain ongoing involvement amongst those already trained, and to catalyse unified active involvement of parents and civil society activists in a national movement to integrate human rights, gender equity and civic education into the overall curriculum, promote quality education for all, and create safe, more fruitful educational environments.

OUR VISION

Quality education which embodies human rights and civic education values, and which cultivates creative generations with the capacity to contribute to the construction of a democratic Palestinian civil society which is committed to human rights and the Rule of Law

OUR MISSION

The Teacher Creativity Center is a Palestinian non-profit, civic education organisation, working to enable stakeholders in the teaching-learning process to achieve safe, stimulating, democratic school environments which embody human rights and civic education values

Teacher Creativity Center
 Program: Educational Observer and Education for All Campaign
 Project Coordinator

Main Activities	Specific Activities	Time Period			Resources	Funder	Budget
		2012	2013	2014			
Specific Goal #1: To lobby the Palestinian government to meet the objectives of Education for All							
Outcome #1: Policies Regulations and procedures that enhance equity and gender equality							
1. Organising annual lobbying and advocacy campaigns in schools with the participation of local communities to achieve the objectives of Education for All 2. Media programs discussing the goals of Education for all with a focus on the goals of the campaign	Global Action Week: 1. Campaign Report 2. School Activities 3. Central Conferences: 150 participants/year 4. 5 annual workshops with parents (50 participants/workshop) 5. Heads of departments workshop (20 participants/workshop) 6. Journalists workshop (25 journalist/year) 7. Publications 8. Media Campaign (televised seminars, radio programs, publications)				1. Researcher (3) 2. 3. Accommodation, Transportation, Hall 4. Accommodation, Transportation, Hall 5. Accommodation, Transportation, Hall 6. Accommodation, Transportation, Hall 7. 5000 poster, 5000 brochure, 3000 t-shirt /year 8. One televised seminar/year, 3 radio programs/year, 5 newspaper publications/year, 50 radio programs/year		
Outcome #2: Policies, regulations and procedures that enhance children's rights including children with disabilities; children in remote and marginalized areas as well as those affected by the separation wall							
Disabled children campaign in cooperation with the General Union of the Disabled in							

Palestine							
Outcome #3: Specific budget allocations by the ministry of education for educational development programs complementary and appropriate to the goals of education for all							
Public mobilization in order to foster public support to pressure the government to meet the objectives of education for all	<ul style="list-style-type: none"> 1. Area-specific conferences (2 conferences/year) with at least 150 participants 2. Awareness workshops about impact of budgets on education 3. Annual report monitoring the change in the educational budget, and specifically developmental programs budget 				<ul style="list-style-type: none"> 1. Accommodation, Transportation, Hall 2. Accommodation, Transportation, Hall 3. Economics expert 		
Outcome #4: Active and influential Palestinian coalition							
<ul style="list-style-type: none"> 1. Expand the coalition to include community organizations, teachers unions and other private coalitions 2. Capacity building for coalition members in lobbying, advocacy and networking 	<ul style="list-style-type: none"> 1. Visits to target organizations 2. Periodic meetings to members of coalition 3. Training coalition in campaign management 4. Training members of coalition in media skills (news preparation, report preparation, media interview) 				<ul style="list-style-type: none"> 1. Accommodation, Transportation, Coordinator 2. 2 training experts, Hospitality for 60 participants, 2 training manuals 		
Specific Goal #2: Provision and dissemination of research information for researchers and organizations on quality of education indicators							
Outcome #1: Annual report monitoring the right to education and human rights according to local and international organizations							
Report about reality of education in Palestine	<ul style="list-style-type: none"> 1. Institutionalizing an operation plan specifying the monitoring and reporting methodology (indicators, goals, tools, target group, implementation methodologies) 2. Formulating a methodological framework on the process of 				<ul style="list-style-type: none"> 3 experts Hospitality for focus group (10*10), participants' transportation, and experts' transportation. 10 12-months researchers Data enterers Accommodation, transportation, 		

	<p>documentation with the participation of organizations, local experts, and international experts using national and international criteria.</p> <p>3. Information collection, tabulation, analysis, tabulation, and classification and in the information database.</p> <p>4. Report preparation, dissemination in formal and informal meetings, and interlingua publishing.</p> <p>5. Contracting Experts</p> <p>6. Training cadres in research and documentation</p> <p>7. Holding 5 report discussion workshops (50 participants/workshop)</p>				<p>and halls for workshops.</p>	
<p>Outcome #2: Analytical study and reports on the curriculum and its level of compatibility with human rights standards, children's rights and the goals of education for all</p>						
<p>1. Policy, procedural, regulatory and curricular analysis (from a human rights and child's rights perspective and in terms of the education for all goals and objectives), Preparation of the Terms of Reference for the Study Work Team Selection Preparation of the study report</p>	<p>1. At least 6 experts (educators, human rights activists, and gender experts)</p> <p>2. 50 interviews</p> <p>3. 5 focus groups (10 participants/group)</p> <p>4. Research study</p> <p>5. Report of study (publication and dissemination)</p> <p>6. Study discussion workshops (23 workshops in all educational directorates with 50</p>				<p>1. 6 experts Focus Groups: halls, accommodation, transportation Workshops: transportation, accommodation, and halls Conference: transportation, hall, accommodation, stationary.</p>	

	participants/workshop) 7. National conference to present results of study (200 participants)				Data enterers		
2. Violence at schools study	1. Expert 2. 50 interviews 3. 5 focus groups (10 participants/group) 4. Research study 5. Report of study (publication and dissemination) 6. Study discussion workshops (23 workshops in all educational directorates with 50 participants/workshop) 7. Press conference to present results of study (200 participants)				1. expert Focus Groups: halls, accommodation, transportation Publication of report Workshops: transportation, and Hospitality Data enterers		
Outcome #3: Evaluation studies assessing the impact of civil society organizations projects on the quality of education							
1. Report preparation highlighting the impact of civil society organisation's projects on the quality of education 2. Report dissemination in addition to media and social discussions regarding the report	1. Expert 2. 50 interviews 3. 5 focus groups (10 participants/group) 4. Research study 5. Report of study (publication and dissemination) 6. 4 study discussion workshops with civil society organizations in the educational sector (West Bank and Gaza Strip)				Expert Focus Groups: Hospitality and transportation Publication of report Workshops: accommodation, transportation, and hall		
Outcome #4: Periodic reports on the status of education in Palestine							
Annual report on status of education in	1. Periodic reviews on the status				1. Travel		

Palestine	<p>of education in Palestine with a focus on budgets and development programs</p> <p>2. Increase organizational staff involvement and participation with reports published by International bodies</p> <p>3. Enriching the center's library with quality books and publications that meet the needs of teaching/educational staff in civic education and human rights</p>				2. Books for library		
Outcome #5: Scholarly journal meeting international standards focusing on civic education and human rights							
Publication of a scholarly periodic journal in accordance with international standards specializing in civic education and human rights	Publication of a scholarly periodic journal specialising in civic education and human rights				<p>1. 7 book rewards</p> <p>2. Journal editor</p> <p>3. Linguistic audit</p> <p>4. Translator</p> <p>5. Publication and dissemination</p>		
Specific Goal #3: Encourage and support creative educational initiatives that seek to promote human rights and civic education in line with the EFA goals							
Outcome #1: Adopting educational initiatives that enhance and promote human rights and civic education values							
Encouraging Creative Educational Initiatives	<p>1. Establishment of a National Fund to support and develop creative educational initiatives</p> <p>2. Dissemination of national creative initiatives (M.A. and PhD theses, educational cadre initiatives)</p> <p>3. Develop national competitions to encourage educational staff and civil society to devise creative educational initiatives.</p> <p>4. Recognition and appreciation</p>				<p>Expenses of publishing two annual books</p> <p>Awards: 5 ads/year, 5 judges/year, book publication, 5 awards/year, certificates of closing festival, closing festival: Hospitality for 100 participants, transportation, banner, and hall)</p>		

	awards presented to creative and superb educational initiatives (based on an agreed criteria) 5. Publication and dissemination of creative educational initiatives						
Outcome #2: Implementation of supportive policies that disseminate creative educational initiatives in the educational system and in accordance with education for all							
Educational campaigns advocating towards the adoption of an incentive system that encourages the promotion of creative educational initiatives	1. 23 workshops in all educational directorates 2. 4 area-specific conferences 3. Media Campaign (2 televised seminars, 5 radio programs)				1. Accommodation, transportation, halls, stationary 2. Accommodation, transportation, hall, stationary 3. 2 televised seminars, 5 radio programs		
Specific Goal #4: Developing international solidarity to lobby towards the elimination of Israeli violations against the right to education							
Outcome #1: International movement working towards revealing Israeli violations against the right to education in the Palestinian territories							
Formulation of an international socio-educational movement entitled "Teachers for Justice"	1. Petitions against Israeli violations of the educational sector 2. Networking with organizations and international figures that support Palestinian cause 3. International conference about occupation violations against educational sector focusing on curriculum in Jerusalem, and infrastructure in area C territories with 50 international participants and 150 local participants. 4. Enhancing contributions of the center in international forums, networks, conferences...etc				1. Conference: accommodation, transportation, banner, stationary 2. Per diem for internationals 3. 2 volunteer rewards/year 4. Travel.		

	5. Recruit international volunteers with the center to work on monitoring and documenting occupation violations against education						
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First Strategic Objective: Increasing and improving children's access to quality education that integrates human rights

standards and values of civic education in accordance with the aims of education for all

Teacher Creativity Center
 Program: Human Rights and Civic Education
 Project Coordinator

Second Strategic Objective: Develop educational staff capacities in human rights and civic education

Main Activities	Specific Activities	Time Period			Resources	Funder	Bu
		2012	2013	2014			
Specific Goal #1: Enhancement of human rights and gender values and standards in the various elements of the educational process							
Outcome #1: Educated cadre who believes and utilizes the knowledge and skills acquired in human rights and civic education values in their work							
1. Organizing annual educational days (civic education enlightenment days) with the participation of leading educators	1. Hold central annual conference in different topics each year in the presence of at least 300 educator over a period of two days 2. Print year book with the papers presented and discussed at the conference				1. 25 speakers, moderators, and coordinators 2. Transportation for 300 participants 3. Stationary 4. Hospitality 5. Media coverage 6. Designing and publishing book		
2. Organizing days in various locations in Palestine addressing human rights and civic education values	Holding 6 annual educational days in schools (1 day/2 months) and inviting the community to participate in the discussion				1. 6 facilitators 2. Transportation for facilitators 3. Hospitality 4. Halls, Stationary		
3. Publish and disseminate booklets that document research and working papers presented during meetings, forums and workshops	Publish 4 annual bulletins (1/3 months) in human rights and civic education topics that resulted from the educational days. Publish working papers on the internet and translate them to English.				1. 500 copies of quarterly bulletin in civic education and human rights topics 2. Publish annual booklet with the achievements of the civic education		

					program and the papers that were presented throughout the year.		
4. Broadcasting annual conferences on radio and TVs with the participation of educational experts, aiming to discuss critical educational issues in human rights and civic education	Hold annual televised and radio seminars with the participation of experts about controversial and urgent educational issues related to civic education and human rights				2 televised seminars/ year Radio interviews		
5. Set up an electronic forum that aims to enhance communication, intellectual and expert knowledge and information amongst educationalists	Contact a company or an IT expert to design and establish an electronic forum that serves the different educational cadre and provides them with the space to discuss their educational issues.				Design and follow-up the electronic forum		200
Outcome #2: Palestinian educational curriculum that reinforce the concepts of gender and gender equality							
1. Analytical studies scrutinising the Palestinian curriculum from a gender perspective	1. Hold analytical studies about three principle topics (each year one topic is analyzed) from a gender perspective. 2. Hold area-specific workshops to discuss the results of the study (5 workshops/year) with at least 30 participants in each workshop 3. Publish a report about the study				1. 3 researchers/year 2. Accommodation, transportation, and halls for workshops 3. Facilitators of workshops 4. Publish study (1000 copies)		
2. Implementation of national campaigns to modify the curriculum based on the results and outcomes of the study	Implement a national media campaign to modify the curriculum via using billboards, the television, and radios to disseminate the study and highlight the main results				1. 3 month billboards 2. Design and broadcast media spots 3. Design 2000 posters		

3. Local school campaigns to change the reality of gender discrimination evident in Palestinian schools	Implement the “My Mother Told Me” Campaign in 32 schools (16 female and 16 male schools)				1. Transportation 2. Accommodation 3. Shoot video		
4. Forming a national coalition that works towards the sensitization of gender issues in educational policies at large and the curriculum in specific	1. Inviting interested organizations to join the national coalition 2. Hold periodical meetings 3. Prepare a memorandum of understanding to organize work of the coalition 4. Hold area-specific workshops and conferences to discuss the Palestinian curriculum				1. Hospitality for meetings 2. Transportation for coordinator 3. Accommodation, transportation, and halls for workshops		
Outcome #3: An educational cadre that believes in, practices and incorporates gender issues and concepts							
1. Training of educational cadre on gender concepts and procedures of integrating gender issues into the curriculum	Hold a two-day annual central training workshop about gender issues for 40 teachers				1. Trainer 2. Accommodation, stationary, transportation 3. Training material		
2. Launching media programs that discuss and raise awareness of the importance of gender equality in the Palestinian society.	1. 1 TV episode following the training about Gender in Palestinian Schools and its Implications on the Curriculum and Teaching Methodologies 2. 5 Radio programs/year				1. Expenses of the TV seminar 2. Expenses of the 5 radio programs		
Outcome #4: Developing a strong union capable of playing an active and leading role in improving the rights of teacher unions							
1. Training courses for educational cadre on union rights	Holding 4 area-specific workshops (Jenin, Ramallah, Nablus, and Hebron) for the union cadre				Trainers, halls, transportation, stationary, training material		
2. Holding an annual conference with the General Union of Palestinian teachers in	1. Holding meetings with representatives of the general				1. Transportation, accommodation, and		

order to develop strategies on enhancing the role of teacher's union in Palestine	<ul style="list-style-type: none"> union and unionists to discuss topics of conference 2. Develop a preparation committee for the conference 3. Logistic preparation of the conference 4. Media Coverage 5. Publishing results and recommendations of conference 6. Prepare and publish report of conference 				<ul style="list-style-type: none"> halls for 100 participants 2. Newspapers ads 3. Media Coverage 4. 12 speakers and moderators 5. Stationary 		
3. Holding workshops to discuss and raise the awareness of the General Union of Palestinian Teachers to gender issues	Holding 15 workshops in different areas of the West Bank and the Gaza Strip to discuss the results of the conference and the recommendations of each workshop with at least 30 participants/workshop				<ul style="list-style-type: none"> Halls Accommodation Stationary Facilitators 		
4. Launching media programs to discuss the importance of teachers' unions in education	<ul style="list-style-type: none"> 1. Publication and dissemination of booklets related to the rights of teachers 2. 3 televised seminars/year 3. 5 radio programs/ year 4. Preparation of an annual publication (annuity) to be published in Al-Ayam Newspaper 				<ul style="list-style-type: none"> 1. Printing 5000 copies of booklet 2. Legal expert to supervise the booklet 3. Linguistic editor 4. 3 televised seminars 5. 5 radio programs 6. Publication 		
<p>Specific Goal #2: Enable teachers to develop effective curricular and extracurricular activities</p> <p>Outcome #1: Advancing the educational cadre's capacity in participatory planning, monitoring and evaluation and follow up of curricular and extracurricular activities</p>							
Preparing training manuals on participatory planning, monitoring and evaluation of curricular and extracurricular activities.	Prepare training material in participative planning, monitoring, and evaluating curricular and extracurricular				<ul style="list-style-type: none"> 1. Planning, monitoring, and evaluating experts 2. Printing of manual 		

	activities Holding two training workshops/year for supervisors (40 supervisors/year)				3. Trainers 4. Accommodation, transportation, and hall 5. Newspaper ads.		
Specific Goal #3: To equip teachers with effective and alternative approaches and methodologies in civic education							
Outcome #1: Advancing the educational cadre's ability in applying effective approaches and methodologies as an alternative to traditional styles in us							
Organizing annual training courses on alternative learning methodologies and approaches (including action learning, service learning, analytical thinking, action research, story-telling, drama and participatory approaches)	<ol style="list-style-type: none"> 1. Holding two training workshops/year about methodology of the Project Citizen for 50 teachers (4 training days) 2. 1 day workshop for 50 school principles to introduce Project Citizen 3. Implement Project Citizen in 50 new schools in addition to 500 other schools annually 4. Hold central arbitration for the presentations of school projects 5. Hold closing festival for the project 6. Print documentation books for school projects 7. Prepare publication in Al Ayam newspaper about the project 8. Hold televised seminar discussing the methodology of Project Citizen 9. Production of a documentary film about the project 				<ol style="list-style-type: none"> 1. Training material 2. Trainers 3. Accommodation, hall, and stationary for 50 teachers and 50 principles 4. Expenses of the 550 schools 5. Hall, transportation, and Hospitality for the central arbitration and closing festival 6. Expenses of printing 5 documentation books 7. Expenses of printing and disseminating the publication 8. Televised seminar 9. Radio programs 10. Expenses of documentary film 		
	<ol style="list-style-type: none"> 1. Social Accountability Workshop for 25 teachers/year 2. Introductory workshop about 				<ol style="list-style-type: none"> 1. Training material 2. Training experts 3. Accommodation, 		

	<p>the project for 25 principles/year</p> <ol style="list-style-type: none"> 3. Implementation in 25 schools (student projects) 4. Training 16 supervisors 5. Central Arbitration and closing festival for the project 6. Publication about the project 7. Documenting booklet about school projects 8. Documentary film about the project 				<ol style="list-style-type: none"> hall, and transportation for workshops and principles training 4. Expenses of implementation in schools 5. Accommodation, hall, and transportation for central arbitration and closing festival 6. Expenses of documentation booklet 7. Expenses of documentary film 		
	<ol style="list-style-type: none"> 1. Training course about story-using in education for 25 teachers 2. Workshop about project for 25 principles/year 3. Implementation in schools 4. Holding a following-up workshop with the teachers after ~50% implementation 5. Holding a workshop about the impact of the implementation in schools at the end of the implementation 6. Production of a documentary film about the project 				<ol style="list-style-type: none"> 1. Trainers 2. Printing 4 stories 3. Accommodation, Stationary, and halls for training and 3 workshops 4. Expenses of documentary film 		
	<ol style="list-style-type: none"> 1. Training course about service education for 25 teachers 2. Workshop for 25 principles about project 3. Implementation in schools 				<ol style="list-style-type: none"> 1. Training manual 2. Trainers 3. Accommodation, hall, and transportation for training and 		

	<ul style="list-style-type: none"> 4. Holding a following-up workshop with the teachers after ~50% implementation 5. Holding a workshop about the impact of the implementation in schools at the end of the implementation 6. Production of a documentary film about the project 				workshops 4. Expenses of documentary film		
Outcome #2: Applying modern teaching techniques and methodologies that promote human rights concepts and values of civic education							
Holding remedial camps for underachieving students	<ul style="list-style-type: none"> 1. Hiring teachers and social workers 2. Training teachers in basic teaching methodologies (Arabic, English, Mathematics) 3. Hold 100 remedial camps in the West Bank 4. Train the parents' in monitoring their children's achievements 				<ul style="list-style-type: none"> 1. Teachers and social workers 2. Accommodation, hall, stationary, and transportation (parents and teachers) 3. Expenses of remedial camps 	Norwegians	
Golden 5 project	Holding 16 4-days training courses for the staff in 16 schools in the West Bank about classroom management, relationship building, social climate in class, relationship between school and parents, and adaptive learning				Trainers Training material Accommodation, hall	Seville University	
Specific Goal #4: contributing to integrating disabled children into a democratic and just society that believes in human rights by empowering them to integrate in the social and economic life							
Outcome #1: empowering and capacity building of the 16 directorates of the Palestinian General Union of the Disabled in the West Bank and the Gaza Strip to impact decision-makers.							
1. Training leaders of the divisions of the	1. Holding 16 area-specific				1. Trainers	European	

<p>Palestinian General Union for the Disabled</p>	<p>training courses for the members of the union for a period of three days with at least 20 participants in each course. Training will be in communication, leadership, and campaign management.</p> <p>2. Holding 3 10-days training courses for 48 leaders in the union on campaign management, leadership, and institutions' management</p> <p>3. Holding a training workshop for trainers for 20 leaders in the union</p> <p>4. Holding 180 area-specific training workshops with the 20 trained leaders are trainers, where they will train the rest of the union with 40 participants in each workshop.</p> <p>5. Holding a training workshop for 16 of the leaders of the divisions of the union about funding recruitment.</p>				<p>2. Halls 3. Accommodation, transportation, and stationary 4. Training material</p>	<p>Union (EU)</p>
<p>2. Pressure to modify and implement a just law for the disabled in Palestine</p>	<p>1. Annual campaigns organized by the union in cooperation with the Teacher Creativity Center about the integration of disabled students' in education and labor, focusing on the implementation of the labor law which states that any Palestinian organization should employ at least 5% of its</p>				<p>1. Media Campaigns 2. Campaign activities 3. Accommodation, hall, transportation, and speakers in the conference.</p>	

	<p>staff from people with disabilities</p> <p>2. Conference about need to integrate disabled individuals in economic and social life</p> <p>3. Delegation for Norway visit to the union to contribute to establishing a national strategy and working plan for the union</p> <p>4. Monthly meetings with the coordinators of the union to work on a draft of the national strategy and working plan for the union</p>						
<p>Outcome #2: establishing a Palestinian solidarity movement with the disabled to empower the educational cadre in developmental strategies and policies to support the implementation of the law of the rights of the disabled Palestinians.</p>							
<p>Training 320 teachers in the action learning methodology with focus on the rights of the disabled</p>	<p>1. 13 5-days training workshops with 25 teachers/workshop on the action learning methodology focusing on the rights of the disabled</p> <p>2. Training workshop for 16 supervisors in the Ministry of Education about the project</p> <p>3. Implementation in 320 schools with 9th grade students to implement intervention projects to defend the rights of the disabled in schools and the community with 11200 students participating in the implementation in addition to integrating the disabled in the schools to work on these projects.</p> <p>4. Central arbitration of the</p>				<p>1. Trainers</p> <p>2. Training halls</p> <p>3. Accommodation</p> <p>4. Stationary</p> <p>5. Transportation</p> <p>6. School expenses</p> <p>7. Prizes</p> <p>8. Certificates</p> <p>9. Arbitration expenses (hall, accommodation, transportation, prizes to arbitrators)</p> <p>10. Transportation of students' of open days</p> <p>11. Transportation for visits of students'</p> <p>12. Posters' expenses</p> <p>13. Expenses of</p>		

	<p>projects</p> <p>5. Organizing evening open days between disabled students and non-disabled students in schools</p> <p>6. Students visits to the union of the disabled to introduce them to the reality of the disabled in Palestine</p> <p>7. Printing posters with the slogan “Integration of the disabled now”</p> <p>8. Organizing a summer camp for 192 disabled and non-disabled students who carried out their citizenship projects about disabled students.</p>				summer camp		
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Teacher Creativity Center
 Program: Social Accountability
 Project Coordinator

Third Strategic Objective: Enhancing the participation of parents/ parent councils and local communities in order to create a safe educational school environment that enhances human rights and values of civic education

Main Activities	Specific Activities	Time Period			Resources	Funder	B
		2012	2013	2014			
Specific Goal #1: Empower parent councils to deal with and promote human rights and gender issues and civic education							
Outcome #1: Active and influential parent councils							
1. Organize training workshops for parent councils in planning, monitoring and evaluation	1. Holding three annual training courses for 3 members from each one of the 30 parents' councils about organization, monitoring, and evaluation skills, in addition to intervention to improve educational environment skills 2. Development of 30 annual intervention projects by the parents' councils. 3. Evaluation of projects 4. Closing ceremony to present projects 5. Documentation booklet of the projects				1. Trainers 2. Hall 3. Transportation 4. Hospitality 5. Training material		
2. Organization of workshops to raise the awareness of the parents and community by discuss methodologies of establishing parents' councils based on elections, and the impact of that on the educational environment	Holding 100 workshops with parents, youth, and community organizations with 50 participants/ workshop				1. 100 facilitators 2. 100 halls 3. Hospitality (50*100) 4. Stationary (50*100)		

3. Holding national and area-specific conferences about the importance of participating in monitoring, evaluation, and participation in school environments	Holding three 1-day conferences in the West Bank and two 1-day conferences in the Gaza Strip with 250 participants in each conference			1. 5 halls 2. 5 facilitators 3. Hospitality, transportation, and stationary for 1250 participants		
Outcome #2: The adoption of an internal system that enhances the independence of parent councils						
1. Examination of the rules and regulations governing the work of parent councils in order to update and develop their work	1. Prepare a report about rules and regulations that govern the work of parent councils in the Ministry of Education 2. Holding 4 1-day area-specific conferences with at least 150 participants in each conference to discuss the regulations and produce modifying recommendations 3. Holding 22 workshops, one in each directorate, to discuss developing rules regulating the work of parent councils 4. Holding a 2 day national conference to discuss the outcome of all discussions, recommendations, and modifications on the regulations of parent councils 5. Preparation of a book documenting the results of all discussions.			1. 2 experts 2. Expenses of printing the report 3. 4 halls, transportation, hospitality, and stationary 4. 22 halls, transportation, hospitality, and stationary 5. Hall, hospitality, transportation, stationary, speakers, and moderators 6. Expenses of printing book		
Examination of the rules and regulations governing the work of parent councils in order to update and develop their work	1. Holding a 2-day workshop for 20 journalists to present the idea of a media campaign that			1. Hospitality, facilitator, transportation, stationary 2. 1000 posters		

	discusses elections of parent councils 2. Printing 1000 posters 3. 3 televised seminars/year 4. 5 radio programs/year 5. Bulletin in Al Ayam Newspaper/ year				3. 3 televised seminars 4. 5 radio programs 5. Bulletin		
Specific Goal #2: Enhancing the role of youth in improving school environments							
Outcome #1: Increased and effective youth participation in improving school environments							
1. Implementation of workshops in collaboration with youths, graduates and parents to discuss children's rights and methods of protection in educational environments	Holding 100 workshops with 50 youth in each in the different areas of the West Bank and the Gaza Strip				1. 100 facilitators 2. 100 halls 3. Hospitality (50*100) 4. Stationary (50*100)		
2. Implementing various forms of communication with youths, graduates and parents (bulletin, posters, radio and television programs, written and published news reports) discussing problems in education, human rights violations and intervention strategies	1. Holding contest to print 1000 posters as an award to the presenter of the idea of the poster 2. Monthly radio program 3. Monthly bulletin				1. Expenses of printing 1000 posters 2. Prize for poster (500\$) 3. Expenses of radio program 4. Expenses of bulletin		
3. Organizing local, regional and national conferences on human rights violations in educational environments and strategies towards eradication	Holding two conferences, one in the West Bank and the other in the Gaza Strip, with 250 participants in each				1. 10 speakers 2. 2 halls 3. Hospitality, Stationary, and Transportation for 500		
4. Organizing periodic meetings between parents and youth with students in order to get acquainted with their problems, academic needs, and practical needs	Organizing 100 dialogue meetings between students and parents with youth about problems of education				1. 100 facilitator 2. 100 halls 3. Hospitality (50*100) 4. Stationary (50*100)		
Specific Goal #3: Enhancing the civic responsibility of national organizations, local councils and the private sector in improving school environments							
Outcome #1: Quality participation by civil society institutions and local councils in the promotion of human rights issues and civic education in the school environment							

<p>1. Carrying out community meetings in cooperation with municipalities, local organizations, clubs and school principal; as well as forming the local educational school committees in various locations in order to improve the school environment</p>	<p>1. Organizing 100 workshops with 50 participants in each to discuss the idea of community educational councils. 2. The selection of coordinators to oversee the work of the community educational councils 3. The selection of central coordinators (coordinator in each educational directorate) to oversee the work of the community educational councils. 4. Network formation between community educational councils representatives 5. Organizing 12 meetings for the central committee, representing each directorate's committee, with 15 participants in each meeting</p>				<p>1. 100 facilitators 2. 100 halls 3. Hospitality and stationary (50*100) 4. 100 coordinator 5. Halls and hospitality for meetings</p>		
<p>2. Capacity building of coordinators to enable them to oversee the establishment of community educational councils.</p>	<p>1. Organizing 4 workshops for the coordinators 2. Organizing an intensive central workshop for the 20 coordinators in the directorates about children rights, gender-based discrimination, violence in schools, the concept of the project and the methodology, monitoring, evaluation, and team leading skills.</p>				<p>1. 5 halls 2. Hospitality, stationary, and transportation for 120 participants 3. Trainers 4. Training manual</p>		
<p>Outcome #2: Boosting private sector involvement in enhancing human rights and civic education values in school environments</p>							

1. Implementation of national conferences and meetings in order to enhance the role of the private sector in supporting human rights and civic education in school environments	Organizing two annual conferences, in the West Bank and the Gaza Strip, with 250 participants in each about the role of the private sector in enhancing human rights and civic education values in school environments				1. 2 halls 2. 2 facilitators 3. Hospitality, stationary, and transportation (2*250)		
2. Establishing effective communication with private sector representatives, in addition to raising private sector funds towards education	1. Organizing ten annual meetings with private sector representatives 2. Producing a short documentary film with success stories of private sector contributions in supporting the educational process.				1. Hospitality of meetings 2. Expenses of film production		
Specific Goal #4: Enhancing public opinion and attitudes in support of human rights and civic education in the school environment							
Outcome #1: Network of media professionals who uphold and support human rights and civic education issues in the school environment							
1. Production of short films as well as television and radio episodes for broadcasting on available stations (locally/regionally)	Production of ten radio spots for broadcasting in local stations annually				1. Expenses of production 2. Expenses of broadcasting		
2. Establishing an educational media forum to support the work of the Palestinian Coalition for a Safe Learning and Teaching Environment in promoting a safe educational environment.	1. Organizing 10 annual meetings with journalists to discuss developing their role, and the methodologies for establishing an educational media forum. 2. Development of rules of procedure of the forum 3. Establishing a founding committee of active journalists 4. Establishing and launching				1. Hospitality for meetings 2. Transportation for the founding committee 3. Hospitality and transportation for members		

	the forum					
3. Training media experts on human rights and civic education in the school environment	Organizing a 3-day annual training workshop for 25 journalists that are members of the forum in issues of human rights and civic education in the school environment.				1. Trainers 2. Hospitality, stationary, hall, and transportation 3. Training material	
4. Issuing periodic newsletters and brochures focusing on community participation and its capacity and potential in creating a safe school environment upholding human rights	1. Issuing three periodic newsletters about community participation in the school environment. 2. Production of periodic programs and visual, audio, and written reports by the members of the educational media forum about issues of human rights and civic education in school environments 3. Developing an annual competition for the best work of educational media.				1. Expenses of newsletters 2. Arbitration committee of prize 3. 3 annual prizes	

Teacher Creativity Center
Administration Unit

Fourth Strategic Objective: Achieve operational excellence at the Center

Main Activities	Specific Activities	Time Period			Resources	Funder	Budget
		2012	2013	2014			
<p>Specific Goal #1: Develop and update the planning, monitoring, evaluation and incentives system</p> <p>Outcome #1: Improved evaluation procedures for staff performance and related to the incentive system</p>							
Developing incentives, monitoring, evaluation, and supervision systems in the center	<ol style="list-style-type: none"> 1. Develop and adoption of matrix of supervision and evaluation of staff performance. 2. Develop staff incentive system related to the evaluation matrix 				Supervision and evaluation expert		
<p>Specific Goal #2: Developing the IT systems, the databases, the file archiving system and electronic communication at the center.</p> <p>Outcome #1: Work Appropriate Infrastructure</p>							
Improving the center's infrastructure especially office equipment, documentation, file-keeping and others.	<ol style="list-style-type: none"> 1. Providing modern IT and database programs 2. Updating the archiving system at the center 3. Activating and updating electronic pages regularly with the new documented material 4. Updating the library of the center 5. Updating computers of the center 				<ol style="list-style-type: none"> 1. Database program 2. Database expert 3. 50 books/year 4. 3 computers/year 5. Maintenance contract of computers 		
<p>Specific Goal #3: The adoption of scientific approaches based on need's analysis in order to increase the capacities and efficiencies of the center's staff and board members.</p>							

Outcome #1: The center's cadre trained and qualified and able to carry out work tasks with effectiveness and efficiency							
1. Assessing staff training needs and the implementation of training courses according to identified needs	1. Organizing two annual workshops according to the needs of the staff 2. Facilitating staff participation in training courses/workshops/local or external conferences related to the center's work					1. Trainers 2. Transportation 3. Travel expenses	
2. Organizing development days for staff members to exchange and share experiences and skills	Organizing six development days between staff and board members					1. Hospitality 2. Lecturers	
Specific Goal #4: Broadening the center's financial resources locally, regionally and internationally							
Outcome #1: Diverse and additional funding channels for the Center							
1. Searching for new funding opportunities and agencies interested in educational development locally, regionally and internationally, whilst establishing rapport and communication for potential cooperation and joint work	Periodic meetings and contact communication with local, regional, and international organizations					1. Communication 2. Travel	
2. Fundraising for new programs that meet the Center's vision, as well as improving proposal contents and the documentation of the programs unit in accordance with donors' requirements.	1. Proposal submission for new programs within the framework of the center. 2. Improving proposal writing by utilizing a scientific approach and documented figures in accordance with donor's requirements						
3. Strengthening the center's relations with coalitions and networks locally, regionally and internationally, and seeking new	Meetings with regional and international networks					Travel	

network cooperation							
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