

EARLY CHILDHOOD RESOURCE CENTRE

Research Study Early Childhood Care, Education, and Development in East Jerusalem

Done by

Dimensions Consulting in cooperation with Dr. Cairo Arafat

February 2012



Project funded by the European Union



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in East Jerusalem

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Research Study

Early Childhood Care, Education, and Development in East Jerusalem

As part of the project

Capacity Building of the Early Childhood Sector in East Jerusalem 2009-2011

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P reface

The Early Childhood Resource Center (ECRC), since its inception in 1985, provides and applies a multidimensional approach that addresses the needs of children, parents, teachers, head teachers, and other ECCED specialists working within the country. It provides training, produces relevant and timely educational and learning publications for practitioners and parents; it produces educational and learning materials for young children, and plays a vital role in advocating for and raising awareness on a variety of issues pertaining to young children's educational, developmental, psychosocial, and rights development. This research study emerged based on this mandate and perspective.

This research study primarily presents the efforts of the Early Childhood Resource Center in Cooperation with Oxfam Novib and Dimensions Consulting, in addition to the efforts by other relevant stakeholders. The study was funded by the European Union as part of "Capacity Building of the Early Childhood Sector in East Jerusalem" project that sought to improve the ECCED sector in East Jerusalem.

The ECCED Sector in East Jerusalem, as the case with other vital sectors, is impacted by the overall situation of East Jerusalem, namely the ongoing occupation which creates instability. East Jerusalem is met with a series of destructive actions that aim to isolate the city from the rest of the Palestinian territories, and obliterat all features of Palestinian demographic, economic, social, and physical infrastructure within the city.

The undertaken research study aims to evaluate the situation of the ECCED sector in East Jerusalem to provide quality care, development, and education for pre- school children, and provide clear guidelines for developing appropriate early childhood policy and programs that can facilitate children's well being and development.

Despite all the difficulties and constraints faced at delivering the research on time, the ultimate outcomes of the research were fruitful. A detailed narrative description of the existing ECCED sector has been provided and a set of practical recommendations and guidelines that enables all the relevant parties and stakeholders to plan and develop such appropriate ECCED policy plans, regulations, strategies and a sector wide program that will improve the well being of children.

As we have always believed, the findings of the research reiterate the importance of investing in young children- particularly in the early childhood development sector, integrating children into the community, supporting and increasing children's access to preschools, allocating a National budget to support the ECCED sector on an annual basis, and developing mechanisms for more effective networking and partnerships between the involved parties. All this will contribute effectively to actualizing the rights of children and providing them with a healthy framework and platform to attain their full potential and ensure their well being. However, this might be impossible to achieve without political will and commitment by PNA and the international community.

Many thanks and gratitude to the European Union (EU) for funding this research study and thank you to ALL involved parties in this research; truly, without their commitment and contribution, this research would not have been possible.

Finally, I owe a special thank you to Vivian Korsten and Arda Batarseh from Oxfam Novib, and Dr. Cairo Arafat, Rana Kabaha, Yousef Saleem, Manal Hirbawi, Fadia Salaheddin, Fatina Ju'be, Rawia Beida and Firas AL Zaghal for their terrific commitment and hard work toward this research.

Nabil Sublaban
General Director of the ECRC

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The successful completion of this research study is a result of the commitment, enthusiasm, drive and desire of many early childhood sector stakeholders to support greater awareness of and need to support families of young children and in particular young East Jerusalemité children. The Early Childhood Resource Center (ECRC) management and staff have been partners and key stakeholders in improving conditions of early childhood education and learning in East Jerusalem and throughout the West Bank¹. Their trust, support, and cooperation ensured successful completion of this research study. Early childhood care and education is a multi-disciplinary sector that requires cooperation and collaboration between multiple partners and stakeholders. ECRC's role in developing this sector expands into this evaluation where they provided insights into best practices and policies. This includes their contribution in identifying challenges and obstacles met with while implementing early childhood programs and interventions.

We also acknowledge all organizations and individuals, who have contributed to the study and facilitated the data collection process to advance our knowledge and capacity to improve services and programs for young children. In particular, we would like to extend our appreciation to:

- Oxfam Novib and the support of the European Union (EU) for their partnership and financial support to execute the project titled “Capacity Building of the Early Childhood Sector in East Jerusalem”..
- Preschools' principals, staff, and teachers who participated in implementation and evaluation of this program.
- All mothers who have participated in parents' focus groups conducted in Jerusalem and Ramallah.
- All principals, teachers, and teachers' assistants who have participated in teachers focus groups conducted in Jerusalem and Ramallah.
- All stakeholders who have participated in the individual interviews and meetings conducted in Jerusalem and Ramallah.

Special appreciation is extended to the young children of East Jerusalem who shoulder the burden of discrimination and violation of their rights on a daily basis due to the ongoing Israeli occupation's practices and policies. It is our hope that this evaluation can be used as a tool to encourage all members of society to extend their assistance and cooperation in improving early childhood care, education and development services and interventions for this needy segment of the Palestinian population.

Dr. Cairo Arafat
on behalf of Dimensions Consulting

¹ West Bank is inclusive of East Jerusalem. All parts of the West Bank including East Jerusalem remain occupied Palestinian territory.

LIST OF ACRONYMS

ACRI	Association for Civil Rights in Israel
ECRC	Early Childhood Resource Center
ECCED	Early Childhood Care, Education, and Development
EDSP	Education Development Strategic Plan
EU	European Union
ToR	Terms of Reference
UCS	Union of Charitable Societies
MANHI	Jerusalem Municipality – Department of Education
MoEHE	Ministry of Education and Higher Education
MoSA	Ministry of Social Affairs
NGO	Non-governmental Organization
OPT	Occupied Palestinian Territory
PNA	Palestinian National Authority
PRDP	Palestine Reform and Development Plan
UNRWA	United Nations Relief and Works Agency
MOI	Ministry of Interior
UNCRC	United Nations Convention on the Rights of the Child
UNRWA	United Nations Relief and Works Agency for Near East Refugees

Executive Summary

Research indicates that investing in the care, education, protection, and development of young children is essential if we are to ensure that our children's full potential are achieved. Failing to provide children with proper health, nutrition, care, nurturance, cognitive stimulation, language, positive social interaction, and protection can undermine a child's biological, physical, and mental capacities and hence undermine the impact of future educational and social interventions for children and this can have a detrimental effect on the country's development. These findings guide practices within the sector for "Early Childhood Care, Education and Development" (ECCED) which represents an interactive, multidisciplinary, and holistic approach to understanding how children survive, grow, develop and learn, as well as the types of care required to support their development and learning. This includes an understanding of (and interaction between) health, nutrition and hygiene in addition to a child's physical, social, emotional and cognitive development that take place for all children who have not yet entered into primary school or who are under the age of 6 years.

The current study was undertaken to evaluate the situation of early childhood development, care and education in East Jerusalem. This is part of an overall program of cooperation between the Early Childhood Resource Center (ECRC), a non-governmental organization in East Jerusalem, and Oxfam Novib, a Dutch non-governmental organization. This project was funded by the European Union seeking to improve the "Capacity Building of the Early Childhood Sector in East Jerusalem." The study results are to be used to guide overall capacity building within the ECCED sector in East Jerusalem and allow for specific targeting of critical inputs that would enhance child well being. The specific program objective is to improve the capacity of the ECCED sector in East Jerusalem to provide quality care, development, and education for children aged 3-6.

The research designed adopted a multi-methodological (qualitative and quantitative) and a broad stakeholder approach (parents, teachers, administrators, ECD experts, NGOs, community centers, and ECRC staff) to ensure that full representation of beneficiaries in all aspects of the study are obtained in order to obtain a comprehensive understanding of ECCED within East Jerusalem while the perspectives of primary and secondary stakeholders² are also taken into consideration. A variety of assessment tools were utilized in undertaking the evaluation, i.e. desk review, documentation review, focus groups, individual interviews and site visits.

The overall situation of East Jerusalem and the impact of the ongoing occupation have resulted in a series of aggressive actions to depopulate East Jerusalem from Palestinians and to destroy all aspects of Palestinian economic, social, and physical infrastructure within the city. This is achieved through imposing Israeli plans that confiscate Palestinian lands, impose great demands and restrictions on building new homes, schools, clinics, and basic infrastructure necessary to maintain adequate living standards, and by imposing laws that discriminate against Palestinians living within East Jerusalem and other parts of the OPT that deny them residency and citizenship rights if they marry Palestinians that are non-Israeli ID holders. Israeli settlements now exist on one third of East Jerusalem land that belongs to Palestinians. This is against international law which prohibits the occupier from confiscating land for their developmental use. Since 1967, Israel has demolished over 2,000 Palestinian homes while

² Children were not directly involved during the evaluation. Child assessments are greatly encouraged.

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building over 50,000 subsidized homes for Israeli settlers in the same areas.³ There are currently 90,000 Palestinian families at risk of home demolitions and displacement within East Jerusalem.

Comparisons between East and West Jerusalem highlight the deplorable social circumstances of Palestinians and the biased and discriminatory distribution of resources and financial allocations between different sides of the city. There are 2,620 Palestinian homes not connected to sewage networks compared to only 70 Israeli homes in West Jerusalem. There are only three social care centers in East Jerusalem compared to over 20 centers on the West side. Also, there are only 45 public parks in East Jerusalem and 1,087 parks in West Jerusalem. Further, only five family health centers (each catering to over 68,000 children) exist in East Jerusalem, compared to 32 health centers in West Jerusalem that serve 1800/children.⁴

This has posed tremendous health risks for Palestinians who need to access medical, emergency, and surgical treatment from East Jerusalem hospitals. The Association for Civil Rights in Israel (ACRI) has described the East Jerusalem situation as in a “serious state of neglect, discrimination and violence that East Jerusalem residents face at the hands of Israeli authorities on a daily basis. This dire situation has led to the continuous violation of fundamental human rights, denying over 300,000 East Jerusalem residents of their basic rights to quality education, infrastructure, social services and safety.”⁵ Two thirds of all Palestinian families are living in poverty and three out of four children are living in poverty.⁶

The high levels of stress, distress, and continual erosion of basic human rights and well being has led to increasing numbers of children who are exposed to family and community violence and dysfunction, lack of access to basic health, education, and social services, social fragmentation, drug use, and early school dropouts. The communal isolation and denial of access to meaningful employment opportunities and insecurity that East Jerusalemites are exposed to in their day to day existence within East Jerusalem are the root causes of these problems. Children, disabled persons and the elderly are the most marginalized and vulnerable populations in East Jerusalem and bear the brunt of these violations and their repercussions.⁷

The educational system has been severely undermined and is not able to meet the most basic needs of Palestinians. According to international law, the Israeli occupation is responsible for protecting the human rights and welfare of the occupied population. Facts on the ground indicate that Israel is failing to apply or respect international law, and human rights violations have become the norm. Israeli actions and policies have supported “discrimination in planning and building, expropriation of lands, and minimal investment in physical infrastructure and government and municipal services—these are concrete expressions of an Israeli policy designed to secure a Jewish majority in Jerusalem.”⁸ The lack of appropriate educational infrastructure, resources, and funding are all indicative of Israeli official

³ OCHA, East Jerusalem: Key Humanitarian Concerns, March 2011. http://www.ochaopt.org/documents/ocha_opt_jerusalem_report_2011_03_23_web_english.pdf

⁴ Strategic Multi Sector Plan for East Jerusalem. (2010) Office of the President/PNA, p. 27.

⁵ The Association for Civil Rights in Israel (May 2010) Human Rights in East Jerusalem: Facts and Figures, p. 38.

⁶ Israeli Central Bureau of Statistics (2008).

⁷ Palestinian Counseling Center, Save the Children-UK and the Welfare Association(May 2007). Broken Homes, Addressing the Impact of House Demolitions on Palestinian Children and Families. http://www.savethechildren.org.uk/en/docs/Broken_Homes_English_low_res.pdf

⁸ The Association for Civil Rights in Israel, p. 43.

policy that aims at providing substandard levels of education for the Palestinian residents. The ECCED sector is the most marginalized since there are only a handful of preschools that are receiving any form of aid or assistance from the Israeli government.

Main Findings:

Main findings of this research study are:

- There are currently 171⁹ functioning preschools/nurseries in East Jerusalem.
- This study includes information obtained from 155 preschools/nurseries in East Jerusalem
 - 123 (79.4%) sites provide preschool services only
 - 25 (16.1%) sites provide preschool and nursery services
 - 7 (4.5%) sites provide nursery services only
 - 78 preschools (50.3%) are located within the boundaries of illegally annexed parts of East Jerusalem (commonly referred to as J1)¹⁰ Beit Al-Maqdis (the old city of East Jerusalem) and Beit Hanina each have 15 preschools located within their area and this represents 40% of preschools within the J1 area
 - 77 preschools (49.7%) are located within the East Jerusalem suburbs, but are not annexed territories (commonly referred to as J2).¹¹ Al-Ram, Abu Dis, and Al-Eizariya have 14, 11, and 10 preschools within their localities and this represents almost 50% of preschools within the J2 area
 - 93 (60.3%) preschools are classified as not for profit organizations, while 60 (39.7%) classified themselves as for profit organizations.
- The vast majority of these preschools are located in premises that are below acceptable standards for sites providing services for children. In most cases, preschools are set up in rented facilities that are not specifically designed and/or adapted to meet the minimum standard guidelines for child care. In particular, sites are not adapted to meet the requirements necessary to accept children with special needs.
- Most preschools are facing financial constraints that limit their ability to improve conditions within the preschool, or pay adequate salaries for staff, and frequently support negative practices like increasing teacher-child ratios as to ensure increased amounts of fees are paid.
- The majority of teachers within preschools holds a diploma or B.A. level education and has

⁹ The number of identified preschools corresponds with the results obtained by the Salam Ya Saghar and PCBS survey (2010). They identified 158 preschools in the East Jerusalem district.

¹⁰ J1 includes City of East Jerusalem “Al-Quds, Beit Hanina, Shufat, Shufat Refugee Camp, Eisawia, Silwan, Ras AlAmud, Sheikh Jarrah, Wadi Al Joz, Bab AsSahira, Assuwvana, Al-Tur, Jabal AlMukabbir, Al-Shayyah, AlSawahira AlGharbiya, Beit Safafa, Al-Thuri, Sharafat, Sur Bahir, Kufr ‘Aqab, Um Tuba

¹¹ J2 includes Anata, Beit Iksa, Al-Za’ayyam, Al-Eizariya, Abu dis, AlSawahira AlSharqiya, Mikhmas, Kalandia, Kalandia Refugee Camp, Beit Duqqu, Jaba’, AlJuderia, Al-Ram, Beit Anan, Al-Jib, Bir Nabala, Biet Ijza, Al-Qubeiba, Biddu, Hizma, Qatanna, Beit Surik, Al-Sheikh Sa’ad, Beit Hanina Tahta

been exposed to capacity building training programs at some point. However, the vast majority of these programs have been ad hoc and based on proposals put forth by third parties and not specifically demanded by the preschools.

- Nine out of ten preschools were registered with one or more agencies (PNA MoEHE, Israeli municipal registration, or with UCS), around 10% were not registered.
- There are a number of different curricula being applied in preschools. Most preschools have adopted different sections of curricula (government, international, regional) and are applying them in the classroom with a major focus on adapting Grade 1 curricula and textbooks as part of the educational process.
- Most preschools are self contained and isolated. Only one of out of three preschools has any partnerships or networking relationships with other preschools or agencies in East Jerusalem.

Main Recommendations:

Key sets of specific recommendations are provided in the study. General recommendations include:

1. There should be a concerted effort by stakeholders working within East Jerusalem (including the PNA) to adapt and adopt long term legal frameworks, policy guidelines, and enforcement mechanisms that would ensure a holistic approach to delivery of services and rights to young children in East Jerusalem. In particular the proper regulation of the sector and monitoring preschool education should be addressed. This requires political will and commitment by the PNA and the international community.
2. A sector-wide program should be developed that clearly identifies goals, objectives, activities, inputs and outcomes that need to be achieved in East Jerusalem for young children and families. This should represent a comprehensive package of services that addresses inclusion of all children (especially poor, marginalized, and those with disabilities) that will provide a holistic and integrated approach to health, nutrition, care/protection, as well as parent education and awareness raising.
3. Support should be given to increasing the access to preschools for all children. Currently, six out of ten children do not attend preschools. They represent the more marginalized populations. Hence, special emphasis should be on increasing the number of preschools and improving access by providing subsidies for families with young children or directly to preschools in order to increase enrolment of marginalized populations. This also includes adapting the preschool environment and capacity of teachers to address children with special needs.
4. Investing in teacher and parent education programs should be given top priority. This includes capacity building initiatives for improving teacher and parent abilities to support their children's holistic development and ensure they are properly cared for and protected. This involves developing curricula, training materials, and awareness raising materials for teachers and parents alike. Also, the tools and methods should be able to be applied through mass media approaches, as well as through direct on site delivery. This process needs to be supported with upgrading infrastructure, furnishing, and learning materials.

5. Professional development and accreditation needs to be addressed (at the national level) to ensure that relevant care providers (doctors/nurses, teachers, social workers, caregivers) are receiving proper training and information on ECCE basic principles and practices.
6. Resources should be made available to conduct assessments, research, monitoring and evaluation of young children, families, and preschools within East Jerusalem. These studies should inform policy makers on key gaps in service provision, targeting of marginalized families, and identification of best practices that can be adopted in programming and service delivery.
7. Children's rights in East Jerusalem are being violated. They are not being afforded their right to compulsory early childhood programs that are stipulated in the Israeli education law. Action should be taken to support families in ensuring that there is compliance with all human rights conventions (UN CRC, 4th Geneva Convention, etc.) and that legal action is undertaken to guarantee execution of these laws.
8. Integrating children into the community should be a top concern for all. More resources should be allocated for supporting health, educational, and recreational sites where young children can be active participants and recipients of services. This also requires that preschools and other centers develop partnership and networking with others to broaden the scope of services being afforded to children, increase the effectiveness and efficiency of programs, and allow for exchange of knowledge and skills through sharing of experiences. This should include private and public partnerships.
9. The Palestinian government should allocate budget resources on an annual basis to support ECCE in East Jerusalem. The dire conditions of families, high levels of family dysfunction, social fragmentation and poverty within East Jerusalem have negative implications for the long term social and economic development of Palestinians residing here. Without consistent and reasonable amounts of resources available the situation will continue to deteriorate.
10. The international community and donors should be encouraged to respect their commitments to Education for All (EFA) goals and Millennium Development Goals (MDGs) that focus on "increased attention to quality and relevance; align external funding with national needs in ECCE giving special priority to countries lagging behind; and articulate ECCE targets in their sector plans, in line with government priorities."

1. Introduction

1.1 The Importance of Early Childhood Care, Education and Development

Young children represent the most basic and yet the most potentially laden resource of any society. Paradoxically, most societies have typically viewed the care, education, and development of young children as a simple task that only requires providing children with food and care. This is reflected in governments' allocation of funds for children's health and nutrition programs, while affording minimal resources to support their education and protection. The latter components are seen as tasks that anyone can provide for children and do not require the allocation of additional resources. Hence, in many countries parent education programs, preschool education, and care and protection programs for young children typically receive less than five percent of the overall budgets that are allocated for education.

However, research now indicates that investing in the care, education, protection, and development of young children is essential if we are to ensure our children's full potential are achieved. Failing to provide children with the care, nurturance, stimulation, positive social interaction, and protection can undermine the child's biological, physical, and mental capacities and undermine the impact of future educational and social interventions in the future.¹² Research indicates that continuous interactions occurring between a young child's genetic, biological, and experiential conditions can have long term consequences on the child's health, social, cognitive, emotional, and intellectual development and actualization.

These findings fall well within the realm of the Early Childhood Care, Education and Development (ECCED) approach which represents an interactive, multidisciplinary, and holistic approach to understanding how children survive, grow, develop and learn and the types of care required to support their development and learning. This includes an understanding of (and interaction between) health, nutrition and hygiene in addition to a child's physical, social, emotional and cognitive development that take place for all children who have not yet entered into primary school or who are under the age of 6 years.¹³

From the moment of birth children are equipped, prepared and set to interact with their environment and learn. Naturally, the types of environmental stimuli they are exposed to –optimally stimulating and nurturing versus excessively stressful and harmful – will affect the child's overall development. Children growing up in situations where there is limited stimulation and social interactions are likely to have less neural development compared with children who are exposed to cognitive, emotional, and physical stimulation and proper care and health conditions. The presence of stress, conflict, and poor parental skills can lead to detrimental consequences for a child that in many cases are irreversible. These children can experience long term mental health problems and trauma that severely impede their ability to be productive and healthy citizens throughout their lives. Research indicates that these early learning situations –whether positive or negative – directly impact brain growth and development. The brain continues to show some levels of flexibility during the early years, however the plasticity of the brain eventually slows down after the age of seven and neural development and connections do not occur at the pace or extent as the early years.

12 Shonkoff, J.P. and Philips, D. (eds.) 2000. From Neurons to Neighborhoods: The Science of Early Childhood Development. Washington, D.C., National Academy Press.

13 Shore, R. 1998. Ready Schools: a Report of the Gal 1 Ready Schools Resource Group. Wshingto, DC, National Education Goals Panel.

The early childhood years represents a period of quantitative and qualitative growth and development that is unparalleled during any other period of an individual's life. During this period of time the child can be supported and learn to be adaptive and skilled or their life experiences can be detrimental, unmitigated, and lead to dysfunction and lack of adaptation. Naturally, a child's genetic makeup interacts with the environment; however, the experiential conditions can dramatically influence a child's ability to develop the linguistic, communicative, emotional, social, and cognitive basis and skills that will frame future development.

Key principles that guide our understanding of early childhood development include:

1. Human development is shaped by a dynamic and continuous inter-action between biology and experience.
2. Culture influences every aspect of human development and is reflected in childrearing beliefs and practices designed to promote healthy adaptation.
3. The growth of self-regulation is a cornerstone of early childhood development that cuts across all domains of behavior.
4. Children are active participants in their own development, reflecting the intrinsic human drive to explore and master one's environment.
5. Human relationships, and the effects of relationships on relationships, are the building blocks of healthy development.
6. The broad range of individual differences among young children often makes it difficult to distinguish normal variations and maturational delays from transient disorders and persistent impairments.
7. The development of children unfolds along individual pathways whose trajectories are characterized by continuities and discontinuities, as well as by a series of significant transitions.
8. Human development is shaped by the ongoing interplay among sources of vulnerability and sources of resilience.
9. The timing of early experiences can matter, but, more often than not, the developing child remains vulnerable to risks and open to protective influences throughout the early years of life and into adulthood.
10. The course of development can be altered in early childhood by effective interventions that change the balance between risk and protection, thereby shifting the odds in favor of more adaptive outcomes.¹⁴

In summary, global research indicates that children are afforded a window of opportunity within the early years. This is a dynamic period of growth that involves genetic, environmental, and experiential interactions that can and should lead to healthy, adaptive learning and development. If not properly supported, young children who are exposed to repeated, excessively stressful experiences and limited or negative human interactions and learning opportunities can and will develop harmful, maladaptive, and dysfunctional behaviors that are difficult if not impossible in some circumstances to reverse. The focus is on society to provide circumstances and support that will ensure positive development in young

¹⁴ National Research Council and Institute of Medicine (2000) From Neurons to Neighborhoods: The Science of Early Childhood Development. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.

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children. This must be done in the context of rapid social, cultural, and economic circumstances that surround the child and family and may lead to stressful situations that can undermine the family and communities ability to effectively support young children's development.

This requires a review of national policies and programs that support children's holistic development. Cognitive, social, emotional, and physical developments are intertwined, inseparable, and interactive. National policy must focus on supporting children's physical, mental, and biological well being in addition to offering necessary resources to enhance children's cognitive, communicative, and social development. In simple terms, parents need to be supported in providing their children with positive learning experiences, care, and nurturance. Investing in early education programs for young children is also another venue that can safeguard children's development by providing them with positive learning experiences that address their physical, social, emotional and cognitive development in a nurturing and stimulating environment that complements the child's home experiences.

Investing in early childhood development affords young children their right to actualize their full potential and is instrumental in ensuring the well being of a community at large. Children who enjoy physical and mental well being, have sound and stable social relations and interactions, and are better prepared for school are more likely to succeed in life. They are productive citizens who contribute to a nation's (economic) development. This is a prime reason that should encourage all governments to increase their support for the early childhood years. Studies have indicated that investing early saves the costs of providing long term treatment, rehabilitative, unemployment, and incarceration programs down the road.¹⁵

Research has shown that:¹⁶

- High-quality early childhood education helps prepare young children to succeed in school and become better citizens; they earn more, pay more taxes, and commit fewer crimes.
- The early care and education industry is economically important—often much larger in terms of employees and revenues than other industries that receive considerable government attention and investment.
- Failing to invest sufficiently in quality early care and education shortchanges taxpayers because the return on investment is greater than many other economic development options.
- Access to available and affordable choices of early childhood learning programs helps working parents fulfill their responsibilities.
- Quality early education is as essential for a productive 21st century workforce as roads or the internet; investing in it enables growth in the economy.¹⁷

15 Schweinhart, Lawrence (2005). *Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40*. High Scope Press.

16 Torkington, K. 2001. Working Group on Early Childhood Development Policy Project: A Synthesis Report, Paris, ADEA.

17 Early Childhood Education for All: A Wise Investment (April 2005). Recommendations arising from "The Economic Impacts of Child Care and Early Education: Financing Solutions for the Future", a conference sponsored by Legal Momentum's Family Initiative and the MIT Workplace Center.

These early investments in young children have direct impact on the child's overall functioning and well being in addition to affording long term economic benefits for the country. ECCED programs that support young children from marginalized, poor, and/or dysfunctional setting can benefit from early interventions. This has direct benefits for the child and family in addition to offsetting discrepancies and disadvantages the child may have compared with other children entering the formal education cycle. It is incumbent on governments to review their early education policies and institute policy and program changes that offer children from disadvantaged settings opportunities to benefit from early childhood education programs as a means of addressing inequality and allowing children facing discriminatory practices to enter school on equal footing with other children from more advantaged circumstances.

Research results provide clear guidelines for developing appropriate early childhood policy and programs that can facilitate children's well being and development. The cornerstones focus on assisting parents and caregivers in being capable, responsive, and caring persons who can interact with young children and enrich their life experiences by providing stimulating and enriched learning experiences that support the intellectual, social, and cultural development of the child. This requires ensuring parents have sufficient economic and social support systems that can mitigate the impacts of poverty and its consequences. Furthermore, children need to be raised in safe and protective environments that shield them from the negative impacts of conflicts, instability, and dysfunction. Enriching parent - child home experiences/interactions and developmentally sound preschool based learning interventions are key safeguarding measures that can afford children a healthy and safe start in life and strong foundations for national development in the future.

These findings are also in line with the Education for All (EFA) Goal that was set as part of the 2000 Dakar Framework for Action that stresses the importance of international commitment to:

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

In addition, the Millennium Development Goals (2000) that are directly relevant to ECCED include:

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Goal 3: Promote gender equality and empower women

All countries have been held responsible for working towards and achieving these goals by 2015. ECCED interventions have been considered to be a tool in achieving these goals. Early access to young children, empowering parents with knowledge and skills in proper child care and development, opening up nurseries and preschools to support working mothers, providing sound learning and educational settings and materials and interactions for young children can lead to reductions in poverty, improved school performance and attendance, and empowerment of women. However, it is the responsibility of governments to facilitate the establishment and sustainability of these initiatives. The government must show political will and commitment to allocating sufficient resources for the early years of child development and growth. This requires sufficient awareness raising and lobbying to ensure that politicians

and decision makers are adequately informed on the importance of early childhood development, care, and education programs and the short and long term benefits these investments have at the individual, societal and economic status of the country.

Supportive early childhood learning and development programs within the preschool setting that focus on parent – child relations, stimulation and empowerment of the child, and that provide consistent and constant nurturing, protection, and care for young children have been shown to be effective and efficient in means of safeguarding children’s well being. They also provide a social network for the child and family that can help to bridge the gaps that the child may face within the home setting. By providing opportunities for open dialogue, interaction, and training for parents and preschool staff can facilitate children’s sound development and mitigate risks and other harmful elements in the child’s life. By enhancing parental skills and knowledge, the preschool can serve to improve the life conditions of young children and reduce the occurrence of harmful and deleterious practices within the home. In addition, a properly organized, managed, and well-staffed preschool that is based on the holistic development of the child can provide an enriching environment that can maximize children’s linguistic, social, emotional, physical and cognitive development. Unfortunately, the facts on the ground suggest that the most marginalized and at risk children are frequently less inclined to be enrolled in preschool programs. Efforts should be made to ensure that these specifically needy groups (impoverished, children with disabilities, children in abusive or dysfunctional families) receive the necessary support to enroll their children in preschools in addition to receiving family and home based support to improve social and living conditions for the child and family.¹⁸

Practices that have shown to be the most effective include:

- Programs that target parent’s involvement in the child’s holistic development. This requires supporting and educating parents early on. It also encourages continuity between the home and school based learning settings.
- A holistic and integrated approach to programming and intervention delivery that include health, nutrition, hygiene, protection, and educational components.
- Delivery of learning and education in a culturally appropriate manner that highlights children’s ability to communicate and be interactive learners in a well staffed and equipped learning environment that is safe and healthy and supports play. This approach supports and facilitates the child’s transition into formal learning settings later on.¹⁹

Raising healthy, happy, and productive children is not an innate skill. Parents and caregivers need to receive support and resources to assist them in this task and duty. Enhancing their skills, knowledge and capacity to interact in proactive ways with young children is crucial if children are to be afforded with optimal conditions for growth and development. This needs to be accompanied with support for parents and caregivers to adequately address the impact of socially and economically deprived life circumstances and protect children from the hazards of family, social, and community based dysfunction. The presence of appropriate early child development based national policies, programs and early childhood intervention and educational services can be effective tools in ensuring children and families are supported in maximizing children’s potential and producing the next generation.

18 PNA (2010) Strategic Multisector Plan for East Jerusalem. The President’s Office.

19 UNESCO (2006). Strong Foundations: Early Childhood Care and education. EFA Global Monitoring Report. UNESCO Publishing, France, p. 154.

1.2 The Importance of ECCED in Palestine – A brief on education in general and preschool education in specific

The legal, administrative, and economic situation within the OPT is less than optimal. According to the most recent census conducted in 2007, there are 4.05 million Palestinians residing within the West Bank (including East Jerusalem) and Gaza regions that were occupied by the State of Israel in 1967. These regions continue to remain under Israeli military occupation. The Palestinian National Authority (PNA) does not have full jurisdiction over any of these regions – particularly in the East Jerusalem area. The PNA administers health, education, culture, tourism, and taxation in Area A (urbanized parts of the West Bank and Gaza Strip), while they have limited authority to administer any of the Areas B and C which represent the vast majority of land within the Occupied Palestinian Territory (OPT). The OPT is currently a fragmented, non-contiguous, and non-homogenous territory that falls under different levels of control by the PNA and Israeli occupation forces and is held hostage to a myriad of laws, policies and protocols that date back to the Ottoman Empire, thousands of Israeli military orders, in addition to newly formulated laws introduced by the PNA.

The situation is further exacerbated by the Israeli closure and separation policies that prevent the movement and access of Palestinians and are due to the presence of hundreds of Israeli settlements, the Israeli Expansion and Apartheid Wall, 500 Israeli imposed checkpoints and closures, and full Israeli border control and sovereignty over the vast majority of lands belonging to Palestinians. These conditions have prevented the growth of sustainable economic conditions within the country. Unemployment rates stand at about 16% and today's GDP per capita rate is still 7% below its 1999 level.²⁰ This situation directly affects the PNA's financial resource base and dictates overall budget resources available to allocate for essential services in the country.

The Palestinian society is a young society. Almost 50% of the population is under 18 years of age. Almost one out of every five persons is under the age of 5 years.²¹ There are well over 700,000 children under the age of five. This number is likely to increase over time since the natural growth rate is 2.9%. Having such a young population has placed tremendous responsibilities and duties upon the PNA which is responsible for providing children's health, educational, social development and protection services. The PNA continues to provide basic services for all Palestinians²² despite the constraints imposed by Israeli military occupation which seek to prevent Palestinians in East Jerusalem, Gaza, and Areas B and C of the West Bank from receiving health, education, social and cultural services and programs.

The Palestinian Ministry of Education and Higher Education (MoEHE) initiated an intensive and focused strategy to increase children's access to quality education since its establishment in 1994. Prior to that time, the Palestinian education system was under the full authority and control of the Israeli Civil Authority. School infrastructure was quite limited, educational curriculum was based on Israeli censored textbooks from Jordan and Egypt, and teacher training was sporadic at best. In 2005, the PNA prepared a draft Education Law to replace the existing Jordanian Education Law no. 16 of 1964, but this

20 IMF (2011) Recent Experience and Prospects of the Economy of the West Bank and Gaza. September 2011. www.imf.org/external/country/WBG/RR/2011/091411.pdf

21 PCBS (2011) Palestinian Children – Issues and Statistics. Child Statistics Series #14.

22 The PNA does not take primary responsibility for providing health, education and social services for the 1.76 million Palestinian refugees residing within the OPT. This is primarily the responsibility of the United Nations Relief and Works Agency (UNRWA).

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draft law has yet to be endorsed by the Palestinian Legislative Council (PLC).²³ The existing education law states that education is compulsory for grades 1-10. Education is provided for by the Ministry of Education and Higher Education that is responsible for oversight and supervision of all schools within the country in addition to running over 1,800 basic and secondary schools. In East Jerusalem, the Islamic Endowment (Waqf) Department under MoEHE supervision operates public schools. UNRWA also operates basic schools for refugee students. The private sector also operates approximately 86 schools throughout the OPT.

Currently there are 1.13 million and 153,000 Palestinian students attending basic (grades 1-10) and secondary schools (grades 11-12), respectively in 2011. There are currently over 2,704 schools throughout the West Bank and Gaza. The government is the largest provider of basic education (68%), followed by UNRWA (24%), and private sector schools (8%). In 2009, net enrollment rates were approximately 76% and 85%, respectively for basic and secondary schools.²⁴

Preschool education sharply contrasts with the existing compulsory education system. Although the MoEHE has primary responsibility for oversight, supervision, and registration of preschools, they are however not key service providers. The private sector runs the vast majority of preschools throughout the OPT. The MoEHE currently runs four training and model based preschools in Nablus, Bethlehem, Saftawi/Gaza and Sheikh Ijleen/Gaza. UNRWA does not run or supervise any preschools. This situation has arisen because in principle the Jordanian Education Law no. 16 of 1964 does not include preschool education as part of the compulsory education cycle nor does it require that the MoEHE provide preschool education support or services other than registration of preschools. However, the draft education law of 2005 does stipulate that preschool education (especially kindergartens) should be made available for children living in remote and marginalized communities. It also addresses the importance of teacher credentials, training and experience requirements for those working within the early childhood sector. In this draft education law, and according to the Ministry of Social Affairs (MoSA) policies, preschool education should specifically target children between the ages of 3 years 8 months and 5 years 8 months. Children below the age of 3 years and 8 months should attend nurseries which remain under the mandate and supervision of the MoSA.

The MoEHE Education Development Strategic Plan (EDSP) 2008-2012²⁵ has clearly indicated a shift in educational strategy that aims to prioritize the allocation of resources for early childhood education. The plan supports the continued role of the ministry in licensing and registering preschools/kindergartens, providing supervisory visits, oversight, and inspection of preschools, and the provision of in-service training for preschool teachers. They have available a set of basic specifications and requirements that are mandatory prerequisites for setting up, licensing and maintaining preschool education sites in addition to a national early childhood education curriculum framework that serves as the basis for their in-service training program.

23 The PLC has not been functioning since 2007 due to the closure on Gaza and the imprisonment of a number of PLC members by Israel.

24 UNESCO Institute for Statistics in EdStats, 2011.

25 "Education Development Strategic Plan (EDSP) (2008-2012); Towards Quality Education for Development." Ministry of Education and Higher Education- Palestine; July 2008. www.moehe.gov.ps

According to the MoEHE strategic plan they will introduce a process of gradually including preschool based services in newly built schools in addition to supporting the establishment of preschool classrooms in existing primary schools that have available space. The roll out and inclusion of preschools within the basic education system is predicated upon the availability of local and international resources that can specifically target these interventions, but do not require direct government allocation of funds. However, the plan is specific in demanding that the most marginalized communities be allocated resources as top priority in order to ensure that all children are being afforded equal opportunities to be “school ready.” Marginalized regions will be identified as those sites where children are already suffering from the lack of educational learning facilities, poverty, restricted movement and access, or due to other factors that impede children’s access to quality education. In addition the EDSP noted that there is a need to support the development of national criteria and indicators to monitor the situation of young preschool aged children. They also recommended that supervisors and managers receive comprehensive and holistic training on ECCED in order to support their efforts in upgrading the sector.

The MoEHE is active in licensing and registering preschools. However, they face numerous challenges in implementing their work. Factors that hinder the ministry’s capacity to supervisor and register preschools include limited staffing (less than 20 preschool supervisors throughout the OPT), limited transportation availability, difficulty accessing certain parts of the country, limited availability of training resources, and non-compliance by preschool owners to MoEHE rules and regulations. The MoEHE has recently begun to increase support to the department of preschool education to assist them in carrying out their work. This has included increasing number of supervisors, supporting the development of an upgraded curriculum framework that is used in training but is not disseminated widely due to lack of copyright ownership, and providing of support for training at the field level.

The availability of preschool education is directly impacted by the political and economic situation. For instance, in times of conflict many preschools will close down due to fear of children attending school and being exposed to violence while coming, going to, or during preschool attendance. Similarly, reports indicate that during periods of economic regression, the number of preschools decrease. The EDSP sector analysis reports that there was a reduction in the number of preschools and students attending preschool from 2001-3003 compared with previous years due to “insecurity, economic regression, and a decline in investment by the private sector.” However, with a return to more stable situations within the country, preschool enrollment rates increased however, by 2005/6 only 53.3% of students entering first grade had ever attended preschool, compared with 73.3%²⁶ of students who had reported attending preschool in 1999/2000.²⁷ These finding contradict good policy in ECCED which would encourage greater roles for preschool education during periods of conflict and instability as a means of assisting families and children in coping with difficult circumstances and to address disadvantages the life may experience due to poverty.

Since 2006, there has been a gradual increase in the number of preschools and children attending preschools. In a comprehensive survey conducted by the Palestinian Central Bureau of Statistics (PCBS) and the Salam Ya Saghar Foundation in 2010, it was reported that:²⁸

26 Note: Many children attending preschool only attend kindergarten. Hence, the number of children reporting attending preschool appears high when compared with average rates of preschool attendance (calculated for all children between the ages of 3 years 8 months and 5 years 8 months which is typically around 33-38% attendance rates).

27 EDSP (2008), p.31.

28 For the Children (2010) Preschool Education in Palestine: A National Survey of Preschool Education Services in Palestine. Conducted by the Palestinian Central Bureau of Statistics. Report prepared by: Cairo Arafat.

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- There are 1,581 preschools throughout the OPT²⁹
 - There are 138,479 children enrolled in preschools
 - Two thirds of all preschools are provided for by the private sector
 - There are 6,080 preschool teachers at a 1:23 teacher- student ratio
 - The majority of preschool teachers hold a diploma and/or BA degree
 - There is less than 1 administrator per preschool.
- Most preschools provide safe and stimulating learning environments
 - Two thirds of children's time is spent in learning/educational activities within the preschool
 - Most preschools are well equipped and have basic safety and aid measures in place
 - Parents' selection of preschools is based on preschool cleanliness, availability of trained teachers, a suitable location, and implementation of general safety measures
 - However, one out of every ten preschools has an inadequate amount of preschool learning, and educational materials and equipment, with the majority still in need of additional educational/learning resources
 - There are a limited number of preschools which do not have adequate water, electricity, and hygiene facilities and furnishing available
 - Unfortunately, one out of every seven preschools does not have an outdoor play area, while the majority of other preschools have outdoor play available
- Three out of every four preschools are functioning with a financial deficit
 - Teachers tend to bear the brunt of financial constraints within the preschool
 - Financial management and sustainability measures are not in place
- Building and renovation of preschools, improving outdoor play areas and increasing learning/ educational materials and resources are top priority needs for most preschools.

29 Preschools are unequally distributed throughout the OPT. The vast majority of preschools (66%) are located in urban areas. Rural and camp areas account for only 25% and 9% of preschools, respectively, and this does not follow the normal patterns of population distribution. This has resulted in rural and camp localities being underserved. In the West Bank, there are 1142 preschools (72%) with the remaining 439 preschools (28%) located in Gaza. Hence, the results indicate that according to population distribution, Gaza and camp-based children have less access to preschools compared to children residing in the West Bank urban areas. Only 6% and 15% of preschools are located in camp areas in the West Bank and Gaza, respectively.

According to MoEHE registration statistics, approximately 25-30% of these preschools are not registered and/or licensed. MoEHE reviews these cases and works to ensure that they either follow proper licensing and registration procedures or are shut down. Due to staffing constraints, the MoEHE cannot always follow up on these sites and hence many continue to function. However, they do take all efforts to properly monitor and provide supervision to aid preschools in seeking registration and licensing to meet the requirements. At the current time, there are equal numbers of male and female students enrolled in preschools. However, in Gaza females are less likely to attend preschool compared with males. Average preschool fees paid in the West Bank and Gaza are 50 NIS and 80 NIS per month, respectively. These fees are not high, yet they do prevent many of the marginalized families and children (those most in need of such programs) from participating. Children with disabilities and children living in poverty are the least likely to attend preschools. Instituting an ECED policy that would require inclusion of marginalized populations of children and providing government subsidies for inclusion is critical.

The Ministry of Education and Higher Education is aware that the early years of growth and development provide the foundations for children's overall cognitive, social and emotional and physical development. By investing within the early years, the MoEHE in cooperation and collaboration with civil society agencies, the private sector and families, will be able to ensure that children are afforded stimulating, safe and developmentally appropriate environments that will foster positive learning for young children. This will also serve to improve conditions for allowing them to become successful students and productive members of society in the future.

The approach adopted by the MoEHE is to work in partnership with stakeholders and families to ensure that children are reached in home and in early childhood centers with knowledge, skills, health, nutrition, and stimulation activities that can directly support their sound development. The programs will be based on sound research designs that have proven to be supportive of early childhood development, support the holistic development of the child (physical, emotional, social and cognitive), and with the full support and involvement of the family.

The overall goals for the early childhood sector of the national education program are to:

1. Ensure that "tamhidi" kindergarten becomes part of the compulsory/basic education cycle within the next ten years.
2. Ensure that the majority of children (with particular targeting of marginalized and vulnerable children, first) are enrolled in early childhood education programs to support their holistic development.
3. Families with young children receive information and support to allow for positive development and growth within the home environment.

In order to achieve the above goals the MoEHE, with partner agencies, will adopt the following strategies:

1. Review ongoing national programs, initiatives and resources available within the MoEHE and civil society agencies in order to integrate early childhood needs into these existing initiatives through:

- a. Infrastructure - include kindergarten classes and spaces within new school building designs or as part of add on classrooms.
 - b. Review curriculum development programs and identify strengths and weaknesses of children entering first grade in order to build in recommendations to support early childhood curriculum development.
 - c. Review teacher training programs (in-service and pre-service) to identify means of integrating early childhood teaching needs into existing training/education venues.
 - d. Identify at-risk populations of children who are receiving social support and include their attendance in preschools as part of the social service package.
 - e. Review programs providing for children with special needs and integrate outreach programs/awareness rising for families with young children with special needs (including early screening and assessment).
 - f. Review University based educational programs to increase number of programs offering BA/diploma for early childhood education.
2. Establish a National Early Childhood Commission to lay the groundwork for establishing a comprehensive system for early childhood development. The commission will be responsible for carrying out the following tasks:
 - a. Advise the Cabinet (through the Minister of Education and Higher Education) on policy matters relating to early childhood education and development in Palestine, including initiatives and actions to achieve national early childhood development goals and coordinated actions on behalf of young children.
 - b. Assist in the preparation of plans and programs concerning early childhood education and development.
 - c. Assist in the preparation of a national early childhood strategy and curriculum framework.
 - d. Identify and develop national quality standards for early childhood education and care.
 - e. Support proposals for improving parental understanding, awareness and involvement in quality learning and care of young children at home and in other learning and care environments.
 - f. Provide standards and licensing regulations for all early childhood institutions, with overall improved service delivery as the goal and coordinate licensing and accreditation arrangements.
 - g. Provide standards and accreditation procedures for early childhood workforce including identification of appropriate human resource needs and qualifications.
 - h. Develop and monitor a set of national standards for teaching and preschool leadership and implement an agreed system of national accreditation of preschool teachers based on these standards.
 - i. Encourage excellence and national leadership in the professional development of preschool teachers and leaders within national institutions.
 - j. Act as a coordinating agency to ensure effective streamlining of all activities relating to early childhood development.
 - k. Convene consultations with relevant stakeholders as appropriate in order to promote dialogue and understanding of early childhood development amongst members of

governmental and non-governmental agencies.

- l. Monitor and evaluate the implementation of the plans in respect of early childhood development and make recommendations to the Government through the Minister of Education and Higher Education.
- m. Support research matters of interest to the council and of benefit to the sector of early childhood education and development.
- n. Analyze resource needs and submit recommendations for budgetary allocation for early childhood development.
- o. Identify alternative financing through negotiation with donor agencies and liaise with such agencies to ensure effective and efficient use of donor funds.

3. Programs:

- a. **National early childhood strategy and curriculum framework.** In 2010, the MoEHE with partner agencies and commission started developing an early childhood strategy (whether for 0-7 years of age or 3-7 years of age) that includes home and center based educational, learning and protection strategies for families and care providers. This will include the development of a national curriculum strategy and framework that will lay the parameters for types of goals, methods and activities suitable for young children. The overall curriculum goals will address children's physical, emotional, social, and cognitive development and include incorporation of different modalities of learning including ICT.
- b. **Standards and licensing regulations for all early childhood institutions.** Detailed standards will be developed that provide overall guidance and support for all centers providing services for young children. The standards will include environmental standards, human resource standards, program standards and requirements, administrative, financing and reporting requirements, monitoring guidelines, etc. These standards will need to be implemented by agencies/centers if licensing, registration and accreditation of the site is to be given.
- c. **Standards and accreditation procedures for early childhood workforce.** There are currently no set standards or procedures for accreditation of early childhood workforce. MoEHE, the commission members and other major stakeholders will review existing pre-service and in-service training programs and set criteria for types of personnel working within the sector, types of specializations and work force requirements, and clear guidelines on raising professional standards within the early childhood sector. Within ten years time full accreditation of all early childhood workers/staff should be clearly delineated.
- d. **Model preschool and kindergarten sites.** The MoEHE in cooperation with key early childhood partners will identify and establish five sites to develop as research and training models for school building design, curriculum testing and evaluation, application of standards and licensing requirements and training and evaluation of workforce.
- e. **Parental and early childhood caregiver awareness rising.** Outreach programs and materials will be developed to support knowledge and skills of families and caregivers in providing developmentally appropriate care, protection and education for young children, early identification and screening of young children to identify at need and

at risk children, and to provide them with knowledge and where to seek assistance and support for marginalized groups of children to support their early success in school.

- f. **Financial costing and budgeting exercise.** MoEHE and stakeholders should conduct a long term resource planning and budgeting exercise to determine rate of roll out of kindergarten and preschool programs throughout Palestine. A decision will need to be taken regarding the pace at which kindergartens can be incorporated within the basic education cycle and sites and what kind of support from local government would be needed. Targeting of resources for more marginalized and at risk populations would need to be taken into consideration in order to identify priority needs.

This is an ambitious program and clearly reflects a shift in paradigm for the MoEHE. The actualization of this program of action will require allocation of resources (human, material, and financial) if it is to be actualized. The coming year will represent the end of the five year plan and a thorough review of ECCEC accomplishments should be undertaken in order to inform the new educational program with sound policy and allocation requirements.

The PNA has also invested in supporting early childhood services for children under the age of 3 years and 8 months (nurseries) which is under the mandate and supervision of the Ministry of Social Affairs (MoSA). Its Department of Early Childhood is responsible for supervision, registration, and licensing of all nurseries within the OPT. This requires conducting health, environmental and public safety inspections with relevant support from the Ministry of Health staff. Currently less than 1% of Palestinian children under the age of 4 years are enrolled in nurseries. In part, this is due to the low rates of employment from women of child bearing age, lack of awareness of need for nursery care, use of family members to care for children, and lack of financial resources needed to pay for nursery services. Numbers of nurseries have not substantially increased over the last ten years. There were 138, 181, and 143 licensed preschools in the years 2001, 2003, and 2010 respectively.³⁰ These preschools are privately owned (55%) or run by local non-governmental organizations (45%).

The importance of expanding and improving the quality of ECCEC based programs in the OPT is a key strategy in addressing many of the health, nutrition, protection, and educational needs of young children and their family. Current information suggests that there are a number of worrying conditions that are facing young children and families. This includes:

- Almost one out of every five households with children (23%) live in poverty with 26% of children living in poverty.
- 11 out of every 100 children under the age of five years suffer from chronic malnutrition (with one out of every five children suffering from anemia).
- 3.7% of children under the age of five years are underweight.
- Child mortality rate was 28.1/1,000 live births in 2010 – respiratory infection, congenital anomalies, and infectious diseases are the leading causes of death in young children.
- Only one third of Palestinian children between the ages of 4-6 years are currently enrolled in preschool.
- Average number of students per classroom in primary schools is 32, while the number of students to teachers is 24. Gaza, UNRWA schools, and East Jerusalem have the highest rates of crowding.³¹

30 Ministry of Social Affairs (April 2011) MoSA: Business Strategy, p. 74.

31 PCBS (2011). Child Statistics Series

These sobering statistics indicate a strong need to work with families and young children in providing essential support, networking, assistance, and education to enhance their overall well being and functioning within society. Aiding these marginalized and vulnerable populations of children should be a top national priority. Without sufficient preparation and guidance in these early years, children will not be able to meet their potential and will enter formal education at a disadvantage with their peers. The ability to “catch up” becomes negligible with time. It is the early interventions that provide an even playing field and support all children’s holistic development in order to allow them to develop physically, socially, emotionally, and cognitively. This will facilitate their school readiness and enhance the likelihood of their success in school and life.

The MoEHE has been attempting to address these needs by supporting additional programs and interventions and providing some seed funds. However, the National Council for Early Childhood Development and Education has yet to be established. This agency would provide key support in ensuring that research is undertaken and that development of relevant plans, strategies, policies, standards, and monitoring are undertaken. This council will be crucial in setting strong foundations for early childhood education and ensuring that it becomes part of the compulsory education cycle and properly harmonized.

This will require enhancing and upgrading human, material, physical, and financial resources within the sector in a strategic manner. Currently preschool standards nationally are quite low. In part, this is due to lack of government subsidization of the sector, the poor economic situation, and general lack of awareness of the importance of the sector. Sometimes, preschool education is seen as a luxury, alternative day care service, or as a “mini-1st grade.” This is reflected in statistics that indicate:

- Teacher student ratios are 1:21.2 and 1:25.7 in the West Bank and Gaza respectively. The number of teachers to students is high and according to international standards a ratio of 1 teacher to 15 students would be more appropriate.
- Three-fourths (74%) of all preschool teachers were reported to have received specialized training in early childhood education. There were no significant differences between preschool teachers receiving training and type of preschool they were affiliated with.³²
- 42% and 34% teachers per West Bank and Gaza preschools, respectively, had received specialized training on general safety and emergency preparedness.
- Two out of every three preschool teachers have either completed a two year college degree (diploma) or four years of higher education (BA)..³³
- MoEHE provides 2-3 preschool in-service training sessions/district/year, but have not institutionalized this training as part of its National Teacher Training Strategy that focuses on training teachers from grades 1 through 12. The lack of an early childhood teacher training strategy has negative implications since it leaves curriculum and educational/learning material development to untrained personnel to develop and execute.

32 Salam Ya Saghar Preschool Study (PCBS, MOEHE, and Oman support, 2010), p. 8.

33 For the year 2007/2008, in licensed preschools, there were 4280 teachers; 1779 holding high school certificate or less, 1267 holding a diploma, 1087 holding a BSC degree, 123 with a BSC degree in addition to an education diploma. Only 24 teachers had higher education than a bachelor degree (MOEHE date).

- Civil society agencies (in particular ECRC) have played a constructive role in providing early childhood pre-service training and curriculum development guidance.
- The MoEHE has also developed a curriculum framework that is shared with some preschools during ministry led workshops throughout the districts. On average, the ministry holds 15-18 workshops annually for preschool teachers reaching approximately 300-360 preschool teachers.
- MoEHE is bolstering early childhood education by allocating 4.6 million USD over the five year period (2008-2012) for preschool education in its educational strategy in order to:
 - Improve educational capabilities and performance of preschool personnel
 - Develop administrative rules, regulations, and guidelines for implementing ECE programs
 - Develop information systems (quantitative and qualitative) to monitor ECE
 - Enhance the level of professional performance (financial and administrative) for those working in pre-school education.
 - Develop mechanisms for better coordination between the public and private sector on ECE.³⁴

MoEHE has sent an ambitious, although long overdue, objective of improving early childhood education delivery of services throughout the OPT. They will work towards enhancing all aspects of preschool education from “improving the curriculum framework, educational and physical environment of preschools, raising the performance capacity of teachers to provide quality health, psychological, and recreational programs for preschool children”³⁵ in order to eventually ensure that kindergarten (schools for children ages 5-6 years) become part of the compulsory education cycle over the next ten years. This also includes developing parent-education support programs to guarantee better parenting skills and child development in the long run.

1.3 The Situation in East Jerusalem

The Socio-economic and Political Situation

East Jerusalem is the capital of the future state of Palestine. It was fully occupied and then illegally annexed by the State of Israel in 1967 in contravention of international law.³⁶ During the last four decades Israel has implemented a series of aggressive actions to depopulate East Jerusalem from Palestinians and to destroy all aspects of Palestinian economic, social, and physical infrastructure within the city. This is achieved through imposing Israeli plans that confiscate Palestinian lands, impose great demands and restrictions on building new homes, schools, clinics, and basic infrastructure necessary to maintain adequate living standards, and by imposing racist laws that discriminate against Palestinians living within East Jerusalem and other parts of the OPT that deny them residency and citizenship rights if they marry Palestinian non-Israeli ID holders.

There are currently over 300,000 Palestinian Jerusalemites. They are encircled by over 200,000 Israeli settlers who illegally reside on Palestinian territory. Israeli settlements now exist on one third of East Jerusalem land that belongs to Palestinians. This is against international law which prohibits the occupier from confiscating land for their developmental use. Nevertheless, this situation has gone

³⁴ PNA (2010) Report on the Implementation of the Convention on the Rights of the Child. p, 156.

³⁵ PNA, p. 157.

³⁶ See UN Security Council Resolutions 252, 267, 471, 476, and 478

unimpeded for decades and has resulted in increasing encroachment and usurpation of the lands and resources that are legally belong to and are urgently needed for Palestinian use. This situation is now jeopardizing almost 90,000 Palestinians within East Jerusalem who are at risk of displacement due to residing within homes built without Israeli permits (which are virtually impossible to attain.) They are also at risk of home demolitions. Since 1967, Israel has demolished over 2,000 Palestinian homes while building over 50,000 subsidized homes for Israeli settlers in the same areas.³⁷ The situation is further aggravated by the presence of an elaborate system of 16 Israeli controlled closures and checkpoints that govern the entry and exit of all Palestinians into Jerusalem. Only East Jerusalemites holding special Israeli ID cards are permitted access into or out of the city. The remaining 3.7 million Palestinians residing within the other parts of the OPT must obtain time based Israeli permits in order to enter East Jerusalem. This has virtually cut off the vast majority of Palestinians from entering East Jerusalem which is the religious, cultural, political, medical, educational, and commercial center of life for Palestine.

Comparisons between East and West Jerusalem highlight the deplorable social circumstances of Palestinians and the biased and discriminatory distribution of resources and financial allocations between different sides of the city. There are 2,620 Palestinian homes not connected to sewage networks compared to only 70 Israeli homes in West Jerusalem. There are only 3 social care centers in East Jerusalem compared to over 20 centers on the West side. There are 45 public parks in East Jerusalem and 1087 parks in West Jerusalem. Further, there are only five family health centers (catering to over 68,000 children per center) compared 32 health centers in West Jerusalem that serve 1,800 children per center.³⁸

In addition, there are thousands of “unregistered” Palestinian children living within East Jerusalem. These children usually have one parent who is a Jerusalem resident with a permit and another parent who is from the West Bank or Gaza. These children are usually not registered by the Israeli authorities and this prevents them from accessing basic services. In addition, thousands of Palestinians from the West Bank are denied access to East Jerusalem hospitals which have typically provided high quality medical, emergency, and surgical treatment for all Palestinians within the West Bank and Gaza. The Association for Civil Rights in Israel (ACRI) has described the East Jerusalem situation as a “serious state of neglect, discrimination and violence that East Jerusalem residents face at the hands of Israeli authorities on a daily basis. This dire situation has led to the continuous violation of fundamental human rights, denying over 300,000 East Jerusalem residents of their basic rights to quality education, infrastructure, social services and safety.”³⁹ Two thirds of all Palestinian families are living in poverty and three out of four children are living in poverty.⁴⁰

The high levels of stress, distress, and continual erosion of basic human rights and well being has led to increasing numbers of children who are exposed to family and community violence and dysfunction, lack of access to basic health, education, and social services, social fragmentation, drug use, and early school dropouts. The communal isolation and denial of access to meaningful employment opportunities and insecurity that East Jerusalemites are exposed to are considered the root causes of these problems.

37 OCHA, East Jerusalem: Key Humanitarian Concerns, March 2011. http://www.ochaopt.org/documents/ocha_opt_jerusalem_report_2011_03_23_web_english.pdf

38 Strategic Multisector Plan for East Jerusalem. (2010) Office of the President/PNA, p. 27.

39 The Association for Civil Rights in Israel (May 2010) Human Rights in East Jerusalem: Facts and Figures, p. 38.

40 Israeli Central Bureau of Statistics (2008).

Children, disabled persons and the elderly are the most marginalized and vulnerable populations in East Jerusalem and bear the brunt of these violations and their repercussions.⁴¹

The Education System in East Jerusalem

The educational system has been severely undermined and is not able to meet the most basic needs of Palestinians. According to international law, the Israeli occupation is responsible for protecting the human rights and welfare of the occupied population. Facts on the ground indicate that Israel is failing to apply or respect international law and human rights violations have become the norm. Israeli actions and policies have supported “discrimination in planning and building, expropriation of lands, and minimal investment in physical infrastructure and government and municipal services—these are concrete expressions of an Israeli policy designed to secure a Jewish majority in Jerusalem.”⁴² The lack of appropriate educational infrastructure, resources, and funding are all indicative of Israeli official policy that aims at providing substandard levels of education for the Palestinian residents.

According to the Oslo Accords, the PNA is not allowed to officially operate within East Jerusalem. Hence, the Islamic Endowment Department (Waqf) provides some educational services under the supervision of the MoEHE. In addition, UNRWA has a number of basic schools in East Jerusalem serving refugee students. The Israeli government/municipality also provides a number of schools for Palestinian students, however these schools are required to implement Israeli curriculum and do not address the educational, cultural, and social needs of Palestinians students.

The availability and quality of education within East Jerusalem is dismal, despite the presence of a number of different authorities providing educational services. Thousands of students do not have access to education due to the lack of available schools, overcrowding, and in some cases the lack of “proper identification cards and permits” that are required as proof of residency within East Jerusalem. This is particularly troublesome for families where one spouse is a West Bank, Gaza, or foreign ID holder and they and their children are denied access to public and basic services.

There are four main providers of education in East Jerusalem, which include the PNA/Waqf (38), the private sector (51), UNRWA (8) and the Jerusalem Municipality (50) who operate 147 schools all together. These schools are attended by 72,724 students in East Jerusalem (37,735 female and 34,989 male students).⁴³ However, these schools are not able to cover the full needs of many school aged children who end up outside of the educational system.

Needs assessments carried out by the PNA/ MoEHE and other agencies (ACRI, 2010) indicate that there is currently a shortage of over 1,000 classrooms. There have been Israeli High Court decisions which have required the Jerusalem Municipality to address these needs and build the classrooms, but their response has been unsatisfactory and hundreds of classrooms have yet to be built. Palestinian students are the first ones to be penalized for the government’s failure – Jerusalem Municipal Education Administration’s (MANHI) - to provide children with adequate schools and space.

According to Israeli statistics (2009/2010) there were over 93,000 school aged children residing

41 Palestinian Counselling Center, Save the Children-UK and the Welfare Association(May 2007). Broken Homes, Addressing the Impact of House Demolitions on Palestinian Children and Families. http://www.savethechildren.org.uk/en/docs/Broken_Homes_English_low_res.pdf

42 The Association for Civil Rights in Israel, p. 43.

43 Palestinian Ministry of Education and Higher Education: 2nd 5-year plan 2008-2012. <http://www.moehe.gov.ps/5year-plan/5yearplan-new.pdf>.

in East Jerusalem. According to Israeli educational laws, these children are to be afforded free and compulsory education from kindergarten through grade 10. Out of this number there are:

- 12,000 students who are not enrolled in any type of education
- 50% of students drop out of school
- 42,000 students are enrolled in schools subsidized by MANHI
- 20,000 students are enrolled in other types of schools that are licensed (UNRWA, NGO)
- 6,500 students are enrolled in Waqf based schools
- 14,000 students are enrolled in private schools⁴⁴

The 1949 Israeli Compulsory Education Law requires that “all children in the age group 5-15 have to enroll in schools and their education will be free of charge. As for children in the age group 16-17, their education will be free but not compulsory; funding for this schooling comes from special fees collected by the National Insurance Institute.” In addition, international law is applicable in East Jerusalem since it remains under occupation. The UN Committee on the Rights of the Child has noted that Israel is responsible for ensuring equal education and health services for Palestinians under occupation and that discriminatory practices should not be practiced. However, Israel which by their own state laws and according to international law is responsible for ensuring compulsory education for children between the ages of 5-18 years has been negligent in its duties and responsibilities. See Box 1 below for information on international conventions and the responsibilities of occupiers.

Box 1.1: International Conventions and the Responsibility of Occupiers

The occupying power shall, with the cooperation of the national and local authorities, facilitate the proper working of all institutions devoted to the care and education of children.

Fourth Geneva Convention, Article 50

The States Parties to the present Covenant recognize the right of everyone to education. Primary education shall be compulsory and available free to all.

International Covenant on Economic, Social and Cultural Rights (ICESCR), Article 13

The International Court of Justice confirmed Israel's responsibility for the implementation of the ICESCR in the occupied Palestinian territory in its Advisory Opinion of July 2004.

The UN Convention on the Rights of the Child requires “States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: Make primary education compulsory and available free to all.”

Article 28 UN CRC

44 ACRI, p. 46.

The Palestinian MoEHE is providing some support to East Jerusalem schools by funding the renovation of classrooms (almost 50% of all classrooms have been reported to be unsafe and in poor conditions⁴⁵), covering costs of school rentals, covering costs of students textbooks, building new schools in East Jerusalem suburbs, and paying salaries of teachers. However, at the preschool level, MoEHE support has been minimal and has included the provision of some training courses and coordination with donors to encourage their direct support to NGO based preschool service providers within the area.

The PNA's lack of authority, sovereignty, and direct execution of services within East Jerusalem is evident in the dire conditions of the education sector within the city. Further, there are sharp discrepancies in Israeli governmental resource allocations that are afforded to Palestinian schools on the one hand, and Jewish schools on the other. Israeli Jewish schools within Jerusalem receive five times the amount of resources compared to Palestinian schools. Data from MANHI for 2008 and 2009 clearly shows that the municipality allocates between 550-650 NIS/East Jerusalem students compared to 2,350-2,500 NIS/West Jerusalem student. It should be noted that the Jerusalem municipality states that they are representative of the entire area of Jerusalem, but continue to show discriminatory allocation of resources for Palestinians and implement rules and regulations that encourage displacement of Palestinians while encouraging increased use of space and resources by Israeli Jewish populations.

Similar policies are being implemented by the Jerusalem municipality in regards to preschool education support. There are only two municipal supported preschools in East Jerusalem, compared to many municipal funded preschools in West Jerusalem. There are over 15,000 preschool aged children (3-4 years of age) who are not enrolled in any form of educational program. According to Israeli law, more marginalized and impoverished communities should be given first priority in the allocation of resources to set up preschools. In East Jerusalem, two out three residents live below the poverty line. There are over 95,000 children in East Jerusalem living in poverty. Rates of poverty are much less in West Jerusalem. Despite the facts on the ground, the municipality continues to provide much greater and biased support to West Jerusalemites compared with Palestinians residing within East Jerusalem. This situation has naturally resulted in unequal and substandard levels of education at all levels within East Jerusalem.

The situation for Palestinian children in East Jerusalem is further complicated by the presence of the Separation Wall, numerous closures, and the presence of Israeli settlers who form a threat to the safety of young children and students as they attempt to go back and forth to school or even play in their neighborhoods. These conditions have resulted in Palestinians being exposed to constant threats and violations that undermine children's and families overall well being and ability to cope with the ever increasing pressures that are leading to social fragmentation:

- Almost 50% of Palestinian residents in East Jerusalem are at risk of displacement because of Israeli zoning requirements which restrict Palestinians building on the vast majority of land which is rightfully owned by them.
- Families in East Jerusalem live in crowded households with an average of 1.9 persons per room

45 ACRI, p. 56.

compared to West Jerusalemites who have a density ratio of 1 person per room.⁴⁶

- Approximately 50,000 Palestinians reside within East Jerusalem alongside the Israeli built Separation Wall. In these areas, the Jerusalem municipality fails to provide basic services like water, sanitation, sewage, health and education.
- One out of five Palestinian children and four out of ten teachers are forced to cross humiliating, illegal, and time consuming Israeli imposed checkpoints in order to reach their schools.
- Less than 50% of Palestinian students receive education provided for by municipal funds, because of the lack of available schools, teachers and resources they fail to provide.
- There is a shortage of over 1,000 classrooms and the Jerusalem municipality reports that about half of existing classrooms (704 out of 1,306 rooms) are in substandard conditions which pose safety and health threats to children. Thirty three preschool rooms were considered substandard and posed a risk for young children.⁴⁷
- Post elementary school dropout rates are at 50% for East Jerusalemites. For West Jerusalemites, dropout rates are approximately 11%, and in the OPT they are only 2-3%.
- Two thirds of Palestinians live in poverty, however only 10% of the population is afforded social assistance services.
- Israeli police and settler violence against Palestinians continues to take place. Each year tens of cases are filed by Palestinians whose rights have been violated to the Israeli high court, but limited action has been taken to end these violations against Palestinian children who are beaten up, detained, and arrested without due process of law.⁴⁸
- The average number of students per classroom in 2009 was 24 pupils in the Hebrew education system compared to 32 pupils in the Arabic education.⁴⁹
- The standards of professional personnel in East-Jerusalem schools is much lower than the standard of those in West Jerusalem: while in the educational system in West Jerusalem there were 257 educational advisors in part-time positions, in East Jerusalem there were only 12 educational advisors, with different levels of positions. According to similar computation, there should be at least 28 psychologists in East Jerusalem schools, opposed to the 16 psychologists currently filling only 14.5 full-time positions.⁵⁰

These findings clearly implicate Israel in applying discriminatory and discretionary policies against the Palestinian population. These practices have resulted in an impoverished, under resourced, under educated, and under serviced Palestinian population within East Jerusalem who are left to cope with their situation with limited support from the Jerusalem municipality or the PNA. These conditions are not conducive to the well being of children. Poverty, unemployment, lack of access to basic services, and under educated parents are all contributing factors that can undermine children's overall physical, mental, social, and cognitive development. The lack of adequate parent education training and awareness programs, parent-child interventions and preschools serves to further place children at risk.

46 Jerusalem Municipality, official website, <http://www.jerusalem.muni.il>

47 ACRI (October 2011). Alternative Report - NGO Information submitted by the Association for Civil Rights in Israel (ACRI) to the Committee on Economic, Social and Cultural Rights For Consideration when assessing the compliance of the State of Israel under the International Covenant on Economic, Social and Cultural Rights

48 B'Tselem, Testimonies of Police Violence

49 ACRI (2010), Alternative Report.

50 ACRI (2010), Alternative Report.

The educational situation within East Jerusalem, and in particular services catering to young children, require a major investment of resources and assistance in order to assist parents in carrying out their responsibilities of providing adequate and appropriate care, development, nurturing, and education of young children. This is especially important because of the negative living conditions, psychologically threatening, and abusive environments that prevail under these conditions.

1.4 Role of ECRC

ECRC was established as an outreach program of the Arab Studies Society in 1985. Its mandate was to provide and allow for improving and formalizing pre-school education for Palestinian children throughout the OPT. Since its inception it has been a dynamic force in working with existing nurseries, kindergartens, and day care centers throughout the country to improve standards of early childhood delivery of services. Its home office is located in East Jerusalem and it has four branches throughout the West Bank in the following districts: Nablus, Jenin, Khalil and Ramallah. These outreach branches are headed by coordinators and staff who provide onsite training and assistance to preschools within the district and host a variety of working meetings and workshops on their premises for practitioners, parents, and teachers.

Box 1.2 ECRC mission statement

ECRC mission statement: “*To upgrade 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 psychological processes will eventually lead to the development of a well integrated Palestinian child.*”

ECRC provides a holistic approach to early childhood education. It caters to the needs of parents, children, teachers, head teachers, and other ECCED specialists working within the country. It provides in-service training, produces relevant and timely educational and learning publications for practitioners and parents, it produces educational and learning materials for young children, and plays a vital role in advocating for and raising awareness on a variety of issues pertaining to young children educational, developmental, psychosocial and rights development.

ECRC enjoys partnership with a wide network of national, regional and international agencies and forums working on issues relevant to young children which has allowed them to carry out a significant number of programs and projects throughout the country and contribute to upgrading knowledge and resource information at the regional level, also. The range of interventions they have played an instrumental role in providing include inter alia: preschool education, parental care and involvement, psychosocial development, and children’s right. ECRC continues to be an ambitious organization that strives to expand the breadth and depth of its ECCED agenda, with special attention to the most vulnerable and marginalized young children and regions of the country.

In 2008, ECRC was formally licensed and registered by the Palestinian Ministry of Interior as a nonprofit company.⁵¹ It is also registered as a nonprofit company in accordance with the Company Law of Israel since 1990.

⁵¹ Registered on April 4, 2008 as a “Charitable Association-Community Organization.”

ECRC goals include:

- Improving the quality of life for Palestinian children.
- Empowering and mobilizing entire communities to become active participants, advocates and lobbyists for children's rights and issues.
- Implementing integrated developmental approaches to early childhood care and development (ECCED) based on culture specific patterns of socialization.
- Focusing on human resource development of early childhood service providers and capacity building of ECCED institutions.
- Targeting communities and institutions at the grassroots level, with the focus on the needy and the marginalized, in developing sound early childhood education and development approaches.
- Carrying out culture-specific research in child psychology and relevant early childhood education and development program.
- Enriching the field of early childhood education and development through the supply of materials, publication, designs and other resources.
- Coordinating and cooperating with formal and informal institutions related to ECCED.
- Raising the awareness of the community, and parents in particular, on the importance of ECCED and children's rights, through lobbying and advocacy activities. Addressing the emergency situations that affect children in Palestine.

1.5 Purpose of the study

In 2009 ECRC, in partnership with Oxfam Novib, received a grant from the European Union to execute a three year project (2009 – 2011) entitled “Capacity Building of the Early Childhood Sector in East Jerusalem.”

The project's overall objective **is to contribute to the well-being of young children in East Jerusalem Area**. The specific objective is to improve the capacity of the ECCED sector in East Jerusalem to provide quality care, development, and education for children aged 3-6.

Main activities of the project included:

- Conducting training workshops for pre-school teachers on developmentally appropriate curriculum implementation.
- Conducting professional level training for head teachers, principals, and supervisors on administrator's level.
- Training parents in proper or positive techniques and practices to raise children; planning and executing joint activities between parents and pre-school teachers.
- Conducting need assessment to identify the kindergartens' needs; executing the needed infrastructure work.
- Supplying kindergartens with needed materials, educational games, and toys.

This **research study** covers two main activities of the aforementioned project, which are:

- Conducting research to ascertain information on the qualitative and the quantitative situation of the ECCED sector in East Jerusalem.
- Disseminating, distributing, and publicizing the collected data and results to all concerned parties.

The **study objectives** are to:

- Offer a comprehensive narrative description of the existing ECCED sector in Jerusalem, mainly by assessing existing nurseries and kindergartens.
- Establishing a computerized comprehensive ECCED database on Jerusalem.
- Identify obstacles and challenges that face the ECCED sector in Jerusalem.
- Offer or propose guidelines for developmentally appropriate curriculum content and assessment of ECCED.
- Offer or propose criteria / standards for accreditation of early childhood programs.
- Offer or propose standards for appropriate nurseries and kindergartens.
- Offer or propose standards for appropriate staff working in nurseries and kindergartens.

2. Methodology

2.1 Introduction

In order to achieve the specific objectives of the assignment, Dimensions' team has followed a multi-methodological approach (qualitative and quantitative) and the participatory approach to ensure that stakeholders are involved in all aspects of the study in order to ensure that the views of direct and indirect beneficiaries and stakeholders are taken into consideration. In light of this general framework, the team implemented a research methodology as described in this chapter.

2.2 Research Phases

- 1- Brainstorming Session:** Conducting a brainstorming session with representatives of the ECRC, Union of Charitable Society (UCS), and Palestinian Ministry of Education and Higher Education (MoEHE). The brainstorming session represented a kick off for the consulting assignment and aimed to present Dimensions' proposed methodology in conducting the assignment. Results of the brainstorming session were used to refine the methodology. List of session participants is available in [Annex 1](#).
- 2- Desk Review:** Conducting a thorough desk review of data related to ECCED sector in East Jerusalem. Sources of information included web research, governmental reports and studies, donors reports and programs, ECRC's data, and other publications. Data collected through desk review were evaluated in terms of transparency, quality, and relevance to the study objectives. Desk review was considered as one of the data collection tools; reliable data obtained through desk review were not replicated with other forms of data collection.
- 3- Benchmarking** registration procedures and requirements, regulations, and governing laws against similar data in Israel, Jordan, United States of America, and other countries where applicable. The benchmarking exercise aimed to identify and analyze ECCED's best practices regionally and internationally.
- 4- Developing the questionnaire and selection of research subjects:** The questionnaire was designed to ensure collecting meaningful data, with clear unambiguous language, and provide suitable response choices from preschools and other early childhood centers. Several versions of the questionnaire were developed before settling on the final version. The different versions were submitted to ECRC for comments and approval. Final questionnaire is provided in [Annex2](#).

Early Childhood Care, Education, and Development in East Jerusalem

As shown in [table 2.1](#), the final questionnaire was composed of 95 questions covering 11 different topics as follows:

Table 2.1 Distribution of the Pre-Schools' Questionnaire

Section	Title	No. of Questions
A	General Information	23
B	Facilities and Support Resources	23
C	Equipment	1
D	Children	9
E	Teachers and Staff	8
F	Curriculum / Educational Framework	7
G	Services Provided	8
H	Communication with Parents	3
I	Financing, Revenues, and Expenses	7
K	Cooperation with External Parties	3
L	Support from Donors and Donors' Projects	3

- 5- Identifying pre-schools in Jerusalem Governorate, including J1 and J2, targeted by the questionnaire. Jerusalem Governorate is one of 16 governorates in the Palestinian Territory (West Bank and Gaza Strip).

For mere statistical purposes, the Jerusalem Governorate was divided into two parts. [Table 2.2](#) shows districts in the first part (J1) which includes parts of Jerusalem where Israel took control in 1967. [Table 2.3](#) shows districts in the second part of Jerusalem (J2) which includes Jerusalem governorate except parts of Jerusalem controlled by Israel following its occupation of the West Bank in 1967.

Table 2.2 Districts in J1 Area

Districts			
1	Beit Hanina	2	Sheikh Jarrah
3	Shu'fat Refugees Camp	4	Wadi Al – Joz
5	Shu'fat	6	Bab Al-Sahira
7	Al' Isawiya,	8	Assuwwanaw
9	Jerusalem "Al - Quds"	10	At –Tur
11	Ash – Shayyah	12	Jabal Al – Mukabbir
13	Ras Al-Amud	14	As–Sawahira Al–Gharbiya
15	Silwan	16	Beit Safafa
17	Ath–Thuri	18	Sharafat
19	Sur Bahir	20	Kufr A'qab
21	Um Tuba		

Table 2.3 Districts in J2 Area

Districts	
1 Rafat	2 Jaba'
3 Mikhmas	4 Al-Judeira
5 Qalandya Refugees Camp	6 Beit Anan
7 The Bedouin Community - Jaba'	8 Al-Ram
9 Qalandya	10 Dahiat Al-Pareed
11 Beit Duqqu	12 Al-Jib
13 Bir Nabala	14 Hezma
15 Beit Ijza	16 Beit Hanina Al Balad
17 Al-Qubeiba	18 Qatanna
19 Khirbet Um Al-Lahem	20 Beit Surik
21 Biddu	22 Beit Iksa
23 Al Ka'abina (the Bedouin Community Al-Khan Al-Ahmar)	24 Arab Al Jahalin (the Bedouin Communities Al-Eizariya and Abu Deis)
25 Al-Eizariya	26 Az Za'eem
27 Abu Deis	28 Al-Sawahreh Al-Sharqiyyeh
29 Ash-Sheikh Sa'd	

Different sources were used to compile the initial list of pre-schools in Jerusalem Governorate, such as ECRC, Palestinian MoEHE, Yellow Pages and the Israeli MoE. The initial database was modified and finalized through direct field visits by the field researchers. The list provides basic information related to name of pre-school, telephone number, contact person, mobile number, email address, mailing address, website, and operating status (open or closed, active or inactive).

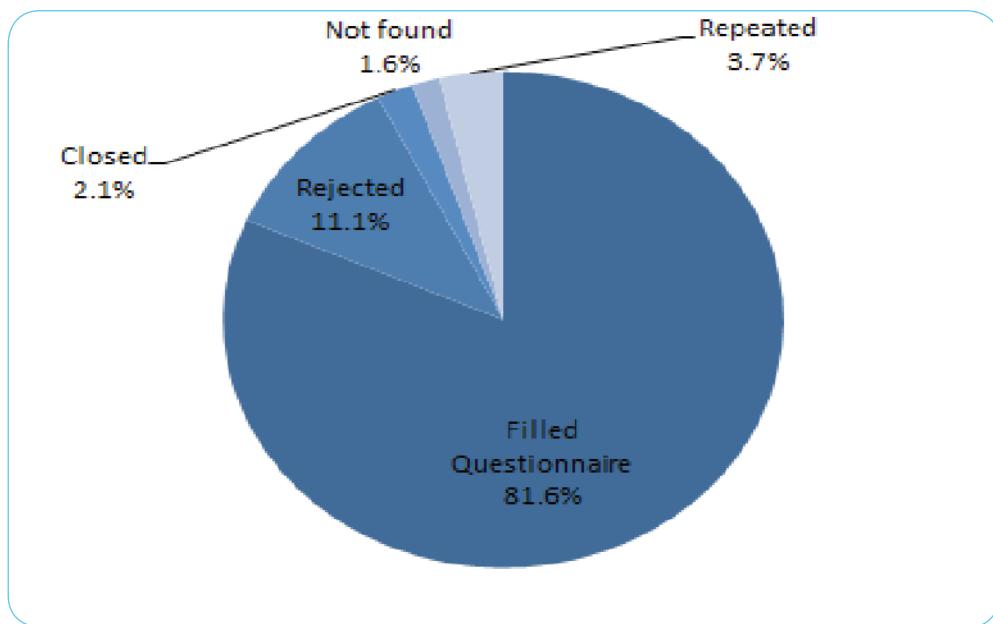
The actual identification process of pre-schools resulted in a list of 190 pre-schools in Jerusalem Governorate (J1 and J2). For a complete list see [Annex 3](#).

- 6- Training Dimensions' field researchers. The purpose of the training was to prepare the researchers for the field work and to explain the methodology and objectives of the study. In addition, the questionnaire was discussed thoroughly to ensure a good understanding of the field researchers.
- 7- Piloting the data collection. Prior to the field research, a pilot was conducted to test the relevance and appropriateness of the questions, and to have a better estimate on the time needed to fill out the questionnaire. A post-pilot discussion was conducted with the field team to solve any issues that came up during the test phase. Based on the newly gathered information, the data collection

plan was finalized.

- 8- Collecting data from pre-schools on the basis of the final questionnaire ([Annex 2](#)) and the complete list of pre-schools ([Annex 3](#)). The data collection process was based on face-to-face interviews with representatives of all targeted pre-schools on pre-school's premises. Dimensions' team coordinated with pre-schools prior to scheduling interviews. A copy of the questionnaire was sent – prior to the date of the interview – by fax or email to pre-school to give interviewees enough time to prepare answers for some of the questions that require referring to records and documents (such as financial information). A combined effort was made by ECRC, Dimensions, and others to persuade as many listed pre-schools to participate in this data collection process. Dimensions' team completed 155 questionnaires; which represent approximately 88% of active pre-schools and 82% of initial list pre-schools ([Annex 3](#)). 21 (out of the total 190) pre-schools declined to fill the questionnaire and 14 of the listed pre-schools were closed or inactive. [Chart 2.1](#) shows the final distribution of all identified pre-schools in the initial list ([Annex 3](#)).

Chart 2.4 Distribution of the Initial List of Pre-Schools



- 9- **Questionnaires were audited** to assure completion by pre-school and verify and correct any data inconsistency or incompleteness. This audit was conducted by team members not involved in data collection process. Dimensions team followed up with pre-schools to resolve any issues that were presented in audit findings.
- 10- **Designing the database.** Given the complexity of some of the questions, and the details of gathered data from pre-schools, an Excel-based database was designed for data entry and analysis of questionnaire data. The database template is provided in (ECRC, Research Archive).
- 11- **Entering the collected data.** The process of data entry in the database for questionnaire data (ECRC, Research [Archive](#)) took place after questionnaires audit process.

- 12- Auditing the database.** Senior staff members were assigned to audit data in the database against all (155) questionnaires. The purpose of this activity was to review data and have a final optimized database ready for analysis. ECRC [Archive](#) includes a copy of the final database.
- 13- Analyzing questionnaire data.** Charts and tables were used to assist the data analysis. Charts were used to analyze the basic questions and tables for the analysis of more in-depth questions. Lastly, the final database (ECRC, Research [Archive](#)) was utilized for analysis.
- 14- Arranging focus groups.** Focus groups were conducted to generate qualitative data related to the ECCED sector. Two different target groups were identified for the focus group discussions: teachers and parents. These focus groups aimed at collecting the perceptions of both parents and teachers on different aspects of early childhood education. Dimensions' team facilitated separate focus groups for all pre-schools (two focus groups in J1 district and one focus group in J2 district). Discussion topics were set in close collaboration with ECRC. Final approved discussion topics for teachers focus group are provided in [Annex 4](#), and the for parents' focus group are provided in [Annex 5](#). Random samples of participants were selected by Dimensions' team to assure the participation of all pre-schools. Lists of sample names were provided to ECRC. ECRC handled inviting participants and confirming their attendance.
- 15- Conducting six focus group discussions** in J1 and J2 districts. A total of 66 teachers and parents participated in the six focus groups with an average of 11 participants per focus group. 35 teachers participated with an average of 12 teachers in each focus group. On the other hand, 31 parents participated with an average of 10 parents per focus group. Complete attendance sheets are provided in [Annex 6](#).
- 16- Documenting and analyzing focus group discussions.** The six focus groups were fully documented.. Minutes of the focus groups were later analyzed and main findings were reflected in relevant sections of this study.
- 17- Arranging structured one-on-one interviews** with different stakeholders in the ECCED sector. These interviews were aimed at complementing the study with feedback and ideas from relevant stakeholders. Structured interviews were conducted on the basis of questions approved by ECRC. The interview form is provided in [Annex 7](#).
- 18- Conducting the structured one-on-one interviews.** A total of 11 interviews were conducted with representatives of ECRC, UCS, Oxfam Novib, Palestinian MoEHE, Palestinian MoSA, and Education Specialists. A list of these participants provided in [Annex 8](#).
- 19- Documenting and analyzing structured interviews.** All 11 interviews were fully documented. Minutes of the interviews were later analyzed and main findings were reflected in the relevant sections of this study.
- 20- Compiling and presenting initial results** through a meeting with the Project's Steering Committee. Comments and questions raised by the Steering Committee are reflected in this report.

- 21- Benchmarking against regional and international standards** to offer guidelines, and criteria related to curriculum development, accreditation of early childhood programs, registering nurseries and kindergartens, and recruiting appropriate staff.
- 22- Analyzing the collected data.** Data collected through different tools were analyzed with the purpose of identifying obstacles and challenges facing the ECCE sector in Jerusalem and proposing – along with the results of benchmarking explained earlier – a framework for improving curriculum, operations, and human resources working in the sector.
- 23- Compiling the draft report.** A second draft report was circulated to members of the Project Steering Committee for comments.
- 24- Submission and approving the final report.**

2.3 Research Challenges

Challenges faced during the research can be summarized as follows:

- Lack of an existing comprehensive database of pre-schools operating in Jerusalem Governorate and different sources providing partial information about these pre-schools had to be used.
- Due to the limited availability of existing research on the ECCE sector in East Jerusalem, there was a need for the use of a wide variety of data collection tools. One of the main challenges was managing and implementing different data collection tools simultaneously, and combining all results in one report.
- Variances among pre-schools in Jerusalem Governorate in participation and information availability. Not all participating pre-schools provided all the requested information and this required frequent follow up.
- The ECD sector comprises of a wide variety of stakeholders. First, there are multiple governing bodies responsible for the registration and licensing pre-schools in the Jerusalem Governorate. In addition, different organizations and donors are working with the ECCE Sector. Mapping these different stakeholders and determining their relevance for this research study slowed down the research phase.

3. Results and Analysis

Licensing and Registration of Preschools

3.1 Background

The Ministry of Social Affairs and the Ministry of Education and Higher Education (MoEHE) have the mandate and responsibility of providing oversight, authorization, registration, approval of license, and setting of standards and criteria for nurseries and preschools programs and interventions within the country. Both ministries have available specific registration forms and guidelines that lay out the basic requirements necessary for establishing and operating centers that receive children under the age of 3 years 8 months (MoSA and nurseries) and children between the ages of 3 years 8 months and 5 years 7 months (MoEHE and preschools). These guidelines provide basic standards regarding health, safety, environmental, staffing, financing, and curriculum use within the site. The Ministry of Health is responsible for conducting site visits to inspect health and environmental concerns. The local municipalities and engineering departments can be required to provide feedback on the environmental and safety aspects of the sites also. The MoSA and MoEHE on average have 1-2 persons per district who are required to inspect and provide feedback on registration, probations, and licensing requirements of preschools. They have minimal resources to carry out this responsibility and are frequently carrying a work load that is difficult to implement in full accordance with the rules and regulations of their agency. In addition, they have limited powers in executing orders within Area C which remains beyond their jurisdiction at this time. Both agencies maintain files and records of existing preschools; however a national database for nurseries and preschools does not exist at this time. Since 2007, separate reporting streams have existed between the West Bank and Gaza due to the political split and the de facto government in Gaza and hence comprehensive data and information is not readily available or verifiable.

The importance of establishing a national database on services and centers providing early childhood care and education programs is essential if we are to begin to strategically develop the ECED sector within Palestine. A review of existing data and literature indicates that there has been limited attention and resources provided to institutionalizing information and making available a comprehensive set of data on available types of programs and services being offered for children under the age of 6 years. Compilation of data on the availability of preschools and nurseries within the country is a difficult task since there are a number of different and discrepant sources of information available. Most data sets are incomplete and fail to capture the full number of service centers (preschools and nurseries) available. Even less information is available on home based day care services for children which remains unlicensed and may actually represent a significant source of care for young children within the country. The lack of reliable data is due primarily to lack of compliance with registration and licensing procedures by preschool and nursery owners. Also, throughout the country there are numerous different sources for licensing including the Palestinian National Authority (West Bank), the de facto PNA in Gaza, and the Israeli licensing authorities. In some cases, particularly East Jerusalem some educational sites are licensed by both the Israeli licensing authority and the PNA.

However, many preschools and nurseries fail to register because they are either unaware of the need to license or do not want to go through the process of licensing which requires inspection, filling

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out of forms, and a probationary period of approval. This whole system of registering and licensing is fairly new to the PNA (formally established in 1994) and licensing officially took hold in 1997 when the Ministries of Social Affairs and Education and Higher Education became more active in implementing registration and licensing procedures and provided sufficient staffing to support field inspections and follow up. Hence, both agencies were already faced with the challenge of implementing rules and regulations that were previously unknown within the country.

The early childhood sector within Palestine has experienced periods of growth and regression in the last 25 years. In a study conducted by ECRC in 1990⁵², they identified 343 preschools in the various districts of the West Bank. There were 56 preschools in East Jerusalem district at that time. There was very limited oversight, registration or licensing of preschools by any formal party since the West Bank was still under the control of the Israeli Civil Administration. For East Jerusalem, many of the preschools did not register with the Israeli Jerusalem municipality either. There were less than ten nurseries throughout the country at that time since most care for children under three years of age was either through family support networks and home based care centers.

Between the periods of 1999/2000 and 2005/2006 there was a 10.9% increase in the numbers of preschools that were registered with the MoEHE. The increase in numbers of registered preschools reflects greater compliance with national regulations and not an actual increase in the number of available preschools. Prior to that time, many preschools were functioning but failed to obtain licenses. In 2001 and 2002, many preschools shut down due to the ongoing intifada and frequent Israeli incursions and invasions into all regions of the country – particularly the West Bank. This is reflected in the overall number of students who were enrolled in preschools as measured by number of 1st grade students reporting that they had attended preschool. In the 1999/2000 academic year, 73.7% of 1st grade students reported attending preschool for at least one year. However, in 2005/2006 only 53.5% of first grade students reported that they had attended at least one year of preschool. Between the years 2000 and 2005, was a particularly violent period of time where ongoing invasions and attacks were taking place, Israel imposed a series of very strict movement and closure regimes, the Separation Wall was built, and unemployment and poverty significantly increased. These are main factors that contributed to the decrease in preschool enrollment rates throughout the country.

Table 3.1 Number of Nurseries and Preschools in the OPT for select years⁵³

Year	2001/2	2003/4	2007/8	2009/2010
Nurseries	102	181	Na	143
Preschools	806	847	935 ¹	1142 ²

In summary, nursery care and preschool education have shown increases in the number of sites that are currently functioning. In terms of overall enrollment rates, nurseries are attended by 1-2% of children, while preschools are attended by 33-39% of children. The older the child, the more likely they are to have attended at least one year of preschool. Almost half of all children entering first grade

52 Arafat, Cairo (1990). Preschool Education in the West Bank. A study funded by International Development Research Center of Canada and conducted by the Early Childhood Resource Center, Jerusalem.

53 Data was primarily compiled from the PCBS Child Statistics Series for relevant years or from MOEHE.

attend kindergarten. This indicates that less than 30% of children are attending preschool below the kindergarten class.

East Jerusalem trends are similar to those of the West Bank with increasing numbers of students enrolling in kindergarten. However, numbers of sites available for students are quite limited. Available data indicates that there were 92, 84, 44 preschools officially registered with the MoEHE in 2006/7, 2007/8, and 2010/11 academic years, respectively. These numbers do not reflect unregistered preschools or those registering with Israeli authorities.

3.2 Basic Information on preschools

The research team was able to identify 190 preschools and nurseries within the East Jerusalem district. Site visits were carried out to determine if the site was actually open and functioning and if they would agree to participate in the study. The findings indicate that 19 out of the 190 preschools initially identified had closed or were currently inactive, while 21 out of the total 190 pre-schools/nurseries declined to participate in the study and/or failed to answer the questionnaire ([Annex 3](#) provides a complete listing of each preschool with relevant background information). In addition, information on the preschool/nursery name, owner's name, principal's name, establishment date, address, telephone number, governing body, leased vs. owned premises, number of rooms, number of sections, number of children, and number of teachers is available in (ECRC, Research. archive).

Basic information on existing pre-schools/nurseries:

- There are currently 171⁵⁴ functioning preschools/nurseries in East Jerusalem.
- This study includes information obtained from 155 preschools/nurseries in East Jerusalem
 - 123 (79.4%) sites provide preschool services only
 - 25 (16.1) sites provide preschool and nursery services
 - 7 (4.5) sites provide nursery services only
 - 78 preschools (50.3%) are located within the boundaries of illegally annexed parts of East Jerusalem (commonly referred to as J1)⁵⁵ Beit Al-Maqdis (the old city of East Jerusalem) and Beit Hanina each have 15 preschools located within their area and this represents 40% of preschools within the J1 area
 - 77 preschools (49.7%) are located within the East Jerusalem suburbs, but are not annexed territories (commonly referred to as J2).⁵⁶ Al-Ram, Abu Dis, and Al-Eizariya have 14, 11, and 10 preschools within their localities and this represents almost 50% of preschools within the J2 area

⁵⁴ The number of identified preschools corresponds with the results obtained by the Salam Ya Saghar and PCBS survey (2010). They identified 158 preschools in the East Jerusalem district.

⁵⁵ J1 includes City of East Jerusalem "Al-Quds, Beit Hanina, Shufat, Shufat Refugee Camp, Eisawia, Silwan, Ras AlAmud, Sheikh Jarrah, Wadi Al Joz, Bab AsSahira, Assuwvana, Al-Tur, Jabal AlMukabbir, Al-Shayyah, AlSawahira AlGharbiya, Beit Safafa, Al-Thuri, Sharafat, Sur Bahir, Kufr 'Aqab, Um Tuba

⁵⁶ J2 includes Anata, Beit Iksa, Al-Za'a'yam, Al-Eizariya, Abu dis, AlSawahira AlSharquiya, Mikhmas, Kalandia, Kalandia Refugee Camp, Beit Duqqu, Jaba', AlJuderia, Al-Ram, Beit Anan, Al-Jib, Bir Nabala, Biet Ijza, Al-Qubeiba, Biddu, Hizma, Qatanna, Beit Surik, Al-Sheikh Sa'ad, Beit Hanina Tahta

- 93 (60.3%) preschools are classified as not for profit organizations, while 60 (39.7%) classified themselves as for profit organizations. Two preschools did not reply to the questionnaire.

Licensing and governance of preschools and nurseries:

- Licensing and registration information:
 - Seventeen participating preschools/ nurseries (11%) refused to provide information on their licensing and registration numbers.
 - 113 out of 138 preschools/ nurseries (82%) of sites responding to the questionnaire had formal registration with either the PNA or Israeli authorities:
 - 84 out of 138 preschools/ nurseries (62%) were registered with the PNA MoEHE.
 - 19 out of 138 preschools/ nurseries (14%) were registered with the Israeli Ministry of Education (6 preschools/ nurseries, which corresponds to 4%, were registered at both the Israeli and Palestinian authorities).
 - 11 out of 138 preschools/ nurseries (8%) were registered with the Union of Charitable Societies (UCS).
 - 14 out of 138 preschools/ nurseries (10%) were registered with other types of organizations.
- Governance within the preschool and/or nursery:
 - 118 out of 155 preschools/ nurseries (76%) had a functioning Board of Directors and/ or General Assembly that provided oversight, leadership and responsibility for the organization.
 - 23 out of 155 preschools/ nurseries (15%) had an executive management team that provided oversight and responsibility for the organization.
 - 12 out of 155 preschools/ nurseries (8%) had parents and/or a parents council providing oversight and leadership within the organization.
 - The most common types of governing bodies within these organizations were Board of Directors (58%), Executive Management (15%), and a Parent Council (6%).

Parents participating in the focus group discussions expressed a need to have greater parent involvement in setting the objectives and goals of the preschool and in monitoring conditions within the preschool. They felt a need to be allowed to be more active participants and stakeholders within the process rather than being passive beneficiaries of a service. The parents expressed satisfaction with preschool and nursery programs, but they also said they did not feel they have “the right” to give their opinion or make recommendations to improve the functioning of the preschool. This was also evidenced by the limited number of preschools who reported having a functioning parent council involved in decision making, which was roughly 6%.

Teachers who were interviewed were satisfied with the way that the preschools/ nurseries were being governed, but expressed their desire to see more teacher involvement in setting the vision, mission, goals and objectives of the preschools. They also noted that their practical should be used at higher levels of decision making within the preschools. However, when asked about licensing and registration procedures many of them were unfamiliar with the process and had never seen any specific written criteria or standards that were applicable. They welcomed clear guidelines and assessments as a means of upgrading and/or sustaining the quality of environment and activities they were providing.

Staff from the visited preschools/ nurseries reported that they would prefer to see a greater role and involvement by the PNA. They realized the constraints on their ability to access and register preschools, especially in the J1 area, but felt that this should nevertheless be done since they had acquired a pool of knowledge and resources that could be beneficial to the preschools. Many of the interviewees had previous experience with staff from the Palestinian MoEHE and felt that they were qualified and committed, but had difficulty making frequent contact with them or supporting their work in a regular and consistent manner. They highly recommended that the MoEHE should prepare clear procedures, protocols and standards that could serve as tools in improving their development. The lack of such standardized guidance limits how well they can roll out their own programs. They all demonstrated a preference for registering with the PNA rather than with other institutions.

Interviewees believed that **reasons for not registering and licensing pre-schools** include:

- Limited awareness of some preschool owners on the importance of licensing (they were unaware that certain standards should apply or that this would enable them to receive some training and support by MoEHE for instance).
- Limited inspection and follow-up by the regulating agencies (PNA).
- Concerns of preschool owners over the consequences of registering and licensing their preschools.
- Lack of incentives or benefits provided if they register and license their school.
- Some of the registration and licensing criteria are above pre-school's capacity to implement. They believe that they cannot always meet the basic criteria necessary for licensing and registration.
- The licensing and registration fees are considered a financial burden.
- Some of the private preschools are trying to avoid taxes and do not want to be formally registered.
- Parents do not seek licensed preschools so there is no pressure on preschools to get licensed.
- **Recommendations** made by interviewed preschool staff to encourage registration and licensing include:
 - Conducting regular field visits by the relevant authorities.
 - Coordinating between non-profit organizations, MoSA, MoEHE, and parents to establish one set of criteria and standards that are acceptable to all.
 - Closing pre-schools that are not licensed and registered.

The importance of licensing lies in setting national minimum standards that govern which types of physical structures and staffing are most suitable for young children. Without setting these parameters schools may not meet the minimum standards for providing suitable learning environments and care for young children. In addition, with proper licensing, registration and regular inspection, parents and children will be better protected.

The guidelines and standards currently in place with the PNA are truly minimum standards. Currently, preschools that are not meeting these basic requirements tend to not register because of the danger of being shut down. It is incumbent that the MoEHE begins to monitor all preschools and assist them in working towards meeting licensing requirements. This would also be an opportune time to identify particularly vulnerable regions of the East Jerusalem districts where preschools should be subsidized and/or established to address the needs of marginalized families and children in these areas. Similarly, the MoEHE may be able to allocate resources (financial and/or material) to assist these preschools in addressing existing gaps within the school's environment, staffing, or administration.

3.3 International Standards in Licensing

Most countries apply a set of minimum standards and criteria for licensing and registration of preschools and nurseries. The requirements and standards vary from one country to another, but share commonalities amongst the following main topics::

- Staffing
- Programs
- Health protection and promotion
- Nutrition and food service
- Facilities, supplies, equipment and transportation
- Control of infectious diseases
- Child eligibility
- Administration

The minimum standards should ensure the safety of the children in the preschools and they allow the preschools to work towards improving the quality of child care and the physical environment. Lastly, these standards also provide parents with a concrete understanding of what are acceptable practices and conditions for preschools.

Each of the following chapters will identify international standards and best practices for the ECCE sector. Best practices on the governance level recommend that there be a parent council, an executive management, and governing board that all direct the preschool services. These three levels of governance provide sufficient guarantees that the preschool/nursery is being sufficiently monitored and supervised by different relevant stakeholders.

3.4 Recommendations

- MoEHE and ECRC should review the existing national criteria for licensing and identify problematic issues or concerns of East Jerusalem preschools and make necessary changes when necessary. The criteria should guarantee safety and health of children, but must allow for some flexibility for existing preschools to adhere to these criteria.
- The findings from this study should be used by the PNA to set up a comprehensive database on preschools in East Jerusalem. These preschools should be visited and encouraged to register and license their sites in order to ensure that they are abiding by the minimal standard guidelines set out by the MoEHE.
- MoEHE should implement an awareness campaign that informs head teachers, parents, and the community in general of the importance and necessity of registering and licensing their preschools
- MoEHE, with the support of ECRC and other large organizations like the UCS, should conduct a series of workshops for all preschools in East Jerusalem on licensing and registration procedures and assist them in completing this process.
- There are large numbers of vulnerable and marginalized children in East Jerusalem, local NGOs and other partners should work together to identify these most marginalized groups. These children should receive special assistance from the MoEHE and funding agencies to assist them financially in enrolling in existing preschools.
- MoEHE and other agencies should support the establishment of preschools throughout East Jerusalem. These preschools should include parent awareness and education programs and be able to assist parents in networking with other agencies (health, social services, counseling) in order to ensure they have access to needed services to improve child well being.

Footnotes From Table 3.1

1. In a study conducted by Nabila Espanioly she notes that there are 3372 preschools in the OPT. However, this number is higher than all other studies and may actually represent the number of preschool classrooms. Espanioly, Nabila (2009). ECCD in West Bank, Gaza and among the Palestinian Citizens of Israel Opportunities and Challenges. Presentation prepared for the Open Society Institute. http://www.google.ps/#q=palestine+preschool+education&hl=en&rlz=1R2SKPT_enPS398&prmd=imvns&ei=z8ccT-7IAozV8QPV2_STCw&start=30&sa=N&bav=on.2,or.r_gc.r_pwr_cp.,cf.osb&fp=c23de6ced8eaae14&biw=1366&bih=641
2. Salam Ya Saghar (2010) This data is obtained through a study conducted by Salam Ya Saghar in 2010 that completed a comprehensive review of preschools in the OPT through the services of PCBS.

4. Educational Background of Preschool Staff

4.1 Background

ECCED care providers and educators⁵⁷ are usually required to have formal higher education level training (pre-service) in order to be qualified to work within preschools. These standards are usually set at the level of a bachelor's degree or two year diploma in specific early child education. These higher level educational degrees should ensure that they are trained and educated on using various styles, techniques, curriculum and methods in educating young children. The relevant course topics for preschool staff include:

- Child development
- Educational and developmental psychology
- Curriculum planning
- Teaching methodology
- Psychosocial and counseling techniques (child protection)
- Technology in education
- Classroom management
- Children with special needs
- Practicum/intern in an early childhood setting
- First Aid training

After completing formal higher education and training, preschool staff should be licensed by the state. Typically as part of this licensing procedure, they are required to undergo a background check that ensures they have no criminal record or a personal history that may be hazardous to the well being of children or which would prevent them from carrying out their responsibilities in an appropriate manner.

Preschool teachers have to be familiar with identifying and using developmentally appropriate learning materials for young children, how to develop work plans, adapt curriculum, prepare a safe, secure, protective and healthy environment for young children, be able to use assessment and evaluation tools for young children, and be effective communicators with children and parents. Increasingly, there is a greater demand for preschool teachers to be knowledgeable on the use of information technology.

The administration⁵⁸ of preschools should be willing and committed to invest in ongoing in-service training for all teachers. This is to keep teachers up to date on new information, materials, skills and resources that are available within the sector. In particular, all in-service training programs should include training on health, psychosocial well being, and safety issues within the preschools. A list of suggested training topics usually includes:

- Child development and best practices/screening processes/early identification of problems
- Child physical and mental health

⁵⁷ Only adults should be allowed to work in preschool and nursery settings. It is recommended that they be at least 19 years old.

⁵⁸ Head teachers should have the same set of formal education, but are usually required to have a minimum of two years full time experience within a preschool as part of management.

- Health standards and best practices/First aid/Prevention of the spread of communicable diseases/
Nutrition
- Personal and environmental safety guidelines and practices
- Understanding social, cognitive, physical, and language development needs of young children
and developing holistic, interactive, interdisciplinary teaching methods
- Proper methods of disciplining young children
- Identifying at risk children and understanding child protection methods and referrals
- Inclusive education
- Parent involvement and support

Naturally, all new teachers are expected to receive comprehensive orientation upon entering the preschool. This includes sharing the preschool's vision, goals, objectives, curriculum and approach used in the preschool. In addition, they should be informed and familiar with the standard operating procedures, safety measures, and first aid.

Below are the proposed **minimum standards⁵⁹** for appropriate educational background and experience for principals and teachers of the nurseries and kindergartens:

1- Principals:

- University (B.A.) Degree along with 30 credit hours of training in preschool education, management training program, and 2 years of managing preschools or 5 years of teaching in preschools, **or**
- Teaching Diploma / Kindergartens Diploma along with 30 credit hours of training in pre-school education, management training program, and 2 years of managing preschools or 5 years of teaching in preschools.
- Full time position in managing the preschool.

2- Teachers:

- University (B.A.) Degree in Education (preferably early childhood education).
- University – not in Education – (B.A.) Degree along with a training program in preschool education.
- Teaching Diploma / Kindergarten Diploma along with a training program in preschool education.
- High School Certificate along with 30 credit hours of training in preschool education and 1 year of experience as teacher's assistant.

N.B. Teaching staff requirements within the PNA only require a two year diploma and in-service training.

⁵⁹ There are numerous standards and criteria that are set within each country, state and region. The minimum standards noted here are those usually applied within US and Australia preschool centers. These standards are based on research and monitoring that has occurred within the early childhood sector.

4.2 Current situation in East Jerusalem

There are currently 634 teachers working in the 155 preschools that were part of this research. This averages out to 4 teachers per preschool. The table below provides a detailed breakdown of preschool staff.

Table 4.1: Distribution of Pre-Schools' Staff

Staff	Full-Time	Part-Time	Total	Percentage
Teachers	627	7	634	38%
Administrative	201	11	212	13%
Teachers Assistants	224	29	253	15%
Kitchen Officers	38	6	44	3%
Drivers	86	15	101	6%
Canteen Officers	37	3	40	2%
Janitor / Doorman	20	2	22	1%
Guards	27	2	29	2%
Janitor	129	7	136	8%
Maintenance Officers	32	18	50	3%
Others	1	1	2	0%
Trainees	N/A	N/A	150	9%
Total			1,673	100%

Four out of ten teachers had completed four years of college with most holding BA degrees in education. Three out of ten teachers had completed a two year diploma program in a variety of different areas and with no particular emphasis on education or teaching. Three out of ten teachers had a secondary education certificate or less. Previous studies conducted in 1990, 1995, and 2001 indicated that the majority of preschool teachers in the OPT had completed secondary education and/or had diplomas. The results from East Jerusalem are encouraging since they indicate that teacher's are coming to preschools with a more solid educational background. This will enhance their capacities within the preschool and allow for higher level in-service training programs.

Teachers had on average 5 years of experience in their field. Most teachers reported having 3-5 years of experience (37%) and 6-10 years of experience (23%), while less than 2 out of ten teachers reported that they had less than three years of experience. This provides a positive indication that preschool in-service training should become institutionalized in order to support these teachers in their profession. The table below indicates that administrative staff have the highest numbers of years of experience within the preschool, hence investing in upgrading their knowledge and skills as consistent leaders within the site is important, also.

Table 4.2: Distribution of Preschools Staff (Kindergartens Only) According to Years of Experience

Years of Experience	Teachers	Teachers Assistants	Administrative Staff	Total
Less than 3 Years	93	67	7	167
3 – 5 Years	185	67	39	291
6 – 10 Years	115	21	49	185
10 – 15 Years	61	16	38	115
More than 15 Years	44	3	40	87

Preschool Teacher Assistants

There are 253 preschool teacher assistants working in East Jerusalem preschools on a full and/or part time basis. The majority of assistants have a diploma (41%) or BA degrees (22%). However, the remaining 37% of teacher assistants only have a high school education or less. These assistants usually gather experience by working directly with well trained and experienced teachers. However, their work could be greatly enhanced if they were afforded quality in-service training. Most preschools do not invest in training of assistants, but this should be encouraged.

Nursery Caregivers

Information obtained from the nursery directors indicated that most of the caregivers had completed high school or less. Through interviews and focus groups it was evident that those who were willing to provide information had completed high school and had diplomas. A few actually had BA degrees. However, with regards to their years of experience they had more years of experience compared to preschool teachers. There are only 22 teachers/caregivers working in nurseries in East Jerusalem. This is a very limited number and it is important to determine why there are so few nurseries. It may be that most parents place their children in home based nurseries or that most mothers do not work and stay at home with their young children.

The availability of in-service training programs is limited. This is an area that should receive specific attention and detailed rules, regulations, criteria and standards should be applied to ensure the health, safety, and well being of young children less than three years of age. Providing routine in-service and onsite training programs with supervisions is recommended. It is also recommended that investments be made in establishing quality nursery care programs that can support working mothers. The available data excludes home based care arrangements for young children that are currently unregulated.

Table 4.3: Distribution of Nursery Staff According to Years of Experience

Years of Experience	Teachers	Teachers Assistants	Administrative Staff	Total
Less than 3 Years	8	2	1	11
3 – 5 Years	9	2	1	12
6 – 10 Years	3	0	1	4
10 – 15 Years	2	0	2	4
More than 15 Years	0	0	0	0

Administrative Staff

There are 212 administrators working in the 155 preschools/ nurseries interviewed. Most administrators have more than 10 years of experience (37%), 6-10 years of experience (23%), or 3-5 years of experience. In most cases, the administrator was also the owner/director of the site. (S)he has vested interest in improving the quality of the preschool and is a good candidate for training. The importance of providing these administrators/ head teachers with supportive educational training programs can have a direct impact on the preschool by facilitating her role as mentor, supporting the implementation of best practices within the preschool, and encouraging the integration of more modern and progressive learning styles within the school setting.

During focus groups with East Jerusalem **parents who had enrolled their children preschools recommended that:**

- Teachers hold a B.A degree and have practical experience in working with children.
- Requirements for teachers should not only concern education, but also the behavior and character of a potential teacher, such as kind behavior. Rules and regulations should be made available that prohibit and eliminate bad conduct by teachers against children – especially teachers who hit or scream at children.
- Nursery staff be provided with specific training on health and safety standards. They should also be trained on how to interact, communicate, and intellectually stimulate young children.

Teacher's recommendations concerning staffing requirements included:

- A diploma in early childhood education should be a minimum requirement for all teachers and a B.A. is preferred.
- Teachers noted the lack of university and college based programs on early childhood education and encouraged that these programs be made available.
- They should receive on the job training, supervision, and in-service training to improve their knowledge and skills and practical application of techniques in the classroom.
- Teachers recommended that a national teachers' manual be prepared that detailed teacher responsibilities, duties, and rights rather than each preschool implementing regulations as they see fit.

4.3 In service training programs for staff

Almost 8 out of 10 staff members reported receiving in service training. ECRC provided the most training courses to the largest number of preschool teachers in East Jerusalem. Other training providers included: MoEHE, David Eyan, Salaheen Preschool Association, UCS, Sons of Jerusalem Club, Teacher's Training College (UNRWA), and the Palestinian Counseling Center.

Teachers reported that they had benefited from these diverse training sessions that included training on early childhood development, project management, English language, psychosocial development, communication skills and a variety of other topics that were either directly or indirectly related to their

work. However, there was a common complaint that these programs were set by the partner organizations and were not specifically designed to meet their own needs and did not always directly enhance their capacity and ability as preschool teachers. Numerous teachers did make exceptions when they referred to the ECRC program that they said was directly related to careers in the education sector in general. They are still interested in learning more about tools that can help in implementing the training materials and curriculum in preschools. The teachers noted that they had high attendance at all workshops since it did provide them with an opportunity to gain new knowledge, meet new people, and expand their horizons.

Teachers provided a list of topics that they would like to receive training in a systematic and programmed manner that would not interfere with their work schedules. This included:

- Mental Health and psychosocial development of young children
- Use of drama in the classroom
- First Aid techniques
- Children education (teaching literacy)
- Art
- Computer classes
- Dealing with children with behavioral problems
- Dealing with children with special needs
- Educational aids
- Parent involvement
- Active learning
- Crises management
- Storytelling
- Children Rights
- Operational management

Teachers recommended that these training programs be certified and that they receive valid diplomas or certificates at the end of training that could be used to improve their salaries.

Most teachers report that they are being evaluated on a routine basis (88%). However, only 54% of those evaluations were based on professional, standardized and reliable evaluation tools. The teachers noted that they would prefer to know on what basis they are being evaluated, what the criteria are and what expectations the administrators have for them.

4.4 Recommendations:

- Minimal educational and experience requirements should be set for preschool teachers, head teachers, assistants, and nursery care givers. These requirements should be in line with international recommendations, but should be reinforced by making available B.A., diploma, and endorsed in-service training certificates that guarantee teachers' educational experience is acknowledged.
- A preschool and nursery staff employment manual should be developed on a national policy

level. This manual should include within it the terms of reference for each staff position, duties, responsibilities, and requirements of the employee, rules and regulations of the organization, and the employment rights and benefits of the employee.

- Counselors, social workers and psychologist should be hired to work within preschools and nurseries or at minimum working partnerships and regular visits by these professionals should be made to the preschool to provide support to teachers and children.
- Teachers should be supported in and receive incentives for participating in continuing education programs that enhance their academic and educational backgrounds. Clear guidelines should be set by the preschool identifying key areas and specialty training requirements those teachers should receive. Administrators should be proactive in identifying teacher training programs and provide teachers with financial support, time off, and other types of incentives to enroll in these in-service training programs.
- Pre-schools have a clear vision and mission that is clearly communicated and shared with staff and parents. Profit making should not be a goal of preschools and/or nurseries.
- Pre-school administrators should conduct routine professional evaluations of staff. Any staff members who are violating the rights of children or are not abiding by the rules and regulations of the organization should receive proper warning and administrative measures taken against them. This is important so that these bad practices are eliminated and to ensure that not all teachers are stereotyped within the preschool as being careless or negligent because a few teachers are not performing adequately or appropriately.
 - Administrative staff should allow preschool teachers to test out new approaches. Ongoing assessments and evaluations should be conducted in order to support evidence based decisions on which types of programs, interventions and activities are most beneficial for children.
 - Teachers should exhibit a set of skills and attitudes that include:
 - Passion and enthusiasm when working with children
 - Personality, ability and temperament to work with children
 - Positive social and communication skills with children and parents
 - Creativity
 - Clean and healthy physical appearance
 - Acceptance of children with special needs
 - Ability to work under pressure
 - Ethics and manners
 - Versatility and flexibility when working with children
 - Ability to plan, organize, and execute activities with groups of children
 - It is strongly recommended for pre-schools to have a yearly performance evaluation form for teachers and staff as well, and have them filed. After completing evaluations, improvement suggestions and goals should be made. Promotions and incentives also should be linked to evaluation results.

5. Preschool Curriculum and Extracurricular Activities

5.1 Background

There are numerous models and recommendations that have been put forth to guide the development of early childhood development and education. To date, there is not one single universal model or program for ECCED. However, key components of good ECCED programs all include:

- Programs and interventions that encourage parental involvement, awareness rising, and participation within the preschool and/or home environment.
- Programs and interventions that adopt a holistic, multidisciplinary approach that includes education, psychosocial well being, healthy life styles, nutrition, safety, and protective measures for young children.
- Programs and interventions that offer integrated, diverse and complementary educational activities that address children's comprehensive cognitive, socio-emotional, language/communication and physical development and support school readiness and the transition into formal education.

These programs are supported by the following **principles**:

- Children's development occurs through the acquisition of ordered skills and functions and that individual differences exist.
- Children learn best through interactive play in safe and enriched environments.
- Children should be exposed to positive and non-threatening child-caregiver and child-child relationships and positive relationships should be supported at all levels.
- Learning activities should be planned, developmentally appropriate, stimulating, and culturally appropriate/sensitive to the needs of children and encourage communication.

Typically programs in early childhood development focus on **four interrelated domains**:

- Physical development.
- Cognitive development.
- Language/communication development.
- Socio-emotional development.

Physical development focuses on how each child's rate of growth, the development of motor skills, the child's ability to gradually improve and increase self-care/hygiene capabilities, physical fitness and exercise while taking into consideration different health and/or special need concerns of the child. Poor physical development during the early years can be predictive of low cognitive and overall development in later life.⁶⁰ Hence, providing holistic programs that encourage children's physical development is required.

⁶⁰ Naudeau, Sophie, et. al. (2011) Investing in young children : an early childhood development guide for policy dialogue and project preparation. World Bank publication. P. 159.

Cognitive development supports activities that encourage children to analyze, solve problems, expand their memory, and acquire logic-mathematical skills. This includes games and activities that expose children to puzzles, books, building blocks, adding, subtracting, testing different materials, sorting, categorizing, comparisons, and retaining and using information. The child usually benefits by developing key sets of information and skills including pre-literacy skills and conceptual information on ordering and categorizing materials.

Language development and communication start from birth. Within the preschool years the focus is typically on children being able to communicate with others, identification of letters and words, using books and written materials, proper pronunciation and semantics.

Social and emotional development focuses on increasing children's trust in others, social competencies like cooperative play, team work, sharing, being able to take direction, take turns, gradual control over emotions and behaviors, and being able to adequately and appropriately express thought and feelings.

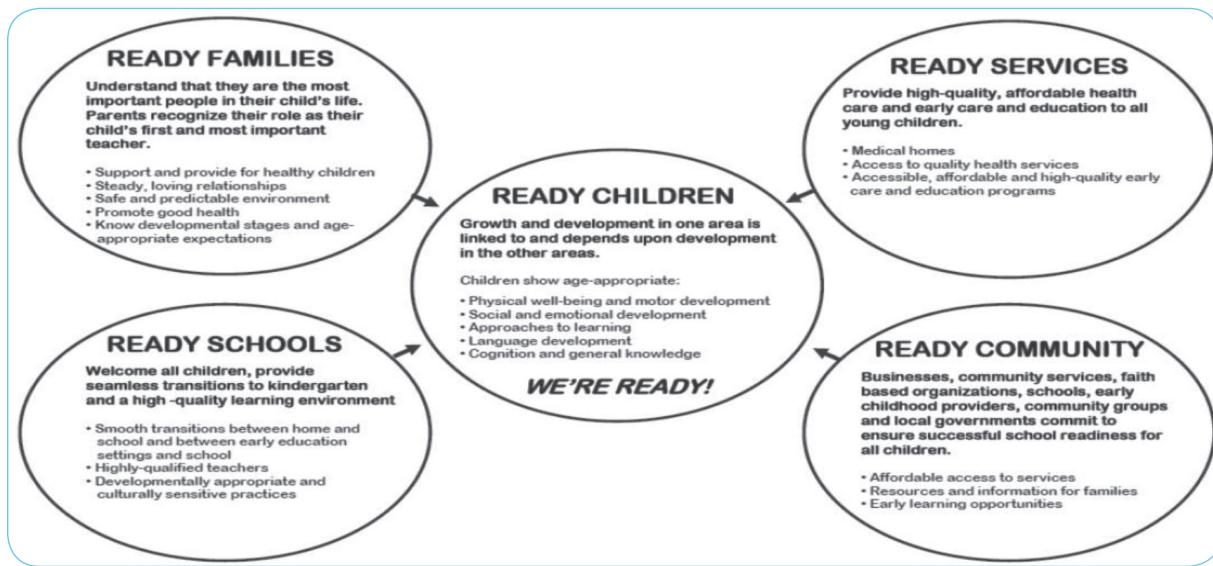
In order to acquire this pool of knowledge and skills children need to receive support from various sources and persons within their immediate environment. Being ready for school and being supportive of young children's development requires cooperation between the family (love, care, protection, health), the preschool (developmentally appropriate learning environment, materials, and activities), services (health, social, recreational, care, and protection), and the community (recreation, safety, social services). The diagram⁶¹ below (box 5.1) demonstrates how these stakeholders complement the work of one another in order to support a child's holistic development, prepare them for school and support their long term productivity, health and success as productive citizens.

Box 5.1: diagram on child development

There is increasing awareness that child development requires the input and coordination of various service providers who work in cooperation with parents to provide a stimulating, safe, and developmentally sound environment for children to grow up in. Preschools should strive to coordinate their work with parents and the community in order to better understand the child's life circumstances, address any negative situations, support learning and educational activities and initiatives that can aid or facilitate the child's growth and comprehensive development, and ensure that health, nutrition, safety, and protective services are available for the child and family.

There is a need to incorporate inclusive education and to address gender stereotyping during the early years. Inclusive education focuses on ensuring that children with special needs, marginalized and vulnerable children, and minority group children are included within the preschool environment and in

61 Smart Beginnings: Ready for School. (2009)



all other services being provided. Children should accept diversity and other children as part of their normal environment and realize that they all share certain commonalities including that they have rights. Similarly, early childhood is a time to invest in educating children that boys and girls are capable, productive beings who share common feelings, thoughts, emotions, and abilities. They have the right to grow and express themselves and be respected and acknowledged for their own abilities.

These goals and strategies should be integrated within a daily routine of activities for young children that are represented by:

- Small and large group activities and physically active and quiet activities.
- Activities that allow the child to explore their environment, materials and resources around them.
- A set routine that encourages healthy practices, social interactions and responsibilities.
- Activities that are developmentally and culturally appropriate and flexible enough to meet the needs of all children.

5.2 Curriculum Framework

There are numerous curriculum frameworks available. Most share common concepts as listed here below:

1. **Education and learning:** teaching children that learning can be a joyful activity and something new can be learned everyday throughout all their lives.
2. **Language and literacy:** familiarizing children with fundamental reading and writing skills, as well as fun ways to increase their vocabulary and understanding of new concepts.
3. **Mathematics:** teaching children the basics of mathematics, such as subtractions and geometric forms.
4. **Science:** make children acquainted with the concept of scientific enquiry (such as observations and experiments) as well as general science concepts (change, physical science, life science and earth & space).

5. **Cognition:** Learn children basic cognition skills, such as how to identify patterns, directional and spatial relations, as well as encouraging inquiry and instill analytical skills.
6. **Health, hygiene & nutrition:** familiarize children with their different body parts and senses, as well as recognizing unwanted behavior from adults. Also teach children about basic hygiene and nutrition, such as washing hands, brushing teeth and the importance of eating healthy nutritious food.
7. **Character development:** Building the character of children through building their self-esteem, think independently, and taking responsibility and show integrity, honesty and the willingness to help others.
8. **Family:** Making children aware of their own family environment and their role in it.
9. **Social relations:** encouraging children to be open to friendship, the importance of teamwork, conflict resolution and the importance of sharing and giving in a group setting.
10. **Respecting & diversity:** Teaching children to appreciate the differences between themselves and others and not to discriminate against others.
11. **Citizenship, cultural heritage & the arts:** teaching children about their country and foster their sense of belongingness, as well as introduce them to the different national/ cultural celebrations and art forms (also from others).

A detailed explanation of each of these concepts can be found in [Annex 9](#).

The above curriculum is usually achieved by using positive, child directed approaches of learning through play that supports:

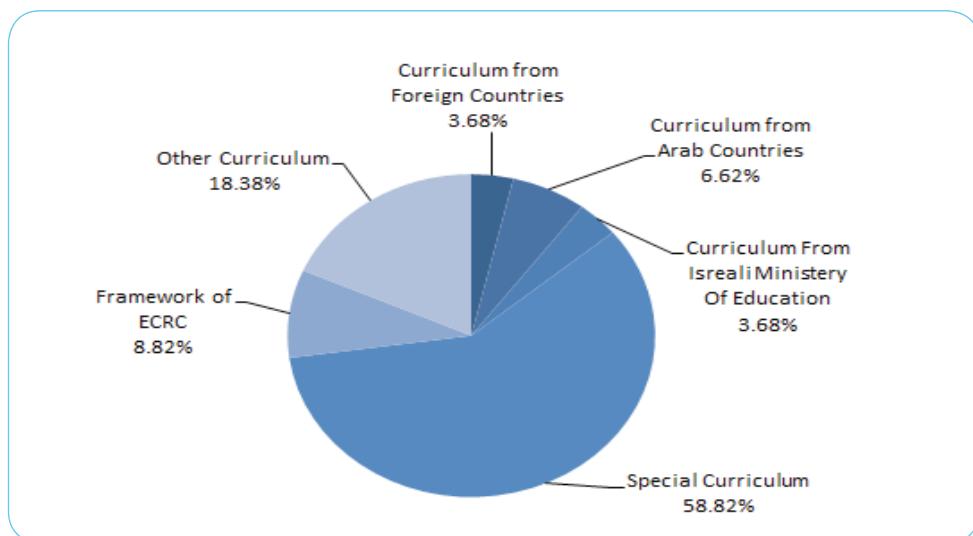
- Active gathering and constructing knowledge
- Organizing, understanding and applying knowledge
- Creative thinking and expression by encouraging communication through arts:
 - Music and movement as tools for producing, performing, and exhibiting art skills
 - Dramatic and performance play that allows for producing, performing and exhibiting art skills
 - Exposure to historical, cultural, aesthetics, and the art of others and developing children's ability to respond to these art forms in a critical manner.

5.3 Availability of ECCED curriculum in East Jerusalem

Preschools within East Jerusalem use a host of different educational curriculums. The rules and regulations within the country do not require the adoption of one set curriculum and do not encourage the adoption of a textbook-based curriculum to be used in preschools. It should be noted that in some preschools they have simply adapted the 1st grade curriculum and textbook and adopted their use within

the preschool setting. Four out of five preschools surveyed reported that they had adopted a specific curriculum for use in the classroom. The other 21% of preschools reported that they had no set curriculum and developed their own materials and resources for use in the classroom. For preschools reporting that they applied a specific curriculum in the classroom, the majority of them reported that they were using a “special” curriculum that they had obtained from other sources (foreign and local preschool curriculum documents) and had made slight adaptations to them and were using them in the classroom (58%). There were 18% who reported that they used a curriculum, but were not aware of where the curriculum came from, only 9% of the preschools surveyed reported using the ECRC based curriculum documents, while the remaining 15% of preschools with curriculums reported that they used curriculums that they had taken from Israeli, Arab or international sources. The diagram below identifies the types of curriculum currently being used in the 155 preschools within East Jerusalem.

Chart 5.2: Curriculum / Educational Framework Used



An analysis of the types of “special curriculum” used in the preschools indicated that the majority of them were using the PNA MoEHE curriculum framework, while there were one of three preschools using a mix of different curriculum frameworks or adopting specific elements of activity books, curriculum materials and resources from a variety of sources. There were no preschools that had conducted an assessment on how effective these curriculum frameworks had been in supporting children’s learning. It is recommended that an assessment of these curriculums and their impact on children’s learning and school readiness be undertaken.

Most preschools noted that they based the selection of their curriculum on decisions they had received. The PNA MoEHE was considered to be the primary decision maker for curriculum selection. The remaining preschools noted that the head teacher, school board, or others determined which curriculum they should use. The final decision for adopting the curriculum was typically made by the Board of Directors/General Assembly (75%) or by the head teacher/teachers (19%). Parents and the municipality had a minimal role in determining which curriculum would be adopted.

When parents were asked about the preschool curriculum, the majority praised the academic aspects of the curriculum and teaching approaches followed by kindergartens. They reported that the curriculum supported teaching children basic academic content like reading, writing, and mathematics, and English (most of the content taught in grade 1). However, parents also noted that the curriculum and school based activities were limited when it came to applying a variety of other types of activities within the preschool (creativity, art, movement, etc.). Such activities currently are very limited in most preschools and are not adequately incorporated into the objectives and approaches of the curriculum. Teachers supported the results of the parent evaluation and noted that they felt an over-emphasis on academic achievement at the expense of encouraging the development of more basic skills and the use of variety in activities.

Parents mentioned that each kindergarten was implementing a different curriculum and using a variety of teaching approaches. They suggested that there be a more national approach to curriculum frameworks so that preschools did not vary so much. They also recommended continuous revision and updating of the educational activities being used since they felt that there was a lot of repetition throughout the school year. Parents also recommended preschools to develop and share monthly plans for the curriculum and teaching activities so that parents could be aware of what their children were learning.

Teachers also had these observations regarding the curriculum or educational frameworks they were currently using:

- There is a lack of a unified or standard curriculum followed by all preschools.
- Presentation of curriculum activities varies from teacher to teacher, even though most preschools follow basic principles in children teaching.
- The lack of resources limits the effective implementation of the curriculum and activities.
- The absence of a comprehensive and a standard curriculum necessitates teachers having to design and develop teaching activities (which may not be optimal.)
- Parents should be more involved in supporting educational goals and following up on learning activities with their children at home and in approving the curriculum content and teacher approach adopted within the preschool.
- The MoEHE and preschool governance bodies should play a greater role in monitoring the outcomes of the curriculum and determine what revisions are needed.

However teachers also reported that they had identified a set of goals that preschool staff should seek to achieve:

- Respecting children's rights
- Reducing levels of violence in pre-schools
- Increasing teachers' knowledge in curriculum development.

In summary, preschools within East Jerusalem are implementing a set of varied, untested, and outdated curriculum frameworks.⁶² There has been no systematic evaluation of the impact of these curricula and approaches and their impact on children's development and learning processes or for school readiness. Most teachers and head teachers are not trained in curriculum development and/or how to implement these curriculum frameworks. Hence, most are implementing the activities with an ad hoc approach. They are unaware of the importance of sequencing activities; they use repetition excessively, and have no means of evaluating the effectiveness of these activities. Teachers reported (89%) that they routinely review and evaluate their curriculum, but the vast majority was not able to produce any evaluation tools or results and it appears that the evaluation was based on teacher reports and ad hoc assessments only.

The majority of preschools have opted to select certain sections of curriculum framework at the expense of others. For example, most teachers and head teachers addressed the cognitive aspects of the curriculum (pre literacy, counting, memorizing, sorting, learning concepts, etc.). However, limited attention given to language and communication development, socio-emotional development or the child's physical development. For many teachers, allowing children outdoor time was seen to be sufficient and they did not incorporate gross motor activities or physical fitness of the child into the school routine.

Very few of the preschools had a copy of the curriculum available. Most noted that they met on a weekly basis and agreed upon the goals and sets of activities they would be using in the coming week. Greater attention needs to be paid to assisting teachers in developing a goal based/outcome measurable set of activities that they can use in the preschool in an organized and logical manner with flexibility from school to school or class to class.

Data analysis shows that most pre-schools conduct an annual curriculum evaluation. However, the majority of preschools still do not have an evaluation standard form. Also, it's worth noting the commonality in responsible parties for both curriculum adoption and development in most pre-schools. Most Pre-schools assign Board of Directors as the responsible party for curriculum adoption and evaluation.

5.4 Educational Tools

East Jerusalem preschools had available to them a wide variety of educational tools in the classroom. Schools varied from one to another in the quantity and quality of tools available. In general the tools available are sufficient; however major gaps exist in the availability of computers, storage bins and storybooks in most preschools. The table below provides a breakdown of the tools and equipment available.

⁶² This finding was also reported in the Strategic Multisector Development Plan for East Jerusalem (2010) that was prepared by the PNA Office of the President/Jerusalem Unit, p. 38.

Table 5.3: Availability of Educational Tools According to Type

Educational Tool	Yes		No		Total
	Count	%	Count	%	
Blackboard	149	96%	6	4%	155
Educational Films	117	75%	38	25%	155
Building Blocks « LEGO»	147	95%	8	5%	155
Worksheets	151	97%	4	3%	155
Coloring and Painting Tools	151	97%	4	3%	155
Pins Boards	79	51%	76	49%	155
Computers	39	25%	116	75%	155
Play-Dough	148	95%	7	5%	155
Cubes	98	63%	57	37%	155
Posters	131	85%	24	15%	155
Theater Toys	91	59%	64	41%	155
Models (Cars, animal ...etc)	117	75%	38	25%	155
Puzzles	134	86%	21	14%	155
Scoring Toys	75	48%	80	52%	155
Stuffed Toys	107	69%	48	31%	155
Electronic Games	11	7%	144	93%	155
Educational CD's	62	40%	93	60%	155
Others	10	6%	145	94%	155

The results indicate that there is a preference for tools that can be used for group activities and especially those that are traditionally used for instructive teaching (blackboard, films, worksheets) with less emphasis on tools that support more individualized, self led activities (story books, drama play materials). However, it was evident that most preschools realized the importance of play, interaction with materials, and free style approaches in the classroom. This was demonstrated by the presence of coloring and art material, play dough, building blocks, and puzzles.

However, most teachers were not satisfied with the type, quality or quantity of educational tools and materials they had available to them. They noted that the lack of appropriate educational tools hindered their work with children and made it difficult to implement a variety of different activities with children.

Limitations of the tools and materials at hand resulted in:

- Teachers not being able to differentiate between the needs of different sets of students (those in need of more assistance, those unable to complete tasks, etc.)
- Children not being encouraged to be creative since most of the materials were dyadic and did not support problem solving or thinking outside of the box.
- The aids were not age-appropriate and were either more applicable for younger children and/or school aged children.

In summary, most preschools have available to them blackboards, LEGO, worksheets, coloring and painting tools for use in activities with children. The availability of such tools in preschools is not well balanced. Even though Play-dough, worksheets, and posters are readily available, other essential tools

are not available, like computers and storybooks. This in turn creates weakness in executing a holistic and integrated approach to the educational framework.

5.5 Extracurricular Activities and Services

Preschools offer different extracurricular for children. These additional activities are primarily entertainment based outside of the preschool. A number of different organizations provide theater, drama, outdoor exhibits, and parks where children can spend time enjoying free play. The results of the study indicate that there are not a great variety of places or services that they are aware of that they could add to their programs and interventions. Hence, most preschools reported that each year they visit the same places or carry out similar types of activities.

Table 5.4: Services Offered by Pre-Schools

Service	No. of Pre-Schools	Included	Not Included
Cafeteria	53	7	46
Meals	56	24	32
First Aid	105	85	20
Regular Medical Check-Ups	70	46	24
Live Video	24	6	18
Bus – Transportation	85	15	70
Receiving Children After Hours	25	9	16

- Four out of ten preschools/nurseries provide health insurance coverage for children while at the site (57.4% of sites are not covered by health insurance).
- 95% of all preschools/nurseries provide one or more different types of extracurricular and/or recreational entertainment for children. Taking children on visits to parks, different recreational parks, and summer camps are the most frequent types of extracurricular activities.
- 70% of preschools take children on trips and excursions 2-4 times/ year.
- Majority of preschools have open days or workshops and invite community participation.
- One out of three preschools/nurseries has a cafeteria (primarily preschool based).
- One out of three preschools/nurseries offers a meal (primarily nursery).
- Two out of three preschools have first aid services, 95% have a first aid kit available.
- One out of two preschools provides regular medical checkups.
- One out of eight preschools/nurseries provides extra working hours to provide child care.

5.6 Recommendations

Curriculum development:

- MoEHE and ECRC are encouraged to develop a national curriculum framework that is readily available in soft and hard copy form that provides holistic and integrated approaches to learning in preschool settings. The curriculum should include clear goals, strategies and suggested activities that teachers can use in the classroom to address the different developmental needs of children.
- A national team of experts and teachers should be established to review the curriculum framework on a regular basis and provide updates, revisions, and amendments as needed.

- A campaign should be undertaken to raise parent, teacher, and community awareness of the importance of early childhood development and education. Sharing with them the goals of the national curriculum framework should be undertaken in order to raise awareness of what are suitable and expected activities and programs that preschools should be offering. This supports increasing pressure on preschools to improve the quality of programs they are offering.
- Educational framework should include criteria to evaluate and select instructional materials for pre-schools. The national commission should conduct an evaluation of the curriculum and improve its content based on the outcome of the study.
- MoEHE and ECRC are encouraged to provide workshops and trainings for pre-schools to adopt best practices and the national curriculum framework, evaluate children teaching methods, and assess teacher capacity in implementing the curriculum.
- MoEHE and ECRC are encouraged to develop a library of activities based on subjects and promote their use in pre-schools (soft and hard copies of documents should be readily available in Arabic, English, Hebrew, and French if possible).
- Pre-schools (with the help of MoEHE and ECRC) are encouraged to conduct parents' awareness workshops. These workshops should focus on expectations of parents towards children's education and development.
- A team of experts should design an evaluation study for the existing curriculum frameworks, assess their impact on children, and put in proper evaluation guidelines for the new curriculum framework.

6. Parent involvement and Participation

6.1 Background

Parent involvement and participation are considered to be essential elements of a successful early childhood program. Research has shown that when parents are involved in their child's preschool education they can help the child to adjust to the preschool environment. This provides the child with a sense of security and safety, and this empowers the child to succeed within the preschool environment and later on in school.

There are a number of social networks that are important for enhancing children's well being and development. These include the family, a healthy environment, the preschool, recreational, activities/centers, and community based institutions. The importance of parent education and involvement in the preschool should be encouraged. Studies have indicated that higher maternal education levels, improved parent child interactions and stimulating environments, and parental understanding and application of positive child rearing techniques have a positive impact on children's academic performance, health, and socio-emotional development. The preschool provides a venue where parents⁶³ (mothers and fathers) can benefit from the learning environment, become partners in their child's education, and receive information and guidance in seeking out additional support if necessary.

In order to support child well being and development, three parties need to interact on a regular and timely basis:

- The child.
- Parents – attitudes, skills, and practices.
- The preschool – expectations, actions, and practices.

Interacting with parents allows the preschool staff to understand:

- Parent expectations of preschool.
- Parent expectation of the child.
- Priorities of the parents.
- How the child and parent interact at home.
- How the child and teacher interact at school.

Children benefit from organized and regular interaction between the preschool and parents by having both parties sharing the same harmonized message, supporting the development of similar skills and complementing one another rather than sending mixed messages or teaching contradictory skills, supporting agreed upon values, adopting positive attitudes and approaches in child rearing and discipline, and prioritizing the child's needs and rights.

There are no specific international standards are guidelines that specify how much time or what types of parental involvement and coordination are required. However, ECCE literature recommends that preschools should implement an open door policy whereby parents feel at ease in visiting the preschool, attending classes and sessions with their children, and volunteer within the preschool. It

⁶³ It must be noted that even though both fathers and mothers were targeted in this study, mostly mothers were participants. In Palestinian society, the care for young children mostly depends upon females and less on males.

is also recommended that preschools hold regular meetings with parents to inform them about school policy, events, ongoing activities, and other issues of concern. Further, when possible, preschools should offer parental education sessions. In these sessions, the preschool staff or others from the community play a role in providing parents with information on child health, development, psychosocial well being, as well as introduce parent-child activities that can be done at home that will reinforce what the child is learning in school. Preschools cannot be considered as an alternative to family the home. The home should remain the primary source of information, health provision, care and guidance for the child. Hence, close bonds between the home and preschool are required.

6.2 Parent Involvement in East Jerusalem Preschools

Results of the study indicated that preschools and nursery staff in East Jerusalem are all aware of the importance of parent involvement and participation and all of them have established means of coordinating parent involvement. The most common type of communication with parents occurred through meetings (29%), phone calls (23%) or a combination of both. More than half of the preschools reported that they had conducted at least one parent -teacher workshop in the last year and that the focus of the workshops was on mostly on methods of dealing with young children.

Despite the efforts put forth by the preschool staff, many parents report that their expectations of the preschool had not been met. They would prefer to see more creative teaching methods and approaches being used. However, it must be noted that the majority of parents indeed reported that they felt the preschools were making efforts to encourage parent involvement and cooperation with the preschool staff and they appreciated this sense of partnership.

Parents reported that they recognize the importance of the home environment in influencing socio-emotional development and behavior. But most parents also reported that they think preschools should play a greater role in influencing children's physical and cognitive development. Some believe that preschools play a positive role in supporting children's social-emotional and personality development, while others felt that the preschool was more like a home and was expected to be a substitute for the role of the parents. This last view was a common response from working parents, especially those who kept their children in preschool and also in after hour care services. Dependence on the preschool staff to provide all the needs of the child may result in parents assuming that their role with their children is limited and hence they reduce overall interaction, care, and protection of their children. Studies have shown that separating different child development domains is incorrect and both environments have an impact on children's physical, socio-emotional, cognitive and language development. This is why it is important that parents and teachers work together to improve the child's development and well being.

Further, parents expressed some concerns that their children were "repressed"⁶⁴ at pre-schools and this leads to limiting their creativity and affects cognitive, social and emotional, language and physical development. Another concern parents raised is violation of children rights, noticed especially in the verbal violence children face at preschools. This can affect all areas of development (cognitive, social, language, and physical).

In general, interviewed parents do not see a need to be involved in developing preschools in terms

⁶⁴ This included statements regarding rote learning, not being able to speak when they wanted to or out of turn, constantly being told to be quiet, etc.

of the physical or educational environment. However, some parents believe that their participation in preschool activities contributes to school's development. In this regard, father's participation in preschool activities is very minimal. Parents recommend that preschools should become more open for ideas and opinions raised by parents, since some of the proposed developmental ideas might be helpful.

Parents felt that regular visits (by parents) that were both structured and unstructured ("drop ins") are acceptable. However, most staff preferred to be informed in advance if the parent wanted to visit or participate in the class. The majority of parents noted that there were not enough of pre-scheduled meetings and that most meetings were not productive. Teachers noted that parents had excessively high expectations of the preschool staff. They expected teachers to come out of class, spend time during the hours when children were present speaking with them. They felt that this is not realistic. Teachers recommended that specific hours be set where parents could call or come in for discussions. The administration should make available assistants who can manage the class if the teacher needs to leave.

In summary, the results indicate that although the majority of preschools have some form of communication with parents, mostly through meetings, activities, and phone; both parents and teachers expressed issues with teacher-parent communication and suggested improvements. Parents suggested regular scheduled meetings with teachers and stressed the importance of in-person visits to the preschools as a means of supporting their children's confidence. Teachers see communication gaps caused by parent's perception and high expectations regarding the role of the preschools. Both sides (parents and teachers) agree that teacher-parent communication should be improved to support children's development, support preschool service improvement, and increase complementarities and harmony between messages and practices shared in both environments.

6.3 Recommendations

- Teachers should have a preliminary meeting with parents for introduction before the school year starts.
- Routine and regular meetings should be organized to review children development status and discuss suggestions to enhance child's growth.
- Teachers are recommended to send printed materials for parents about events, meetings, workshops...etc. and get parental approval of child's attendance.
- Parents are encouraged to show commitment to the preschools, and to share their expectations in an open and participatory manner. If there are differences in opinion, this should be clearly communicated with staff and administration and they should work to improve their shared expectations of what is practical and realizable.
- ECRC and other stakeholders in the ECCED sector are encouraged to have awareness workshop for both teachers and parents about the importance of teacher-parent communication.
- Family, preschools environment, friend, and cultural ethos all play a role in all areas of children's development. For that reason, parents and teachers are encouraged to monitor all areas of children development and raise red flags and seek expert help and advice where needed.
- A specific manual on parent education and preschool parent teacher relations should be developed that assists teachers in interacting with parents.

7. Enrollment in East Jerusalem Preschools

7.1 Children enrolled in East Jerusalem preschools

There are currently 12,470 children enrolled in ECCED centers in East Jerusalem. In J1 area, there are 7595 enrolled students compared to 4875 children in J2 nurseries and preschools. Higher rates of overall enrollment in nurseries and preschools is evident for J1 (61%) compared to J2 areas (39%).

The highest percentage of children are enrolled in preschool education (83%) compared to nursery care (17%) in all of East Jerusalem. Differences exist between young children living in J1 (13.7%) area who are more likely to attend nurseries compared to children in J2 (6.1%). This may indicate a higher percentage of working mothers within the immediate area of East Jerusalem compared to women living in the suburbs of East Jerusalem. However, in general the trends are similar to the West Bank with the largest numbers of children enrolled in kindergarten classes compared to other age groups. This trend indicates that most parents support school readiness programs and are willing to place children into preschool settings to improve their performance and success.

Table 7.1: Percentage of children enrolled in nurseries and preschools in East Jerusalem

Age	Under 11 months		1-2 years		3-4		4 to 5 years		5-6 years	
Area	J1	J2	J1	J2	J1	J2	J1	J2	J1	J2
% of children	2.3	1	3.8	4	13.7	9	41.2	40	38.9	46
Total %	1.6		3.9		11.3		40.6		42.4	

Children between the ages of 2 months to 6 years are attending nurseries and preschools. The majority of children registered in these sites are between the ages of 5 to 6 years. The breakdown of children by age group is:

- Under the age of 11 months - 1 %
- Between 1 to 2 years of age – 4%
- Between 3 to 4 years of age – 14%
- Between 4 to 5 years of age – 40 %
- Between 5 to 6 years of age – 46%

Preschools and nurseries vary in number of hours of services provided, start time and end time and availability of after school care hours:

- Start time was either at 7:00 am (28%), 7:30 am (27%), or 8:00 am (55%).
- End time ranged from 12:00 – 1:00 pm (55.5%), 1:30-2:30 pm (31.6%), 3:00 -4:00 pm (10.4%), and 4:30 (3.4%).
- Most preschools do not provide after school care hours (82.6%). One hour (37%), two hours (41%) or more hours (22%) of after school care is provided.
- Days off:
 - Friday and Saturday: 48.4%

- Friday and Sunday: 34.8%
- Friday: 12.9%
- Thursday and Friday: 3.9%

7.2 teacher-child ratio in East Jerusalem preschools

An analysis of teacher or caregiver to child ratios for J1 and J2 demonstrate significant differences between both areas in terms of nursery care ratios, but not for preschool care ratios. For instance, in J2 nurseries there was a teacher-child ratio of 1:7, however in J1 nurseries there was a ratio of 1:14. The J1 ratio was unacceptably high and MoEHE and international standards usually recommend 1 caregiver for every 4-6 children at this age. A similar trend was noted for preschools in J1 that had a ratio of 1 teacher per 22 children 22:1 compared to J2 preschools that had a ratio of 1:21. These rates are also high and more acceptable ratios would be 1 teacher for a maximum of 15 students.

Teachers varied in their responses regarding acceptable and appropriate teacher-child ratios. However, the majority believed that they were responsible for handling too many children in their classroom and that these numbers need to be reduced. They recommended ratios that are more in line with international standards that are presented in the table below.

Table 7.3 international standards teacher-child ratio

Age	Desirable teacher-child ratio	Max. Group Size
Birth – 12 months	1:3	6
13- 30 months	1:4	8
31-35 months	1:5	10
3 years	1:7	14
4 years	1:8	16
5 years	1:10	20

Many teachers reported that the high teacher-child ratio is due to increasing demands by parents to accept their children in the preschool. Lack of space force preschools them to increase the number of children per classroom. This results in placing extra burdens on the teachers. Parents also worried about the large number of children assigned to one teacher or caregiver. They felt that this resulted in the teacher not being given sufficient time to interact with all children, having to address many demands at the same time, and that this situation became more untenable when a child with special needs was involved and no additional assistance was provided to the teacher. This situation needs to be further addressed because teachers agreed on the importance of inclusive education, but only if the assistance, resources, and space were also available.

Limited space is a primary obstacle that prevents preschools from accepting even more children. Almost 42% of preschools reject new students due to limited capacity. More than half (56%) of preschools that reject students reject less than 10 children annually. While other preschools (34%) reject 10-30 children, annually. Even though the number of rejected students is low per preschool, the total amounts to over 1,000 preschool aged children who are denied access to preschools due to overcrowding in the surveyed preschools.

Preschools are faced with the challenge of implementing best practices regarding maximum number of children per class/teacher) or accepting additional children into their preschools. The lack of affordable preschool education and preschool facilities are constraints that must be addressed. Without such opportunities many young children will be denied the opportunity to receive the extra support and care they require to enhance their development and put them on the same level as other children entering the school system. The effectiveness of the early childhood programs are limited by the current situation of overcrowded classrooms and high teacher-child ratios. Hence, increasing the number of preschools while lowering teacher-child ratios at the same time, should be an objective to work towards.

7.3 Recommendations

- Increase the number of preschools and nurseries in East Jerusalem
- Support reduction in number of students/classroom and teacher-student ratios
- Distribution of children in classrooms according to age groups according to the following standards:
 - 1 child / 1 square meter of interior area of the pre-school.
 - 1 child / 2 square meters of out-door play area.
 - Maximum of 20 children / room in the kindergarten (1-2 teachers/assistants.)
 - Maximum of 10 children / room in the nursery (2-3 caregivers/assistants).
- Preschools should be encouraged and supported (financially and with staff) in increasing enrollment rates for children with special needs and marginalized groups of children.
- Preschools and nurseries should be allocated resources to renovate their sites and make them disabled friendly.
- Preschools and nursery staff should receive specialized training on how to incorporate children with special needs into the classroom and provide them with educational tools and materials to educate them.
- The number of preschools and nurseries should be increased in order to accommodate the thousands of preschool aged children who are currently not enrolled.
- Subsidized education should be afforded to those who need assistance in covering fees.

8. Physical Environment of Preschools

8.1 Background

The preschool and nursery environment represent an essential feature of a child's learning experience. The importance of ensuring that these sites are healthy and safe should be a primary concern of all parties. The physical environment of all sites should be developed and maintained in a manner that guarantees the safety and well being of children and staff alike. Centers where groups of children are cared for require special consideration in order to ensure that the specifications and conditions take into account the physical and mental immaturity of young children who may not be aware of certain hazards (i.e. hygiene facilities, kitchen facilities, windows, etc.).

In order to address these issues, most countries have now developed detailed guidelines and criteria that specify the physical specifications. These specifications vary from one country to another. Some suggested requirements include:

1. Space:

- Preschools/nurseries should select sites that are protected from pollution, loud noises, heavy traffic, unsafe buildings, water or excavation pits and sites, and/or any other kinds of unsafe or harmful environmental conditions. Paths leading to and from the school should be more than 1 meter in width.
- Each child should have available use of at least $1.5 - 3 \text{ m}^2$ of usable floor space. This excludes hallways, bathrooms, kitchen, or storage areas (areas that are not directly used for children's learning purposes.)
- The space should allow for the free movement of children without having to move items to reach another part of the classroom.
- The room should be properly ventilated with windows that can open and close and a fan that can be used to move air around the classroom. An acceptable temperature range is 18 to 27 degrees Celsius. 30-50% relative humidity should be maintained.
- Heaters should be inspected on a regular basis (weekly when in use) and rooms should be properly ventilated when using gas, oil, or kerosene heaters. Charcoal and wood heaters should not be used. Barriers and protective guards should be placed around heaters preventing children from approaching or touching.
- Proper lighting should be available. Natural light should be available and windows should have some type of covering that can allow the control of how much light enters the room. In addition, there should be electric lights that can provide adequate lighting for children to read and play comfortably.
- Windows should have safeguards on them and safety catches so children cannot close windows on their fingers.
- Doors should have rubber stops that prevent them from closing on children's fingers

- Ensure that the following safety precautions are in place: medicines, cleaning materials, or any item labeled hazardous or “keep out of reach of children” are locked away and out of reach of children, electrical sockets should have safety caps on them, all electrical cords are out of reach of children, any heavy objectives or furniture are fixed or cannot be pushed or pulled by children, hot stoves are out of reach of child’s access, stairwells are locked or supervised, rugs and mats are placed so that children cannot slide or fall over them.
- Space should be open enough so that children in wheelchairs can maneuver easily around the classroom (this includes a wide door for entry and exit. Bars along the wall should be available to help children with special needs.
- Classrooms should be divided into at least two separate areas that allow for different types of activities to take place....blocks and art, reading space and science corner. This is to allow for different groups of activities to take place simultaneously. Also, necessary infrastructure should support the activities (wash basin near art area or shelves for blocks, etc.)
- Quiet space should be available for 2-3 children to play together without disruption.
- Wall space should be available for hanging children’s art work and other materials they produce.
- Accessibility for children in wheelchairs or with motor impairments should ensure that all buildings and rooms can be entered with a wheelchair, toilets and sinks are adapted to their needs, drinking facilities are available for their use, and outdoor play areas are accessible. Environmental adjustments should also take into account the needs of visual and hearing impaired children by providing pictures, sounds, touch based assistance for their use.

2. Bathrooms:

- There should be one toilet and one wash basin available for every ten children. These facilities should be adapted or installed in a manner that makes them easily accessible and safe to use by children. If moving blocks are placed to allow children to reach the toilet or basin they should be solid and firmly fixed to the ground so that children do not fall off of them. Toilet doors and facilities should be able to accommodate children in wheelchairs and there should be bars available so that child can support him/herself.
- Any area that is used to change diapers should have a solid, firm, and fixed surface for changing the child. This surface should have a bar to prevent the child from falling. The changing area should be distant from any eating or food preparation areas. A disposal bin should be located nearby with a lid. A wash basin with necessary soap and water should also be located adjacent to the changing area.
- Water temperature should not exceed 49 degrees Celsius.
- Clean drinking water and facilities should be available at all times of the day when children are present.

3. Furnishing:

- Any furniture, equipment or supplies that are introduced into the environment should be solid, sturdy, with no sharp edges that could injure a child. They should be placed in areas that do not block or interfere with the movement and access of children to different areas of the site. All equipment and furnishings should be kept clean and sanitized on a regular basis. Special care should be given to sanitizing and washing especially during periods of infection amongst children. There should be some areas of the classroom that allow for soft and cozy sitting areas for children. There should also be tables and special chairs for children with special needs to be able to easily use table surfaces.
- Any furniture or equipment that will be directly used by children should be made of materials that are safe to touch, do not have sharp or hazardous edges, are not composed of pieces that can be easily unscrewed or pop off and be swallowed by young children. Furnishing should be solidly grounded or if movable, do not injure a child if they fall over or are pushed by others.
- Children's materials for fine and large motor use should include things like building blocks (large, small, hollow), legos, pegs and pegboards, beads of different sizes for stringing, sewing cards, puzzles, pencils, crayons, paint brushes, art materials, clay, play dough, scissors, stuffed animals, plastic animals, figures, vehicles, road signs.
- Water and sand corners or materials should be available with small funnels, figures, pots, pans, pales, scooping equipment, and shovels available.
- Dramatic play areas should include space to allow 3 or more children to interact easily with one another.
- Nature/science corner should be available with plants, seeds, magnets, rocks, different kinds of metals sink and float areas, and science books.
- Library and reading corner should be available with soft and comfortable seating, lighting should be adequate and allow for sufficient light to easily read, books should be made available. Shelves should be fixed so they cannot fall on children. Books should be selected that are gender sensitized, topic appropriate, and culturally appropriate and encourage positive values in young children like accepting others with differences.
- A music center should be available that has a tape recorder, cassettes, some simple music and sound instruments, and room to move around and dance.
- If television, computers and videos are available they should be properly supervised and children's viewing should exclude any displays of violence, aggression, improper or immoral actions. Materials should be gender sensitized, culturally appropriate, and encourage cultural understanding and acceptance.

4. Sleeping Areas:

- Children should be given their own independent bed and/or sleeping area. This area should be according to the size of the child, ensure that the child cannot fall off of the sleeping area while awake or asleep, be comfortable, and meet the developmental needs of the child. No sleeping areas or bed should be placed in areas where there are curtains, cords, wires, or other materials

that the child can entangle themselves in. Sleeping areas should be placed in quiet areas removed from major activity centers (especially for young children under the age of 2 years).

5. Play Areas:

- All preschool centers should have an outdoor play area available for use. Outdoor play areas have between 5-7 m² per child.
- The outdoor play area should be enclosed in a manner that safeguards children and does not pose harm for them. This includes putting up wooden, concrete or wire fences that do not have sharp edges, falling pieces, nails, or other features that can result in injury if the child is near them. The materials used should be safe and not pose any health hazards for children. All outdoor play materials and walls should be kept in good repair.
- A variety of different play structures and equipment should be available. This includes space to play ball, balancing, running, swings or other types of equipment and play materials that provide children with adequate space and resources to be used by all children.
- Metal play equipment should be covered by shading so that it does not overheat and harm children.
- Play materials should be inspected to make sure there are no places that the child could get strangulated (hanging of head and/or limbs.)
- Special equipment and materials should be made available for use by children with special needs and to allow for their easy movement within the site.
- Trash bins should be available, but any hazardous or materials labeled “not for eating or hazardous” should not be present in the play area. Hazardous materials should not be allowed on play area: trash, broken structures/items, building supplies, glass, toxic plants, bee or wasp nests, holes, wells, or any other hazardous materials or conditions.
- Any water or pool sources should be properly blocked off.
- Surfaces should be safe and sand and grass and paved areas are preferred.
- Play area should not have a direct access to the street or area should be blocked off so children cannot exit without supervision.
- All equipment and materials available for child use should be inspected weekly to make sure there are no rough edges, sharp or protruding edges, broken equipment, or if materials are left lying around to be stored away.
- Outdoor rooftop play areas must be enclosed with a 2 meter fence and the base of it should be built no more than 7 cm from the ground. The child should not be able to climb on the fence. An emergency exit should be available from the rooftop to the grounds.

6. Emergency Equipment:

- An emergency plan should exist on how and where to exit children in case of an emergency.
- Children should be trained on what to do during emergencies.
- There should be multiple exits (an emergency exit sign should be available) and a smoke/fire alarm system (warning sound)be available in corridors, sleeping areas, and stairwells.
- A fire extinguisher should be available one at least near the kitchen and another near the classrooms.
- A first aid kit should be available.
- Cellular phones should be available on site and when trips are taken.
- A list of emergency numbers to contact should be posted in at least two separate places within the preschool.

7. Transport:

- Children should only be transported in a licensed and insured vehicle.
- The driver must be a licensed employee of the center. It is preferred that the driver be over 21 years of age with evidence of safe driving record for more than five years. No persons with records of substance abuse or criminal action should be allowed to drive children.
- If more than 7 children are being transported together there should be another adult present in the vehicle to assist.
- Vehicles should be able to accommodate children with special needs (ramps, bars, seats, etc.).
- No child is to be left unaccompanied in a vehicle.
- All vehicles should have proper seating and safety belts/seats/restraints available for children depending on weight and size of child.

8.2 Physical environment of East Jerusalem preschools

As previously addressed in this report, educational facilities within East Jerusalem are in poor conditions due to the lack of available sites to rent out or build upon. This was also the case for the early childhood sites. Two out of three sites (65%) were located within rented apartments, one out of four sites were built specifically for preschool use and as part of private property, while the remaining 10% were either property of Waqf or an in kind contribution from another agency.

Most of the preschools (62%) were located in independent buildings, while the remaining preschools/nurseries were part of a school or other type of institution. Three out of four preschools were located on the ground floor, two out of ten preschools were located on the second floor, and the remaining preschools or nurseries were located on third and/or fourth levels.

Parents and staff who were interviewed reported the difficulties in obtaining permissions and licenses from the Israeli Authorities to expand, renovate, and build different types of premises including kindergartens in J1 Area. The process was expensive and time consuming and numbers of permits that had been approved for preschools in the Old City of Jerusalem are very limited. In addition, many owners of the properties did not allow preschools to make any changes.

The lack of permits coupled with the fact that the majority of the premises used by preschools are originally residential buildings has led to a situation of preschools constantly making slight cosmetic changes to the infrastructure of the environment and this has not led to a significant improvement in the site. Nevertheless, interviewees and site visits indicated that many of the preschools in J1 have better conditions and furnishing compared to those in J2. In part this may be due to J1 preschools having a longer history in providing preschool education, in addition to more resources reaching J1 compared to J2 areas. Special attention should be given to identify sites where preschools can be opened and where there are opportunities to support renovations and upgrading of existing sites.⁶⁵

The vast majority of preschools (75%) in East Jerusalem have adopted a joint approach of having classrooms (seats and tables) with corners (dramatic play, storytelling, science, etc.). However, there are one out of five preschools (18%) that only have classrooms available. This constitutes an alarming number since it is not considered acceptable to place preschool aged children in this type of pedagogical teaching environment where the emphasis is usually on reading, writing, and learning the 1st grade curriculum. There were 7% of preschools that had adopted a “corners” style preschool and eliminated the presence of classroom tables, chair and blackboard. The table below highlights the types of rooms available in most preschools.

Table 8.1: Percentages of Available Rooms per Type of Room

Room	Available		Un-Available		Total
	Count	Percentage	Count	Percentage	
Concentration Rooms³	119	77%	35	23%	154
Art and Nature Rooms	67	44%	87	56%	154
Dramatic Play Rooms	52	34%	102	66%	154
Theater Rooms	55	36%	99	64%	154
Indoor Playing Rooms	65	42%	89	58%	154
TV Rooms	68	44%	86	56%	154
Nursery Rooms	22	14%	132	86%	154
Library / Story Rooms	44	29%	110	71%	154
Dining Rooms	21	14%	133	86%	154
Swimming Pool	7	5%	147	95%	154
Teachers Room	36	23%	118	77%	154
Clinic / First Aid Room	21	14%	133	86%	154
Kitchen	116	75%	38	25%	154
Bathrooms	154	100%	0	0%	154
Computer Rooms	21	14%	133	86%	154
Other Rooms	3	2%	151	98%	154

⁶⁵ Results indicated that monthly rent costs for J1 preschools/nurseries averaged 1516 USD. Preschools/nurseries in J2 had monthly rent costs of 402 USD. J1 rent is prohibitively high. This requires the administration to raise fees and this results in poor and marginalized groups not being able to pay these high fees.

Many of preschools did not have basic areas like a library (16%) or computer use (9%) section. The majority also had not adopted using drama, science/nature corners in their classrooms. Improving the interactive environment of the preschool is essential. Furthermore, the quality of hygiene and toilet facilities was poor in most cases (types of facilities and the number of facilities per child).

In general however, reports from parents and teachers noted that most preschool sites were suitable for young children. They did request some specific improvements. For instance, parents' assessment of the preschool environment noted that the children had little "free space" to open play and where they could choose what they wanted to do without requiring direct supervision from the teachers. Teachers supported parents' recommendations that there was a need for more free play areas and drama corners for children. However, teachers were primarily concerned about the small rooms and overcrowded facilities.

A number of teachers reported that their preschools did not have sufficient lighting. Lighting within most preschools was through natural light sources (almost all rooms had at least one window) and through electricity based light. Certain parts of preschools require more lighting (concentration areas, storytelling, etc.) and better lighting sources should be made available.

Regarding general facilities, the following observations were made:

- All preschools had available clean, running drinking water. One out of four preschools provided mineral water for drinking purposes.
- All preschools had electricity and lighting available in each room.
- All preschools had heating available. One out of three preschools had central heating. Seven out of ten preschools/nurseries used alternative sources of heaters (electric, gas, kerosene). Not all sites had proper safety measures in place to avoid accidents.
- Ventilation was appropriate in almost all schools. Some sites had mold on the ceiling which reflects high levels of humidity that should be dealt with.
- Almost all preschools had separate toilet facilities for children. However, 8% of preschools only had joint adult and child toilet facilities which are not acceptable.
- All nurseries within the study had available beds, cribs and cots for children. Each child had their own separate sleeping area, but in some cases different children would sleep in the same cot (different sleeping hours.)
- Only 60 preschools (39%) kept medical files on children. However, 70 preschools (45%) provided children with routine medical examinations.
- Only 85% of preschools had a landline phone. The remaining 15% used cellular phones only.
- Seven preschools (5%) had a swimming pool that was in a safe, secure and monitored region. However, the quality of water was not assessed.

The vast majority of surveyed preschools/nurseries are meeting the minimum basic environment requirements. Heating, space, lighting, phones, bathrooms, kitchens are all available. Most preschools are

located in rented apartments or other kinds of premises that are not specifically designed to accommodate preschools or large number of children. Hence, stairwells are not wide, electricity outlets are not placed high or covered, bathrooms cannot accommodate a large number of toilets or wash basins, and most facilities are not accessible for children with disabilities.

The majority of preschools had available basic equipment/furnishings like a first aid cabinet/kit (92%), television (87%), refrigerator (75%), printer/photocopier (72%), and computer (60%). The table below provides detailed information on the availability of basic equipment and furnishing within preschools.

Table 8.2: Percentage of Available Office and Other Equipment per Type of Equipment

Equipment	Available		Un-Available		Total
	Count	Percentage	Count	Percentage	
Oven	72	46%	83	54%	155
Microwave	38	25%	117	75%	155
Refrigerator	116	75%	39	25%	155
Electrical Kettle	85	55%	70	45%	155
Sterilizer	42	27%	113	73%	155
T.V.	135	87%	20	13%	155
Video	93	60%	62	40%	155
Fax	83	54%	72	46%	155
Computer	93	60%	62	40%	155
Printer	105	68%	50	32%	155
First Aid Cabinet	142	92%	13	8%	155
DVD	23	15%	132	85%	155
Photocopier	6	4%	149	96%	155
Others	43	28%	112	72%	155

N.B.: A cross analysis of preschools indicates that some preschools are much better off than others. There are **some** preschools that have **very** limited space **available**, no outdoor areas, limited furnishing and equipment, and do not properly allocate space within the preschool for setting up corners. These preschools tend to be located in marginalized sections of the community. These sites need to receive particular attention in upgrading the environment. The importance of the database is that it provides a detailed assessment of each site. Interested parties can access the information in order to determine what kinds of interventions are most needed.

Transportation

Over half of all preschools reported have a school bus/van available to transport children. There was no data available on whether or not these vehicles were licensed and insured (it is quite likely that they are). However, more information on transportation and safety restraints, accompanying adult assistance during transport, and the proper review and employment of drivers should be undertaken.

Outdoor play areas

All preschools (except for one) reported having an open space for children to play in. Seven out of ten preschools (68%) had an outdoor play area, while 5% had an indoor play area only, and 27% of sites had both an indoor and outdoor play area. As shown in the table below, the average space for all play areas in the East Jerusalem Governorate is around 189 square meters/ preschool. The averages include both in-door and out-door play areas.

- Play areas offered by pre-schools in J1 (82 m² for indoor play and 195 m² for outdoor play) are generally smaller than play areas in J2 (97 m² for indoor play and 247 m² for outdoor play.)
- The J1 outdoor play areas are located close to streets (24 meters) compared to J2 outdoor play areas which are 57 meters away from the street.
- 98% of preschools outdoor and indoor play areas are fenced in.
- 82% of preschools have outdoor shaded areas (metal, fabric, and brick).
- 85% of preschools have outdoor ground safety (sand, grass, rubber, carpet or a mix of them).

Safety

With regards to children safety, teachers consider it a top priority. Teachers think they have reached an advanced level in providing best safety practices when dealing with children. Teachers reporting that they had received capacity building and training programs on safety and first aid. The majority of the teachers participating in the focus group assess the level of safety in their pre-schools between 70% and 80%. Teachers also think that the Palestinian MoEHE is not giving enough attention and support to children and preschool safety.

Parents were not satisfied with all measures of safety. Some interviewees think that the majority of preschools could be a lot safer and some should maybe not be allowed to operate (most of the preschools reported on where not licensed or registered). A low percentage of pre-schools received excellent safety approvals from teachers and parents, alike.

The most common types of outdoor play equipment were slides, seesaws, and swings. The table below provides a breakdown of the types of available outdoor play equipment. The majority of pre-schools that provided information related to the availability of play area equipment have specified the physical location of these equipment (in-door and out-door) and have also provided information related to the quantities of each equipment. Average quantities were calculated for the pre-schools that have indicated the availability of play area equipment and also provided information regarding the quantities of the equipment.

Footnote From Table 8.1

3. These are basically rooms with tables and chairs where children can do activity sheets or observe teacher at the blackboard.

Table 8.3: Physical Location of Equipment and Average Quantities per Type of Equipment

Play Area Equipment	Pre-Schools	Total Quantity	Average Quantity	Total In-Door	Average In-Door	Total Out-Door	Average Out-Door
Swings	96	245	2.6	11	0.1	234	2.4
Slides	117	228	1.9	23	0.2	205	1.8
See Saw	95	174	1.8	36	0.4	138	1.5
Climbing Games	28	46	1.6	8	0.3	38	1.4
Plastic Bikes	28	140	5.0	32	1.1	108	3.9
Plastic Balls	23	27	1.2	17	0.7	10	0.4
Pools							
Merry-Go-Round	14	19	1.4	2	0.1	17	1.2
Spring Toys	4	9	2.3	3	0.8	6	1.5
Plastic Houses	3	3	1.0	2	0.7	1	0.3
Others	21	33	1.6	20	0.8	33	0.6

In general, parents think that pre-schools play a positive role in children education through qualified teachers and facilities provided. Parents pointed out that limited availability of playground equipment affect children, and preschools should consider increasing number of safe play equipments to encourage children to regularly want to attend preschool. Parents are open to the idea of supporting pre-schools in buying outdoor playground equipment especially if they are part of a general plan to build playing areas in preschools.

Most preschools use swings, seesaws, and slides in their outdoor playgrounds. In general, most of the mentioned equipments are safe for children to play, seesaws and slides are mostly made of plastic, but slides are mostly made of iron.

Both teachers and parents agree on the need for additional play equipments for children to increase children's desire to attend. Teachers showed support for any future plans for preschools to expand their playground equipments and to include more nature based activities with children.

8.3 Recommendations

- A thorough assessment tool should be designed that can provide preschools with guidelines and recommendations on how to make the environment more child friendly and safe.
- Training should be conducted with preschool administrators and teachers to improve their knowledge and skills on how to make the preschool environment a safer, more secure and health environment for children.
- Support should be provided for preschools to renovate their sites (if site is deemed suitable overall for caring for children) to ensure that the lighting, ventilation, hygiene, and accessibility are addressed in a holistic manner.

- Preschools should move away from using a classroom style approach alone. They should increase the use and furnishing of “corners” like drama, science/nature, reading/storytelling, quiet play, blocks, etc.
- Preschools should make necessary renovations to accommodate children with special needs.
- MoEHE should conduct annual inspection of all preschools and ensure that the minimum standard requirements are being applied. Assistance should also be given to preschools to improve their environments to meet national standards at minimum.
- Very few preschools demonstrated any awareness of the importance of having an emergency strategy, labeling of exits, or smoke detectors. This requires urgent attention to ensure that these sites are safe for children.
- Since most preschools have not been adapted to allow access of children with disabilities, it is recommended that preschools be assisted in renovating their preschools to make them accessible.
- The Jerusalem municipality as well as the PNA should allocate spaces and sites for preschools to be set up and they should support their operational costs.
- Increase teacher awareness for safety issues particularly in outdoor play.
- Ensure availability of secure and safe fences or wall around outdoor play area.
- Purchase durable and safe toys appropriate to children’s age and development.
- Ensure proper ventilation and lighting systems for indoor play.
- Suitability of bathrooms to the children age and size.
- Ensure secure and safe stairwells and doors.
- Ensure suitability and safety of furniture inside and outside of preschool.
- Safety of play area should be reviewed and upgraded

9. Financial Situation of Preschools in East Jerusalem

9.1 background

Most countries still allocate relatively low amounts of funds to early childhood programs in comparison with resources that are allocated to basic education (grades 1- onwards.) In general, there are few countries that allocate over 0.4% of their GNP to ECCE.⁶⁶ Overall costs for pre-primary education are usually much less than that of primary education; and rates varies from 1-37%.

Factors which determine the costs of these programs include:

- The type of program being offered: preschool, preschool and health care, feeding programs, outreach home based programs.
- Types of facilities involved.
- Teacher-child ratios, staff qualifications, salaries.
- Length of sessions, and opening days per week.

Besides collecting fees from parents, public and private funding can be used to support preschools. This could be in the form of public expenditures allocated at the central level (national budget) or through municipal councils for instance (including contributions from foreign assistance donors.) Private sources can include funding coming from NGOs and companies. In most countries preschools mainly depend on collecting fees from parents as their primary source of income. Subsidies for preschools are mostly used to encourage the inclusion of more marginalized children, also by providing direct social and financial assistance to needy parents.

It is incumbent upon the early childhood sector to develop strategic plans, policies and financing schemes that can lay out a reasonable and affordable plan of action that the government and/or other parties can contribute to. Ensuring high quality programs and demonstrating the impact early childhood support programs have in preparing children for school and enhancing opportunities of success will lead to a greater willingness to allocate resources to the sector.

9.2 Financial Situation of East Jerusalem Preschools

East Jerusalem preschools follow similar trends as has been reported globally:

- Two out of three preschools are fully dependent on tuition fees.
- 8% of preschools are receiving funds from international and/or Arab donors.
- 13% of preschool (20) receive funds from the Jerusalem municipality/Israeli government.
- 1 preschool (less than 1%) is receiving partial assistance from the government.

⁶⁶ UNESCO: Education for All (2006). Strong Foundations: Early Childhood Care and Education. UNESCO, France, p. 181.

Table 9.1: Sources of Income for Preschools

Source of Income	% of Contribution to Total Income										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Tuition Fees	6	8	3	12	5	8	4	3	2	4	96
Government	153	0	0	0	0	1	0	0	0	0	0
Foreign Donors	147	3	0	0	0	1	1	0	0	0	2
Arab Donors	149	2	1	1	1	0	0	0	0	0	0
Local Communities	152	0	0	0	1	0	0	1	0	0	0
Jerusalem Municipality	144	2	0	2	2	1	0	2	1	0	0
Palestinian Municipalities	154	0	0	0	0	0	0	0	0	0	0
UNRWA Schools	154	0	0	0	0	0	0	0	0	0	0
Clubs	154	0	0	0	0	0	0	0	0	0	0
Village Councils	152	0	1	0	0	0	0	0	0	1	0
Islamic Waqf	154	0	0	0	0	0	0	0	0	0	0
Churches	150	1	0	1	0	1	0	1	0	0	0
Parents' Councils	154	0	0	0	0	0	0	0	0	0	0
Israeli Ministry of Education	141	2	0	0	1	1	2	0	0	5	2
Public Centers	150	2	0	1	0	0	0	0	0	1	0
Others	143	1	0	0	2	0	1	5	1	0	1

N.B. 154 pre-schools participated.

The average monthly tuition in Jerusalem Governorate is NIS 226 (around \$66). J1 schools are almost double the monthly tuition of J2 preschools. These costs increase if additional services like meals and transportation are included. (Data provided in the tables below.)

Table 9.2 Average Monthly Tuition Fees per Child

Average / Child	NIS	US\$
Monthly Tuition Fees in Jerusalem Governorate	228	67
Monthly Tuition Fees in J1 Area	293	86
Monthly Tuition Fees in J2 Area	162	48

N.B. 146 pre-schools participated.

Both parents and teachers reported that tuition fees represent an obstacle to children's enrollment and that support for needy families is urgent. Because of limitation on availability of funding to support preschool infrastructure and operational needs, and risks related to pre-schools' ability to sustain quality

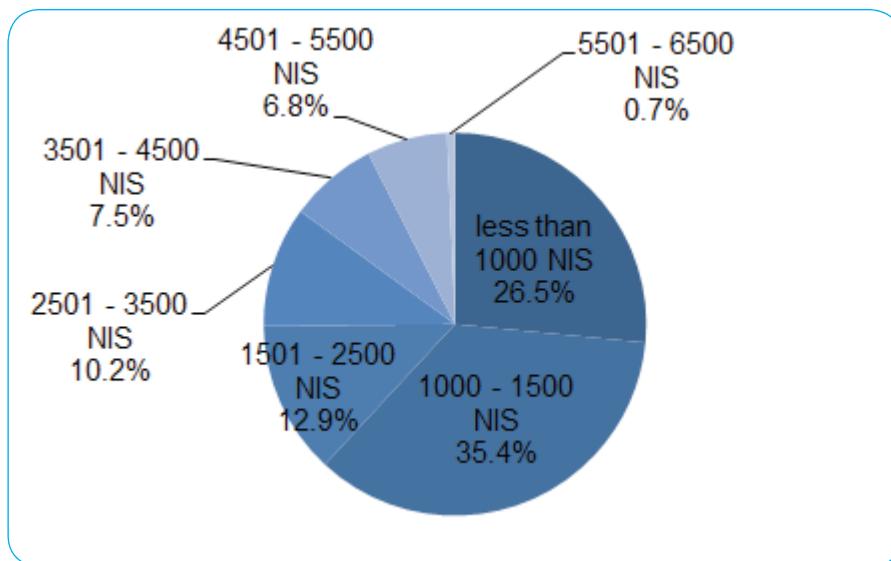
in provided services; teachers recommend activating a union to represent preschools. The union can help to identify the financing gaps in preschools and plan solutions to bridge these gaps that are sector-wide, rather than each preschool seeking assistance in an independent and uncoordinated manner.

Interviewees also noted that the presence of these preschools in East Jerusalem posed obstacles to fundraising since many international organizations are prevented from contributing to preschools in the Jerusalem area due to political sensitivity. Another obstacle lies in the fact that most donors do not yet acknowledge the importance and critical nature of early interventions. Hence, they prioritize other sectors like health and education and overlook financing early childhood programs. Interviewees recommend that the preschool administration streamline their work and explore internal sources of financing. For example, preschools could reach out to parents and the local community to provide financial or in kind support.

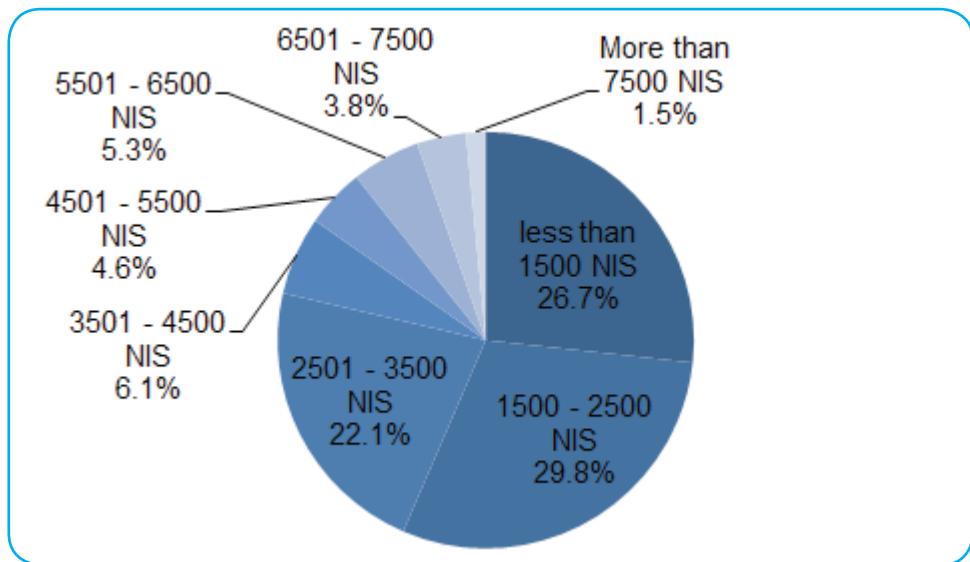
9.3 Staff Salaries

Teacher salaries ranged from less than 1,000 NIS to 6,500 NIS. Most teachers in East Jerusalem Governorate earn between NIS 1,000 and NIS 1,500/ month. Only 10% earned between NIS 3,500 – 6,500. It's worth noting that teacher' salaries in J2 pre-schools are relatively lower than J1. The chart below indicates that the vast majority (75%) of teachers are earning salaries below 2,500 NIS which is much lower than standard teaching salaries.

Chart 9.3: Monthly Teacher's Salary in Jerusalem Governorate (in NIS)



Most administrative staff in Jerusalem Governorate is paid between NIS 1,000 – 1,500 monthly. Similar to the teachers' salaries, J1 administrative staff salaries are relatively higher than J2 Salaries. Most principal's (56.5%) monthly salary ranges between NIS 1,500 – 2,500. Similar to teachers and administrative staff, J1 principles make more than J2 principles.

Chart 9.4: Monthly Principal's Salary in Jerusalem Governorate (in NIS)

Most teachers, administrative staff, and principals raised their concerns about low salaries which affect their contribution to preschools and that this may directly impact on how they interact with children. Teachers recommend that preschools' administration should re-evaluate how they are compensating staff and a minimum salary level should be adopted with clear criteria on how salary scales are developed and used. These salary scales should take into consideration the teacher's educational background, years of experience, training and capacity building obtained, and other factors as criteria to identify appropriate levels of compensation.

9.4 Pre-Schools' Profitability

Most preschools were cooperative in providing information on operating expenses. The table below indicates that average monthly operating expenses, other than rent and salaries, for pre-school in Jerusalem Governorate are around NIS 3,115. There is significant difference between the average monthly expense in J1 and J2 Areas. J1 have expenses that are almost 3 times J2 expenses. However, information may have been withheld since these are private centers and they may not want to share their full budgets.

Table 9.5: Average Monthly Operating Expenses (in NIS)

Area	Average (NIS)
Jerusalem Governorate	3,118
J1 Area	4,594
J2 Area	1,765

9.5 Recommendations:

- The PNA should prepare a review of policies and strategies for the ECCED sector and identify financing mechanisms and funding allocations for preschools in East Jerusalem.
- Particular attention should be paid to assisting needy and marginalized groups of children to allow for their enrolment in preschools.
- A minimum scale of salaries should be identified for preschool staff this based on qualifications, years of experience, and duties.

10. Cooperation with Other Parties

10.1 Background

At present, tuition fees collected by the preschools are insufficient in covering their basic operating expenses in most cases. This usually results in preschools having to seek strategic alliances and partnerships with external agencies in order to receive technical, material, financial, or in-kind assistance to sustain their work. This has been the norm for many preschools throughout the West Bank. In East Jerusalem, 77 out of the 155 preschools (45%) did not have any kind of working relation or affiliation with other institutions. However, the remaining 55% of the preschools (88) reported that they were affiliated with and/or received some support from external organizations, such as the Union of Charitable Societies (48%), part of a private school (22%), Islamic Waqf (6%), churches (4%), village council/municipality (4%), and unspecified other sources (16%). Not only do these partnerships allow for financial support to the preschools, they also enable preschools to network within the community.

Parents reported that they would support efforts by the preschools to collaborate and partner with other organizations. This could provide preschools with access to additional resources that could enhance the functions of the preschools. For instance, visits to music and art companies or recreational centers would allow them to expand the kind of activities the children are involved in. Similarly, partnering with universities and colleges might give them access to interns who could contribute to the preschools as assistants and. Parents also felt that many of the preschools could benefit by visiting other sites and learning new practices.

Most preschools indicated they do not have the time or resources for establishing networks with other organizations. It is recommended that they receive in establishing relations with a variety of different organizations that can provide them with counseling services, assistance in establishing better parent involvement and home education support, expand the variety of arts, music, drama and dance experiences that children could participate in, and opportunities to benefit from a variety of capacity building activities that are offered.

10.2 Relationship with Donors or Donors' Projects

Preschools in East Jerusalem do receive support from donor agencies and this support is slowly increasing. The increase in house demolitions, displacement, constraints on buildings, poverty, and social fragmentation has motivated the international community to increase support in the delivery of basic services in the area especially for marginalized populations. The results of the survey indicate that 44% of preschools (68) received assistance from donors in the last year. The most common types of assistance came in the form of infrastructure, in kind assistance, and capacity building. ECRC is one of the main supporting agencies for preschools and provided support to nearly 34% of all pre-schools in East Jerusalem. Other donors included international, local and the Union of Charitable Societies. Contributions from the private sector and MoEHE were negligible.

Preschool administrators reported that is almost impossible to sustain and develop the preschool sector without the direct and continuous support from donors and other financing sources. Many preschools are nonprofit and they need the support of donors in order to upgrade the environment, expand the kinds of services offered, and enrich the availability of educational resources within the

school. They also reported that they would need this kind of assistance to allow for greater inclusion of children with special needs and adapting the preschool. Enrolment of marginalized children also requires increasing support. The importance of the government taking an active role in subsidizing and financing this sector was noted by most interviewed persons.

Interviewees suggested increased support in the following areas:

- Direct financial assistance.
- Training and capacity building.
- Building new preschools and renovating existing sites.
- Transfer of knowledge and operational development.
- Non-financial support on the advocacy and policy level.

10.3 Recommendations

- Preschools should work together in establishing a network which will allow them to prepare a comprehensive strategy that they could submit to the government or donors.
- Preschools should also work with the MoEHE and ECRC in identifying key areas that the government could allocate funds for or assist in seeking out funds from other donors.
- Cooperation with donors, local and international development partners, and private sector is essential to ensure financial resources.
- Encourage donors to fund the development and production of materials that could be distributed to or directly benefit preschools:
 - Curricula reform and development.
 - Production of teaching materials, teaching resources, activities, and textbooks.
 - Provision of standardized teacher training programs that are not costly (e-learning based and/or training of trainers).
 - Provide training on ways of improving the governance and administration of preschools
 - Support changes to government perspective on the sector and its responsibility to finance.
 - Early childhood development reform and prioritization.
 - Developing and disseminating learning assessment, monitoring and evaluation tools.
- Support the preparation of a national early childhood development strategy and a specific intervention based program for East Jerusalem.

11. Closing Chapter

There are currently 171 functioning preschools and/or nurseries in East Jerusalem. The vast majority of these sites are preschools and only 5% are nurseries. Half of the preschools are located in J1 and the other half in J2. This study involved the participation of 155 preschools. Most preschools in East Jerusalem were aware of the importance of registration and licensing and had taken efforts to register with the proper authorities. Six out of ten participating preschools were registered as not for profit organizations and the remaining 40% were registered as profit organizations. Most of the preschools (83%) were registered with either the PNA/ MoEHE or with the Israeli authorities. Overall, it was clear that preschools were attempting to follow good practice and registered. Preschools located in J1 were more likely to be registered with an authority compared to preschools in J2. However, reports from head teacher' indicated that they were licensed but there were very few follow up or supervision visits by the relevant parties.

There are 634 teachers working in the 155 preschools/nurseries that participated in the study. These teachers had an average of 5 years experience. This is a positive finding since it shows an increasing long term commitment to preschool teaching. Previous studies indicated that most teachers left the field after 2-3 years. In addition, four out of ten teachers had completed four years of college with most holding BA degrees in education. Three out of ten teachers had completed a two year diploma program in a variety of different areas and with no particular emphasis on education or teaching. Three out of ten teachers had a secondary education certificate or less. This finding is also important since it demonstrates higher levels of teacher education completion. Unfortunately, there was no specification of what areas they had specialized in. Currently, there are few universities or colleges that provide degrees in early childhood education so it is unlikely that they had received such education, only through separate training programs. Governmental institution, together with higher education institutions should put efforts into providing such education.

None of the preschools visited were able to provide copies of the curriculum or materials they were using in the classroom. All teachers reported that they prepared weekly plans and tended to use a mix of different curriculum materials from a variety of sources. Four out of five preschools surveyed reported that they had adopted a specific curriculum for use in the classroom. The Palestinian Ministry of Education and Higher Education (MoEHE) does not provide a standard preschool curriculum other than through some training courses. However, they are usually working to compile materials and adopt approaches that they have seen used in other preschools or have received training in (most commonly cited source of training was from ECRC). The other 21% of preschools reported that they had no set curriculum and developed their own materials and resources for use in the classroom. For preschools reporting that they applied a specific curriculum in the classroom, the majority of them reported that they were using a “special” curriculum that they had obtained from other sources (foreign and local preschool curriculum documents) and had made slight adaptations to them and were using them in the classroom (58%). In summary, preschools within East Jerusalem are implementing a set of varied, untested, and outdated curriculum frameworks.⁶⁷ There has been no systematic or systemic evaluation of the impact of these curriculum and approaches and their impact on children’s development and learning processes or for school readiness. Most teachers and head teachers are not trained in curriculum development and/

⁶⁷ This finding was also reported in the Strategic Multisector Development Plan for East Jerusalem (2010) that was prepared by the PNA Office of the President/Jerusalem Unit, p. 38.

or in how to implement these curriculum frameworks. Hence, most are implementing the activities with an ad hoc approach, are unaware of the importance of sequencing activities, use repetition excessively, and have no means of evaluating the effectiveness of these activities. Teachers reported (89%) that they routinely review and evaluate their curriculum, but the vast majority was not able to produce any evaluation tools or results and it appears that the evaluation was based on teacher reports and ad hoc assessments only.

Most preschools were crowded and did not provide sufficient space for children to move around freely in the classroom. The number of preschools is limited and does not meet the needs of all children since most of the preschools reported that they had to turn away 30-40 students each year because they did not have enough space or staff. The majority of preschools are in need of physical repair and renovations. Many of the head teachers reported that they had difficulties in obtaining permissions and licenses from the Israeli Authorities to expand, renovate, and build different types of premises including kindergartens in J1 Area.

Site visits to preschools found that the vast majority of preschools/nurseries are providing the minimum basic environment requirements; heating, lighting, phones, drinking water, bathrooms, and kitchens are all available. Most preschools are located in rented apartments or other kinds of premises that were not specifically designed to accommodate preschools or large number of children. Hence, stairwells are not wide enough or safe, electricity outlets are not placed high or covered, bathrooms cannot accommodate a large number of toilets or wash basins, and most facilities are not accessible for children with disabilities.

Preschool administrators reported that is almost impossible to sustain and develop the preschool sector without the direct and continuous support from donors and other financing sources. Many preschools are nonprofit and they need the support of donors in order to upgrade the environment, expand the kinds of services offered, and enrich the availability of educational resources within the school. They also reported that they would need this kind of assistance to allow for greater inclusion of children with special needs and adapting the preschool.

Enrolment of children from a marginalized background requires special attention. A major concern is that most preschools do not include children with special needs. In part, this is due to lack of expertise (and/or willingness to learn) in managing children with special needs, but also because the premises of preschools have not been adapted to allow for their inclusion. In addition, most head teachers reported that children from impoverished families were unlikely to attend because they did not have the funds to pay fees. However, some preschools have special funds or support that allow for the inclusion of marginalized children. Parents stressed the importance of introducing counselors, teacher aides, community outreach specialists, and health professionals into the preschool and nursery settings to assist in the holistic development of children.

In conclusion, increasing the number of preschools and improving the quality of learning approaches, materials, and environment would greatly enhance the learning opportunities for young children in East Jerusalem. Ensuring quality early childhood education will enable these young children to become successful later on in life and hence contribute to the overall positive development of Palestinian society.

More Tables & Charts

This section contains tables and charts reflecting findings from several research questions that were included in the questionnaire. These tables and charts pertain, predominantly, to quantitative questions regarding demographics, school distributions, types of schools, time, costs, physical space, curriculum, services provided, salaries, and partnerships. Part of the findings from these questions were not included at the previous sections for this study, however, they still shed light on important facts that can be used to inform ECRC's work and areas for further research in the future.

Table 1: Content of the Pre-Schools' Questionnaire

Section	Title	No. of Questions
A	General Information	23
B	Facilities and Support Resources	23
C	Equipment	1
D	Children	9
E	Teachers and Staff	8
F	Curriculum / Educational Framework	7
G	Services Provided	8
H	Communication with Parents	3
I	Financing, Revenues, and Expenses	7
K	Cooperation with External Parties	3
L	Support from Donors and Donors' Projects	3

Table 2: Distribution of pre-school in J1 Area

Locality			
1	Beit Hanina	2	Sheikh Jarrah
3	Shu'fat Refugees Camp	4	Wadi Al – Joz
5	Shu'fat	6	Bab Al-Sahira
7	Al' Isawiya,	8	Assuwana
9	Jerusalem "Al - Quds"	10	At –Tur
11	Ash – Shayyah	12	Jabal Al – Mukabbir
13	Ras Al-Amud	14	As–Sawahira Al–Gharbiya
15	Silwan	16	Beit Safafa
17	Ath–Thuri	18	Sharafat
19	Sur Bahir	20	Kufr A'qab
21	Um Tuba		

Table 3: Distribution of pre-school in J2 Area

Locality			
1	Rafat	2	Jaba'
3	Mikhmas	4	Al–Judeira
5	Qalandya Refugees Camp	6	Beit Anan
7	The Bedouin Community - Jaba'	8	Al-Ram
9	Qalandya	10	Dahiat Al-Pareed
11	Beit Duqqu	12	Al–Jib
13	Bir Nabala	14	Hezma
15	Beit Ijza	16	Beit Hanina Al Balad
17	Al–Qubeiba	18	Qatanna
19	Khirbet Um Al–Lahem	20	Beit Surik
21	Biddu	22	Beit Iksa
23	Al Ka'abina (the Bedouin Community Al–Khan Al–Ahmar)	24	Arab Al Jahalin (the Bedouin Communities Al–Eizariya and Abu Deis)
25	Al–Eizariya	26	Az Za'eem
27	Abu Deis	28	Al–Sawahreh Al–Sharqiyeh
29	Ash–Sheikh Sa'd		

Chart 1: Distribution of the Initial List of Pre-Schools in terms of questionnaire distribution

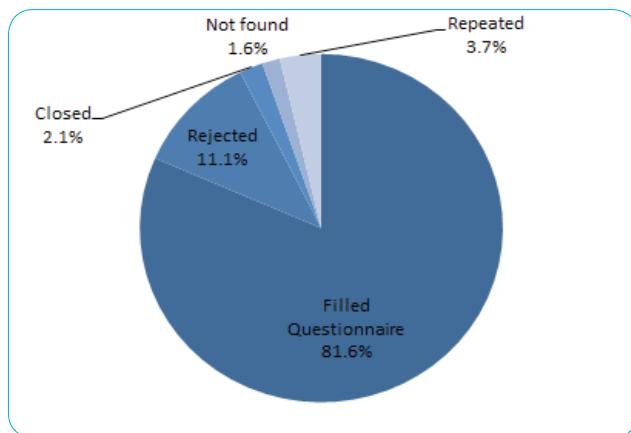


Chart 2: Distribution of Pre-Schools between J1 and J2 Areas

Jerusalem's pre-schools that completed the questionnaire (155) distribute almost equally between J1 and J2.

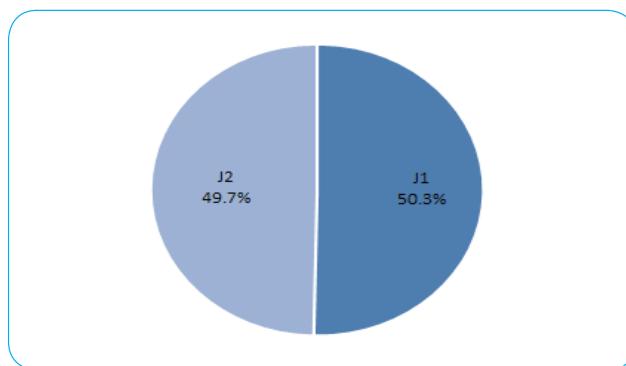


Table 4: Distribution of Pre-Schools in J1 Area

Pre-Schools in J1	Number	Percentage
Biet Hanina	15	19%
Shuafat Refugee Camp	9	12%
Shuafat	4	5%
Al-Issawiya	4	5%
Beit al-Maqdis	15	19%
Silwan / Ras Al Amood	6	8%
Al-Thouri	1	1%
Jabal Al-Mukaber	3	4%
Beit Safafa	2	3%
Sur Bahar	7	9%
Umm Tuba	2	3%
At-Tur	5	6%
Kofr Aqab	5	6%
Total	78	100%

Table 5: Distribution of Pre-Schools in J2 Area

Pre-Schools in J2	Number	Percentage
Beit Iksa	1	1%
Anata	6	8%
Al-Za'ayyam	1	1%
Al-Eizariya	10	13%
Abu Dis	11	15%
Al-Sawahira al-Sharqiya	1	1%
Mikhmas	1	1%
Kalandia Refugee Camp	3	4%
Kalandia	1	1%
Beit Duqqu	1	1%
Jaba'	1	1%
Al-Juderia	1	1%
Al-Ram	14	18%
Beit Anan	3	4%
Al-Jib	2	3%
Bir Nabala	5	7%
Beit Ijza	2	3%
Al-Qubeiba	1	1%
Biddu	3	4%
Hizma	3	4%
Qatanna	2	3%
Beit Surik	2	3%
Al-Sheikh Sa'd	1	1%
Beit Hanina Tahta	1	1%
Total	77	100%

Chart 3: Distribution of Interviewees

Researchers have focused on meeting decision makers (principals / managers) to complete the questionnaire. Almost 80% of the 155 interviews / questionnaires were conducted with the pre-schools principals. Another 7% of the interviews were with the deputy principals, and around 13 are with different staff members in pre-schools including administrative assistants, secretaries, and others.

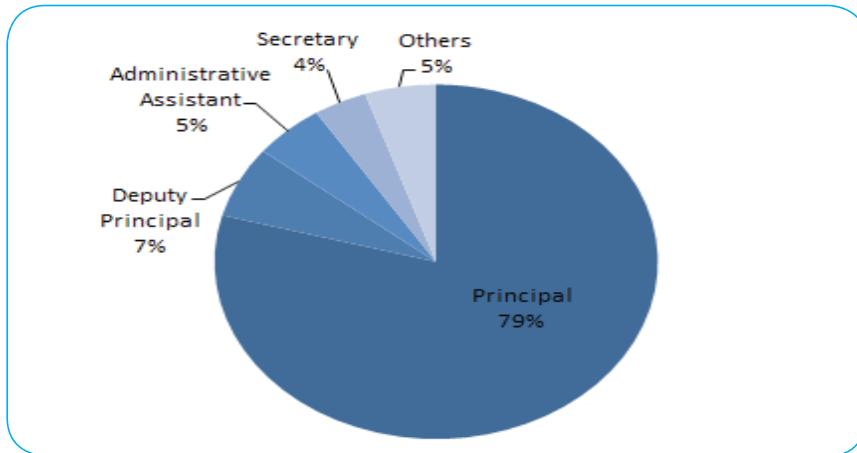


Chart 4: Classification of Pre-Schools According to Operation

Most of the 155 interviewed pre-schools are kindergarten only. A small percentage of the total pre-schools are nurseries only. In numbers, 123 of the pre-schools are kindergartens only, 25 are kindergartens and nurseries, and 7 are nurseries only.

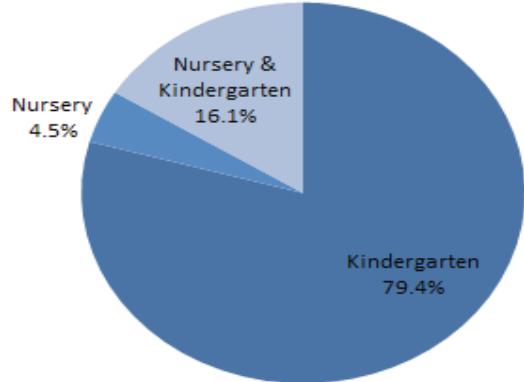


Chart 5: Profit vs. Non-Profit Pre-Schools

153 of the interviewed pre-schools have answered the questions related to the classification of the pre-school as profit or a non-profit. Almost 60% of the 153 are non-profit. Pre-schools that have classified itself as profit preschools are not necessarily private sector institutions.



Chart 6: Distribution of Pre-Schools by Registration Institutions

138 of the interviewed pre-schools have answered the question related to the official bodies that the pre-school is registered in. The highest percentage of these pre-schools is registered in the Palestinian MoEHE only.

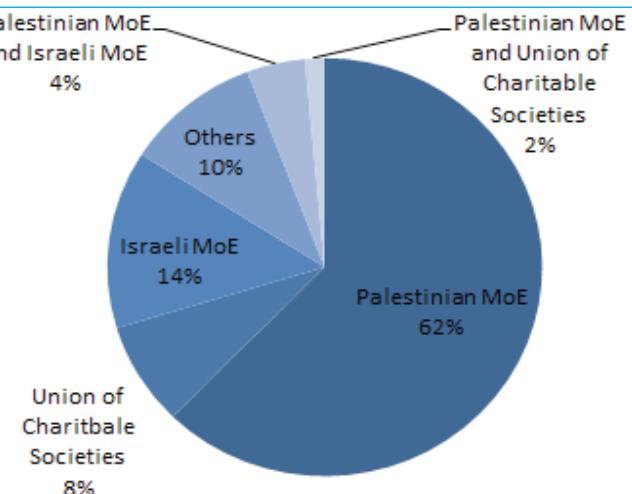


Chart 7: Dependent vs. Independent Pre-Schools

Almost half of all interviewed preschools (155) are depending on other institutions such as charitable organizations, private schools, municipalities, and others. The other half is independent pre-schools

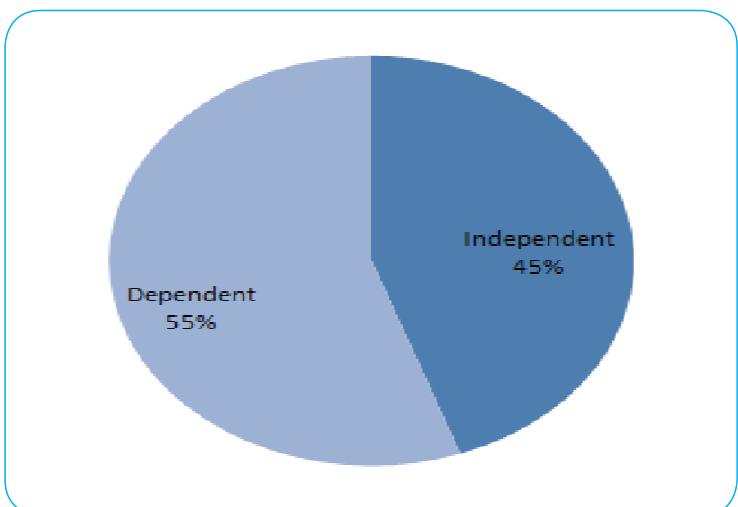


Chart 8: Distribution of Dependent Pre-Schools According to Type of Institution

Almost half of the 86 dependent pre-schools are depending on charitable societies. The “others” are mainly different combinations of the different types of institutions.

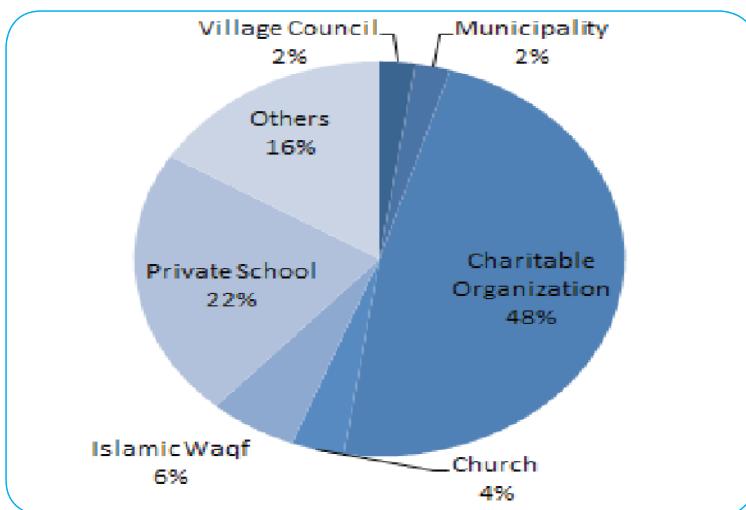


Chart 9: Distribution of Pre-Schools According to Starting Time

More than half of the pre-schools (155) start receiving children between 7:00 a.m. and 7:30 a.m., the other half start at 8:00 a.m.

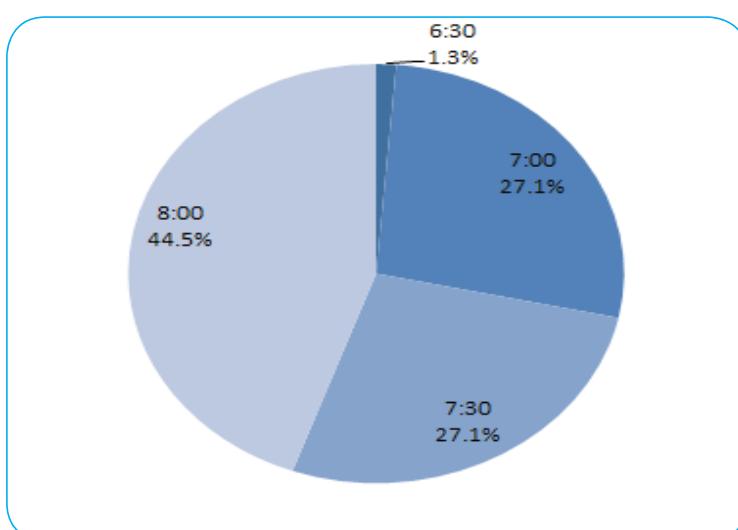


Chart 10: Distribution of Pre-Schools According to Finishing Time

On the other hand, more than half of the pre-schools' (155) finishing hours range between 12:00 p.m. and 1:00 p.m.

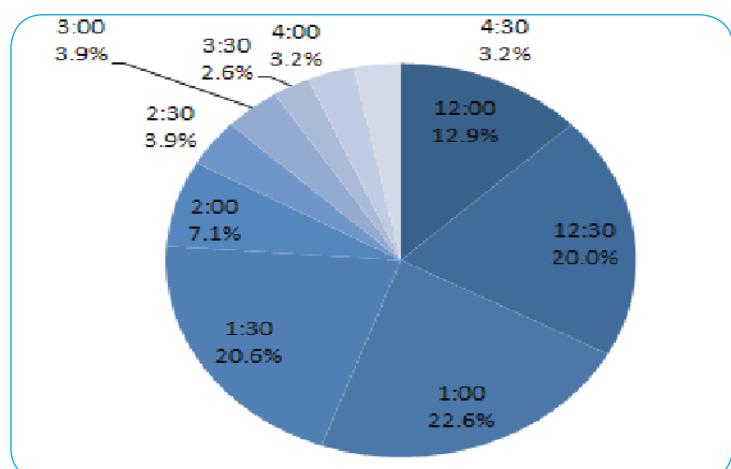


Chart 11: Percentage of Pre-Schools Receiving Children after Official Working Hours

Most of the 155 interviewed pre-schools do not receive children after the official working hours.

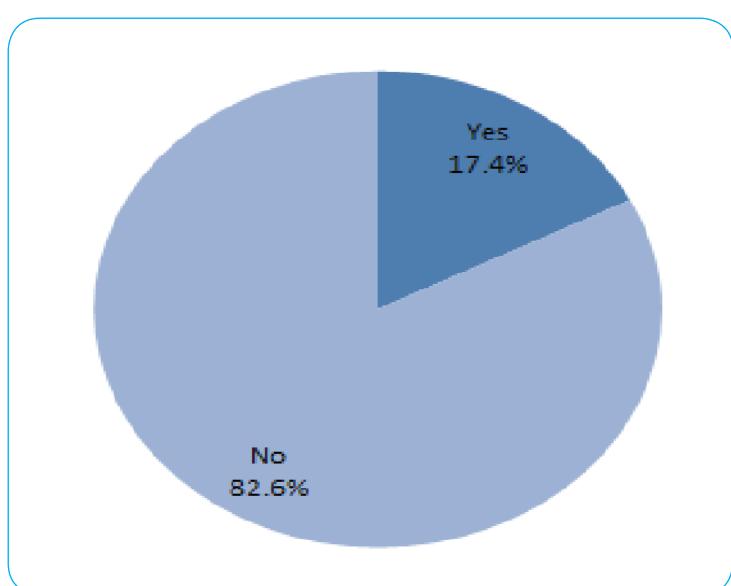


Chart 12: Maximum Extra Time Offered after Official Working Hours

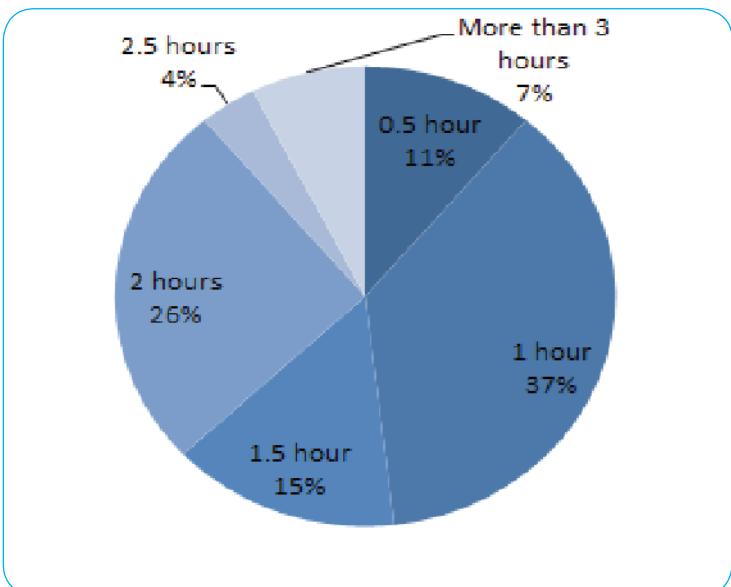


Chart 13: Distribution of Pre-Schools According to Days Off

The days off for almost half of the 155 interviewed pre-schools are Friday and Saturday together.

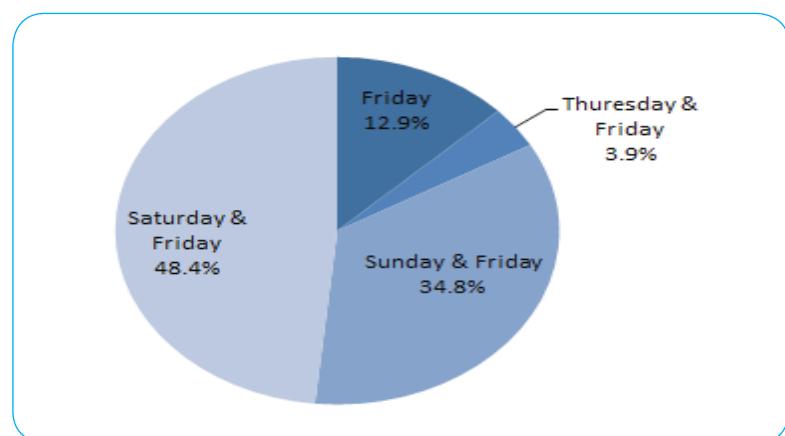


Chart 14: Rented vs. Owned Premises

Almost two thirds of the premises used by 152 pre-schools that answered this question are rented.

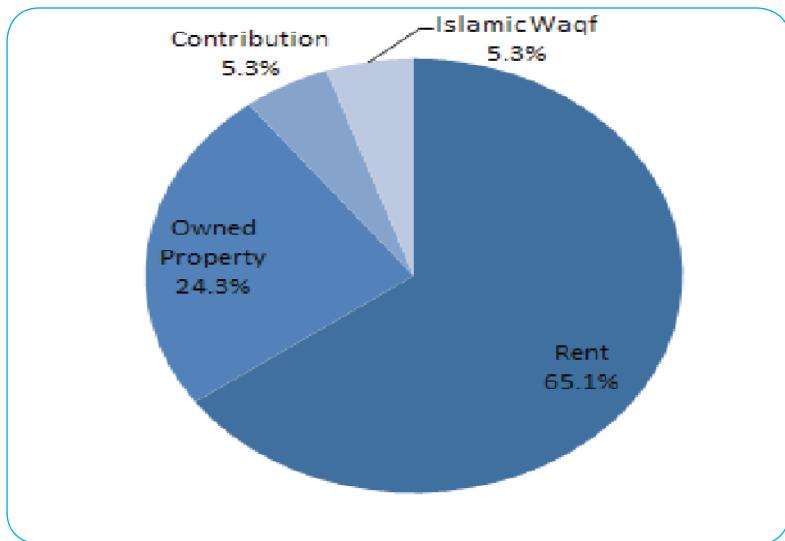


Table 6: Average Annual Rent Cost

80 of the pre-schools have provided information related to the rent cost. Information provided was in different currencies (New Israeli Shekel, Jordanian Dinar, and U.S. Dollars), so the different currencies were transferred to New Israeli Shekel (NIS) using the exchange rates at the date of preparing this report.

The average annual rent cost for each pre-school in Jerusalem Governorate is around NIS 47,188. It is worth mentioning that the rent cost in J1 is almost 4 times of the rent cost in J2. The following table provides more information in this regard.

Item	Average Annual Rent Cost / Pre-School (NIS)
Jerusalem Governorate	47,188
Area J1 of Jerusalem Governorate	69,979
Area J2 of Jerusalem Governorate	17,886

Chart 15: Distribution of Pre-Schools' Premises According to the Type of Building

Regardless if the premises are rented or owned, the majority of these premises are located in independent buildings. This represents the analysis of all targeted pre-schools (155) that provided information in this regard.

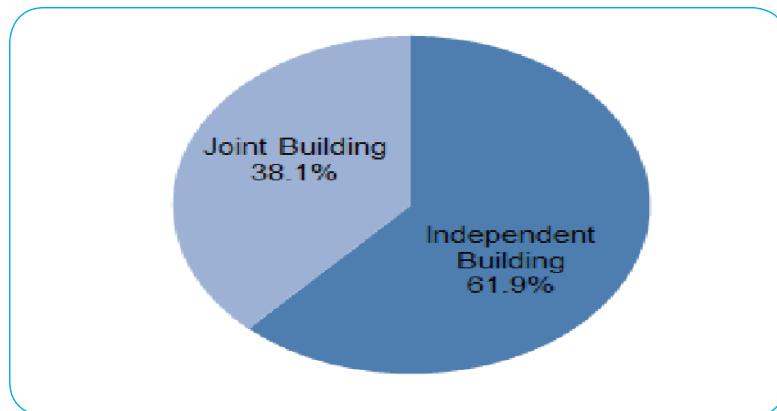


Chart 16: Distribution of Pre-Schools Located in Independent Buildings according to the total Numbers of Floors

There are 96 pre-schools that work out of independent buildings; all of these pre-schools have provided information regarding the total number of floors, results are presented in the following chart.

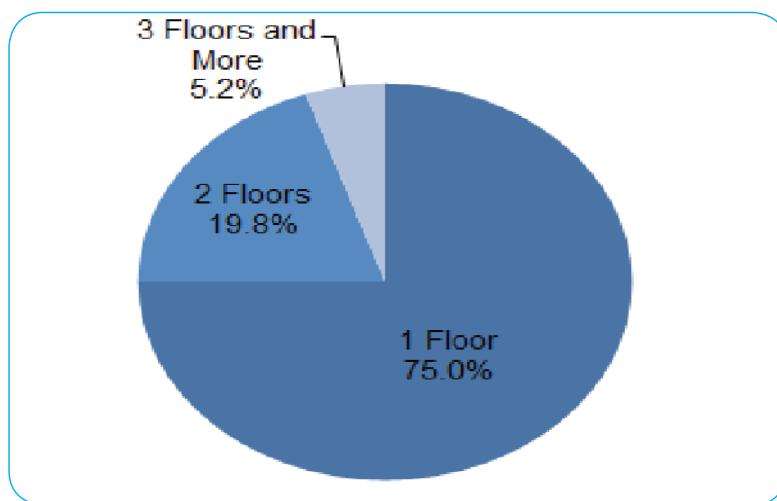


Chart 17: Distribution of Pre-Schools Working Out of Joint Buildings According to the Floors Used

As for the pre-schools working out of joint buildings, all pre-schools (59) have provided information regarding which floors used. The majority of these are located in the first floor of the joint buildings.

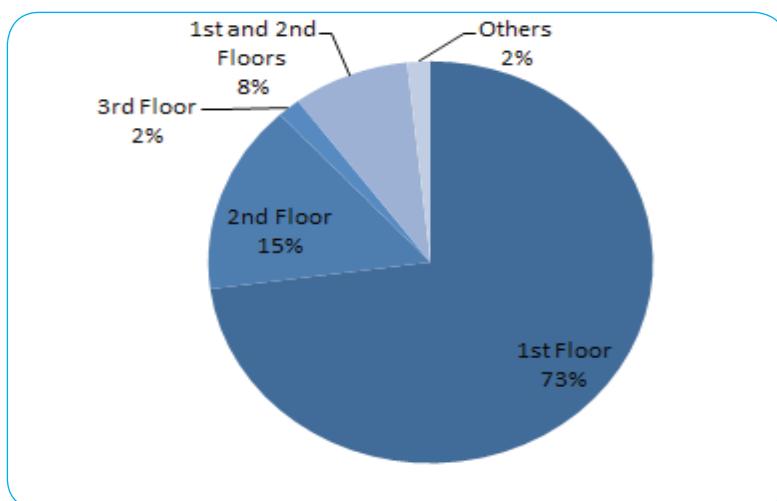
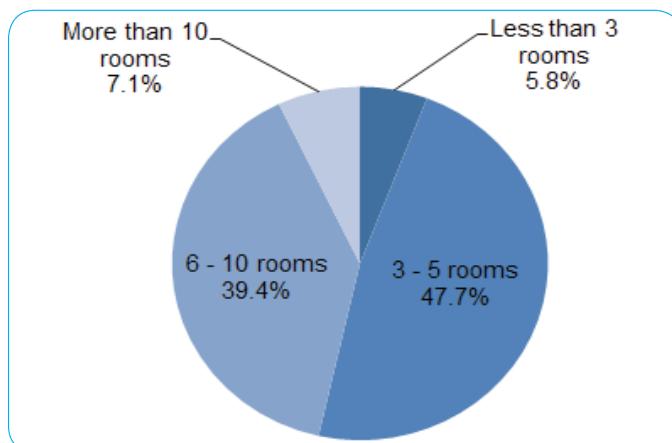
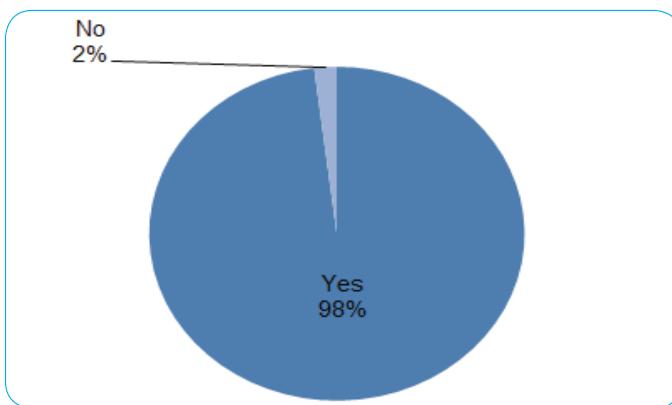


Table 7: Average Area of Interior Space

147 of the interviewed pre-schools have provided information related to the total interior area of the used premises. Given the difference between J1 Area and J2 Area in terms of rent cost, the average space area of pre-schools in J1 is significantly less than that of J2 Area as explained in the above table.

Location of Pre-School	Average Area (Square Meters)
Jerusalem Governorate	315
J1 Area of Jerusalem Governorate	266
J2 Area of Jerusalem Governorate	364

Chart 18: Distribution of Pre-Schools According to the Total Number of Rooms**Chart 19: Availability of Play Area****Chart 20: Nature of the Available Play Area**

Play areas in the majority of the pre-schools are out-doors. Some of the pre-schools have both in-door and out-door play areas, and some have only an in-door play area. This represents the analysis of data related to 152 pre-schools that provided information regarding their play areas.

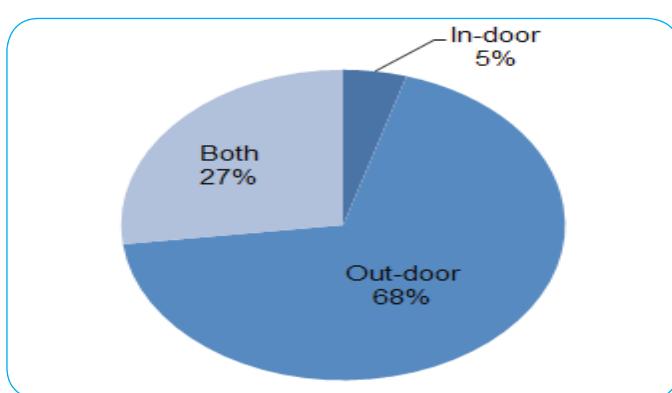


Table 8: Distance between the Out-Door Play Area and the Street

Item	Count	Sum (Meters)	Average (Meters)
Jerusalem Governorate	111	6,377	57
J1 Area	61	1,441	24
J2 Area	50	4,936	99

The average space of play area in Jerusalem Governorate is around 310 Square Meters. The average includes both in-door and out-doors play areas. As expected, play areas offered by pre-schools in J1 are generally smaller than play areas in J2. The following tables provide further details in this regard.

Chart 21: Availability of a Fence around the Out-Door Play Area

152 of the interviewed pre-schools have answered the question related to the availability of fence around the out-door play area. The majority of the interviewed pre-schools have such a fence.

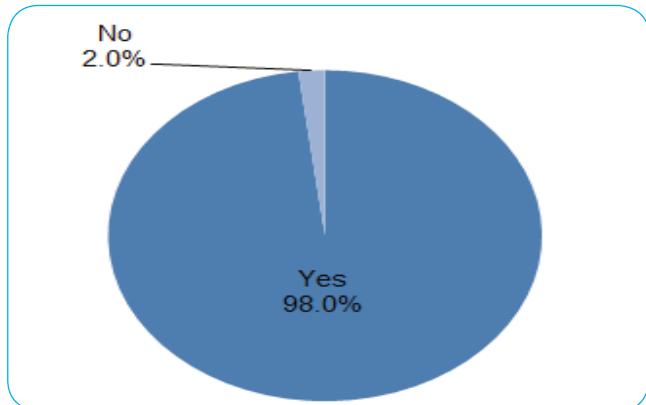


Chart 22: Availability of Sunshade above the Out-Door Play Area

151 of the interviewed pre-schools have answered the question related to the availability of a sunshade above the out-door play area. The majority of those pre-schools have confirmed the availability of such a sunshade

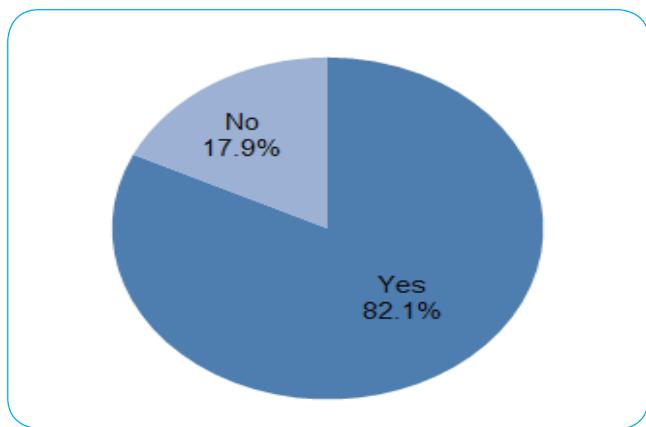


Chart 23: Available Sunshades According to the Type of Materials

Metal is the main material used in the available sunshades. There are other materials used as explained in the following chart. This represents an analysis of the data of all (124) pre-schools that have sunshade above the outdoor play area and at the same time provided information related to the type of materials used.

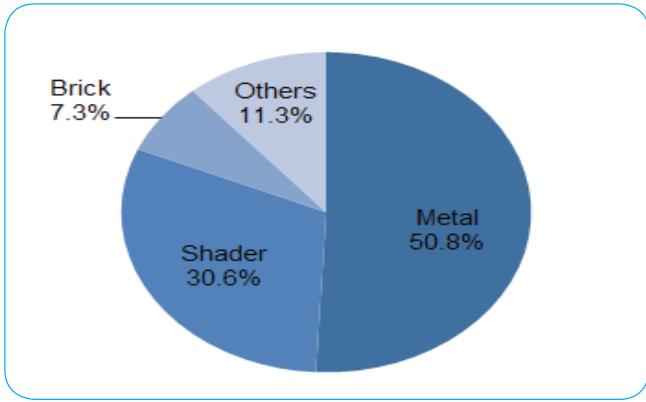


Chart 24: Percentage of Pre-Schools Covering Out-Door Play Area during Summer Time

In general, the majority of the pre-schools that answered this question (149) cover the out-door play area during summer time.

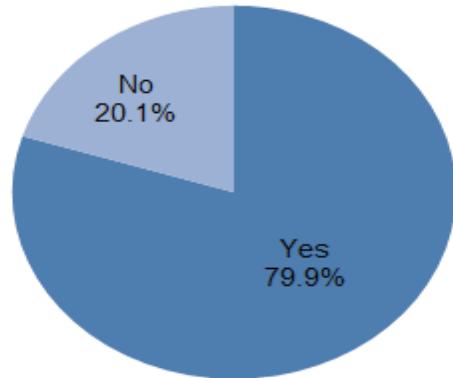


Chart 25: Providing Safety Measure in the Out-Door Play Area

The majority of the pre-schools that answered this question (151) believe that they provide safety measures needed in the out-door play area.

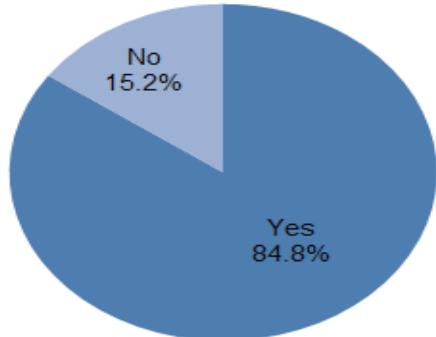


Table 9: Safety Measures in the Out-Door Play Areas

There are different safety measures provided by the pre-schools in the out-door play area. The highest percentage is for sand. The following table provides further analysis based on the information completed by 129 pre-schools.

Safety Measures	Count	Percentage
Sand	62	48%
Rubber	14	11%
Grass	14	11%
Rubber and Grass	3	2%
Moquette	5	4%
Sand and Rubber	5	4%
Sand and Grass	4	3%
Sand, Rubber, and Grass	4	3%
Rubber and Soil	3	2%
Rubber and Moquette	2	2%
Others	13	10%
Total	129	100%

Table 10: Safety Measures inside the Pre-Schools

As for safety measures inside the pre-schools, moquette is the most used based on the analysis of 126 pre-schools providing information in this regard.

Safety Measures	Count	Percentage
Moquette	73	58%
Carpet	27	21%
PVC	6	5%
Mat	2	2%
Moquette and Carpet	4	3%
Moquette and PVC	4	3%
Moquette, Carpet, and PVC	3	2%
Others	7	6%
Total	126	100%

Table 11: Additional Safety Measures inside the Pre-School

Additional Safety Measures	Appropriate	In-Appropriate	Total
Toys	141	9	150
Cabinets and Desks	138	9	147
Heating (Away from Children)	109	13	122
Fire Extinguisher	130	9	139
First Aid Kit	147	3	150

Chart 26: Appropriateness of the Lighting System

Almost all pre-schools believe that their lighting system is appropriate. This is based on 152 pre-schools providing answers in this regard.

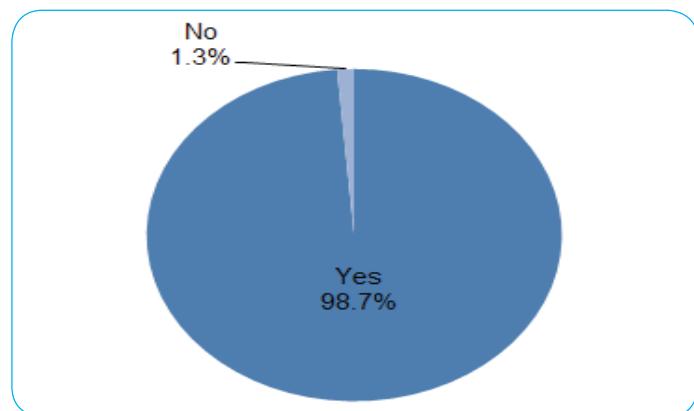


Chart 27: Appropriateness of the Pre-Schools' Windows

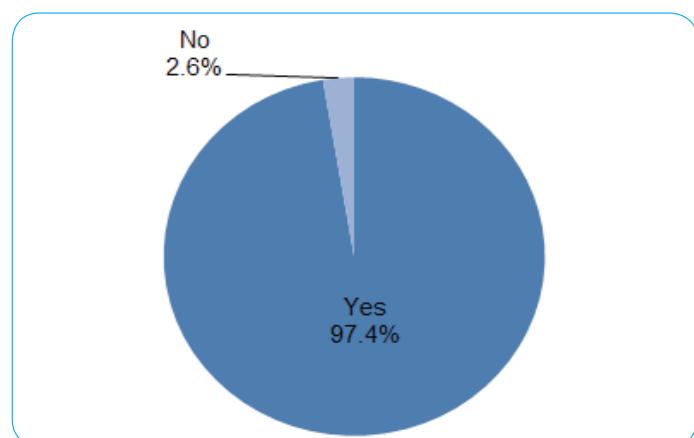


Table 12: Availability of Play Area Equipment

The most available play area equipment is slides, followed by swings and seesaw. The following table provides an analysis of the availability of the play area equipment. The table is based on the answers of 151 pre-schools that completed this section of the questionnaire.

Play Area Equipment	Available		Unavailable	
	Count	Percentage	Count	Percentage
Swings	106	70%	45	30%
Slides	134	89%	17	11%
Seesaw	109	72%	42	28%
Climbing Games	33	22%	118	78%
Plastic Bikes	39	26%	112	74%
Plastic Balls Pools	30	20%	121	80%
Merry-Go-Round	15	10%	136	90%
Spring Toys	4	3%	147	97%
Plastic Houses	3	2%	148	98%
Others	23	15%	128	85%

Table 13: Physical Location of Equipment and Average Quantities per Type of Equipment

The majority of pre-schools that provided information related to the availability of play area equipment have specified the physical location of these equipment (in-door and out-door) and have also provided information related to the quantities of each equipment. Average quantities were calculated for the pre-schools that have indicated the availability of play area equipment and that also provided information regarding the quantities of the equipment. These data are summarized in the following table.

Play Area Equipment	Pre-Schools	Total Quantity	Average Quantity	Total In-Door	Average In-Door	Total Out-Door	Average Out-Door
Swings	96	245	2.6	11	0.1	234	2.4
Slides	117	228	1.9	23	0.2	205	1.8
Seesaw	95	174	1.8	36	0.4	138	1.5
Climbing Games	28	46	1.6	8	0.3	38	1.4
Plastic Bikes	28	140	5.0	32	1.1	108	3.9
Plastic Balls Pools	23	27	1.2	17	0.7	10	0.4
Merry-Go-Round	14	19	1.4	2	0.1	17	1.2
Spring Toys	4	9	2.3	3	0.8	6	1.5
Plastic Houses	3	3	1.0	2	0.7	1	0.3
Others	21	33	1.6	20	0.8	33	0.6

Table 14: Distribution of Play Area Equipment According to the Materials Used

The majority of slides and seesaws are made of plastic, while the majority of swings are made of iron. Distribution of play area equipment according to the material used is provided in the following table. The distribution is based on the pre-schools that have the listed play area equipment, provided information related to the quantities of the available equipment, and provided information related to materials used in the equipment.

Play Area Equipment	Iron	Wood	Plastic	Rubber	Total
Swings	82	20	56	7	165
Slides	67	3	124	1	195
See Saw	68	21	69	1	159
Climbing Games	10	6	18	1	35
Plastic Bikes	5	1	35	1	42
Plastic Balls Pools	0	0	26	5	31
Merry-Go-Round	13	0	4	0	18
Spring Toys	1	0	3	0	4
Plastic Houses	0	0	3	0	3
Others	4	6	9	3	22

Chart 28: Nature of the Rooms Used

153 pre-schools have answered the question related to the nature of rooms used. The majority of the pre-schools have a combination of classrooms and corners

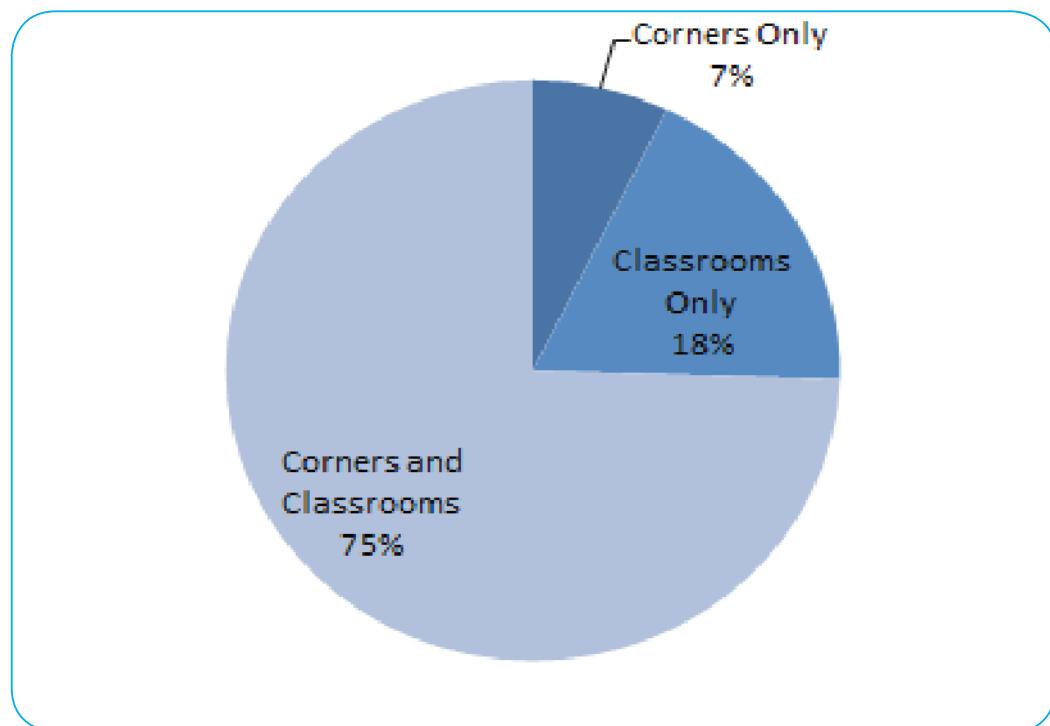


Table 15: Percentages of Available Rooms per Type of Room

154 of the interviewed pre-schools have provided the information related to the distribution of rooms they have in their facilities. The following table provides detailed percentages with regard to the availability of each type of room.

Other than kitchens and bathrooms, the highest percentage of rooms is concentration rooms followed by art and nature, T.V., and in-door play rooms.

Considering the availability of rooms as indicated in the previous table, and the pre-schools that have provided information regarding each type of available rooms, the following table provides a count of these rooms and related averages. As indicated in the above table, the highest average (other than bathrooms) is for concentration rooms. It is worth mentioning that averages are based on the number of pre-schools that provided quantities of the available rooms.

Room	Available		Un-Available		Total
	Count	Percentage	Count	Percentage	
Concentration Rooms	119	77%	35	23%	154
Art and Nature Rooms	67	44%	87	56%	154
Imagination Rooms	52	34%	102	66%	154
Theater Rooms	55	36%	99	64%	154
Indoor Playing Rooms	65	42%	89	58%	154
TV Rooms	68	44%	86	56%	154
Nursery Rooms	22	14%	132	86%	154
Library / Story Rooms	44	29%	110	71%	154
Dining Rooms	21	14%	133	86%	154
Swimming Pool	7	5%	147	95%	154
Teachers Room	36	23%	118	77%	154
Clinic / First Aid Room	21	14%	133	86%	154
Kitchen	116	75%	38	25%	154
Bathrooms	154	100%	0	0%	154
Computer Rooms	21	14%	133	86%	154
Other Rooms	3	2%	151	98%	154

Table 16: Percentage of Available Facilities per Type of Facility

155 of the interviewees have provided the information related to the distribution of facilities they have in their pre-schools. The following table provides detailed percentages with regard to the availability of each type of facility.

Electricity, bathrooms assigned for children, and telephones are the most available facilities.

Considering the availability of facilities as indicated in the previous table, and the pre-schools that have provided information regarding each type of available facilities, the following table provides a count of these facilities and related averages. It is worth mentioning that averages are based on the number of pre-schools that provided quantities of the available facilities.

Facility	Available		Un-Available		Total
	Count	Percentage	Count	Percentage	
Mineral Water	39	25%	116	75%	155
Electricity	155	100%	0	0%	155
Bathrooms Assigned for Children	143	92%	12	8%	155
Central Heating	47	30%	108	70%	155
Other Sources of Heating	108	70%	47	30%	155
Beds	26	17%	129	83%	155
Telephones	131	85%	24	15%	155
Internet	59	38%	96	62%	155
Medical Files for Children	60	39%	95	61%	155
Parking	48	31%	107	69%	155
Clothes Hanger	136	88%	19	12%	155
Others	6	4%	149	96%	155

Table 17: Percentage of Available Office and Other Equipment per Type of Equipment

155 of the interviewed pre-schools have provided information related to the distribution of office and other equipment used in their pre-schools. The following table provides detailed percentages with regard to the availability of each type of office and other equipment. First aid cabinet, T.V., and refrigerator are the most available equipment.

Equipment	Available		Un-Available		Total
	Count	Percentage	Count	Percentage	
Oven	72	46%	83	54%	155
Microwave	38	25%	117	75%	155
Refrigerator	116	75%	39	25%	155
Electrical Kettle	85	55%	70	45%	155
Sterilizer	42	27%	113	73%	155
T.V.	135	87%	20	13%	155
Video	93	60%	62	40%	155
Fax	83	54%	72	46%	155
Computer	93	60%	62	40%	155
Printer	105	68%	50	32%	155
First Aid Cabinet	142	92%	13	8%	155
DVD	23	15%	132	85%	155
Photocopier	6	4%	149	96%	155
Others	43	28%	112	72%	155

Chart 29: Distribution of Children by Age Group / Jerusalem Governorate

Age ranges between 4 and 6 years represent the majority of children enrolled in the pre-schools that provided relevant information.

The same patterns apply – with some minor differences – in J1 and J2 areas of Jerusalem Governorate.

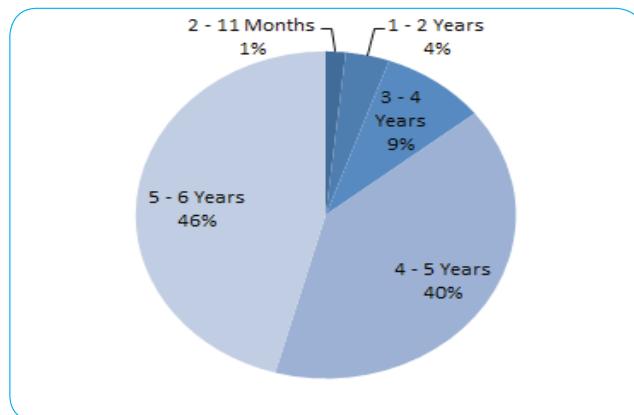
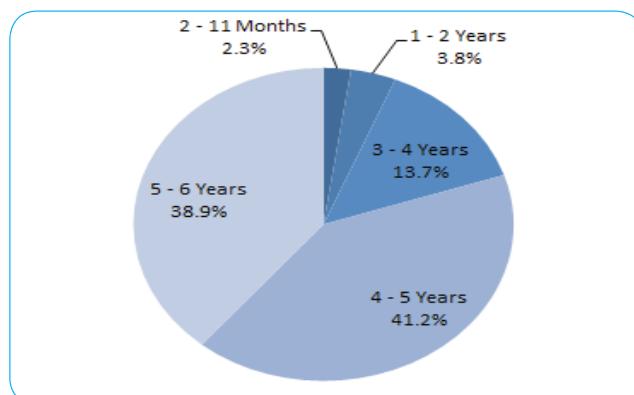

Chart 30: Distribution of Children by Age Group / J1 Area

Chart 31: Distribution of Children by Age Group / J2 Area

Table 18: Total Number of Children

Total number of children in the pre-schools that completed the questionnaire is 12,470. The distribution of this total number on J1 and J2 areas is explained in the following table.

Item	No. of Children	Percentage
Total Number of Children in J1 Area	7,595	61%
Total Number of Children in J2 Area	4,875	39%
Total Number	12,470	100%

Table 19: Average Numbers of Children per Room and Teacher

Average numbers of children in nurseries per room and teacher are lower than the same averages for children in kindergartens. In addition, the averages in J2 Area are lower than the averages in J1 Area except for the average number of children / room in the kindergartens.

Average	Governorate	J1 Area	J2 Area
Average Number of Children / Room – Nursery	12	15	7
Average Number of Children / Room – Kindergarten	21	20	21
Average Number of Children / Teacher – Nursery	10	12	6
Average Number of Children / Teacher – Kindergarten	19	23	20

Chart 32: Percentage of Pre-Schools Rejecting New Children Due to Limited Capacity

There is a percentage of pre-schools that reject new children due to limited capacity. This percentage is based on the answers of 154 pre-schools that provided answers related to this question.

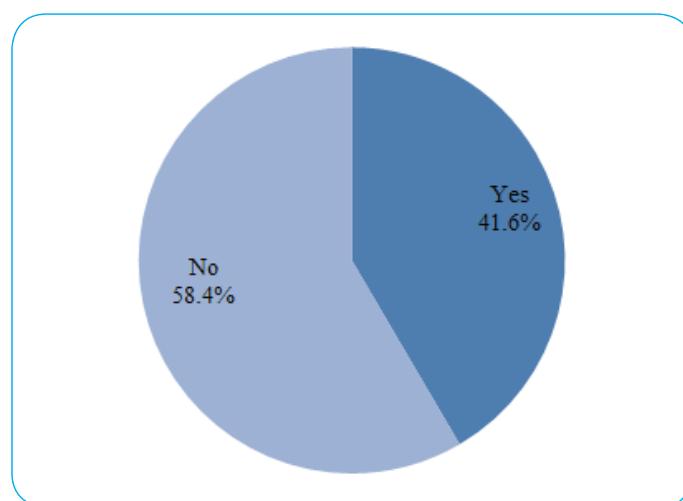


Chart 33: Number of New Children Rejected Annually

Given the number of pre-schools rejecting new children due to limited capacity, more than half of these pre-schools are rejecting less than 10 children annually.

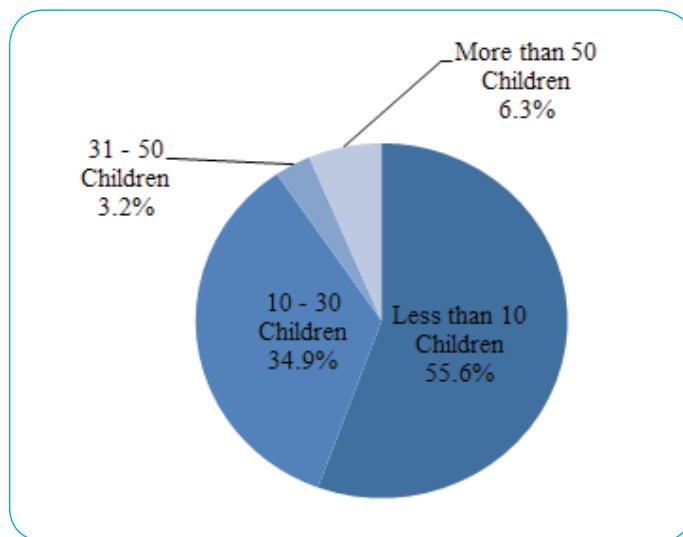


Table 20: Selection Criteria Used by Pre-Schools

154 of the interviewed pre-schools have provided information related to the children selection criteria. Half of the pre-schools are relying on the age as main and only selection criteria.

Criteria	Count	Percentage
Age	75	49%
Age and Place of Residence	9	6%
Age and Child Readiness	33	21%
Age and Ability to Pay Tuition	2	1%
Age, Residence, Child Readiness, and Ability to Pay Tuition	8	5%
Age, Residence, and Ability to Pay Tuition	5	3%
Age, Child Readiness, and Personal Situation	3	2%
Age, Residence, and Child Readiness	2	1%
Others	17	12%
Total	154	100%

Table 21: Types of Schools Children are enrolled in after Completing Pre-Schools

152 pre-schools have provided answers regarding the schools children are enrolled in after finishing the pre-school; the highest percentages are for the private schools and Palestinian MoEHE schools.

Type of School	Count	Percentage
Palestinian Ministry of Education	42	28%
Israeli Ministry of Education	5	3%
Islamic Waqf	4	3%
Private	54	35%
UNRWA	5	3%
Don't Know	19	13%
Others	32	15%
Total	152	100%

Chart 34: Percentage of Pre-Schools Receiving Children with Special Needs

Around one fourth of the interviewed pre-schools are receiving children with special needs. This represents the answers of 154 pre-schools that completed this part of the questionnaire.

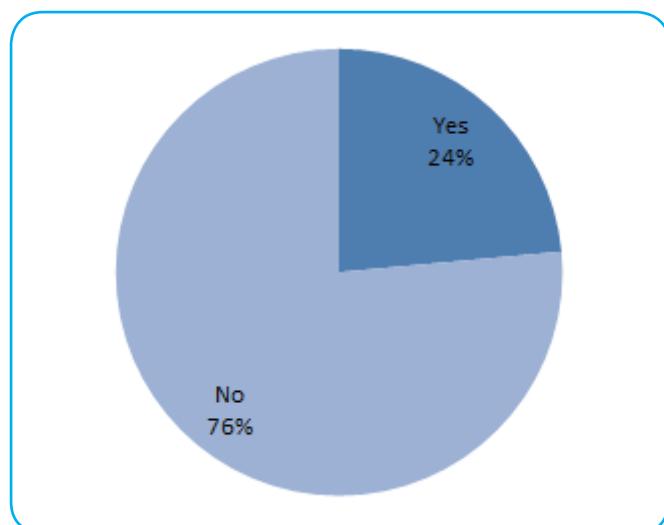


Table 22: Pre-Schools Receiving Children with Special Needs

The following table provides the names and contact information for pre-schools receiving children with special needs.

#	Pre-School	Address	Tel. #
١	روضة الورود	واد الجوز / القدس	6271247
٢	روضة ابو ديس الاسلامية	ابو ديس / شارع الجامعة / مقابل مسجد طيبة	2791665
٣	روضة ABC انترناشونال	شعفاط مقابل مركز ابن سينا	5401389
٤	روضة هيلين كيلر للمعاقين بصرى	بيت حنينا / القدس	5833841
٥	مدرسة وروضة القدس الامريكية	بيت حنينا / مقابل مدرسة الوردية	5818611
٦	حضانة وروضات ام ليسيون / العيساوية	العيساوية	5819435
٧	روضة العزيزية النموذجية	العزيزية / رأس البستان	2799692
٨	روضة تala	بيت حنينا / رمزون النبي يعقوب	6567044
٩	روضة جمعية أبو ديس الخيرية	أبو ديس / بجانب الجامع القديم	2790060
١٠	جمعية العالم الصغير	بيت صفافا / القدس	6720084
١١	روضة زهرة القدس	العزيزية / طريق المعبر	2791002
١٢	حضانة كراميش	ابو ديس / نزلة مجدي فون	569700027
١٣	روضة نسبيج	أبو ديس / مفرق الكنيسة	2794060
١٤	روضة جمعية بوابة القدس	العزيزية / الشارع الرئيسي / بجانب مخبز أبو رجب	2790404
١٥	الروضة الاسلامية	ابو ديس / شارع الجامعة	2791665
١٦	روضة صوبابا الخيرية	العزيزية / خلف مدرسة الاقصى	2793315
١٧	روضة شموع البادية	العزيزية / منطقة أبو النور	527718449
١٨	روضة أبناء المجد	قطنهن / شارع الميدان	2475852
١٩	مدرسة وروضة المنار	عناتا / وسط البلد	2355262
٢٠	مدرسة وروضة شمس المعارف	عناتا / وسط القرية	2355350
٢١	روضة حزما النموذجية	حزما / وسط البلد / بجانب المستوصف	598443585
٢٢	روضة الحبة	القدس / مستشفى المطلع	6281010
٢٣	روضة المطران	القدس / شارع نابلس	6274432
٢٤	روضة القدس الاسلامية	الرام / صاحية البريد / قرب اسكان الموظفين	2340236
٢٥	روضة معاذ بن جبل	الرام / صاحية الاقباط	2344984
٢٦	روضة طلائع فلسطين	مخيم قلنديا / طلعة الملاح	2351072
٢٧	روضة الهدى الإسلامية	الجipp / الشارع الرئيسي	2441421
٢٨	روضة أحباب الله	المجيرة / الشارع الرئيسي	2442452
٢٩	حضانة وروضة الوفاء النموذجية	الرام / شارع الارسال	2340361
٣٠	روضة الشيخ سعد	الشيخ سعد / عمارة عمر القنبر	2797611
٣١	حضانة وروضات ام ليسيون	راس العمود / جبل المكبر	6274078
٣٢	روضة المستقبل / حضانة المليسون	جبل المكبر / حي المدارس	6719477
٣٣	روضة مؤسسة الاميرة بسمة	القدس/جبل الزيتون/ مقابل المقاصد	6278191
٣٤	روضة النور	بيرنبلا / شارع صلاح الدين	2440124
٣٥	روضة دار القرآن الكريم	بدو / بالقرب من المسجد القديم	2471459
٣٦	روضة الأوائل النموذجية	بيت سوريك / وسط البلد G9+	598478231

Chart 35: Distribution of Children According to Type of Special Needs

Total number of children with special needs received by these pre-schools is 151 children; the majority of the children's special needs are physical.

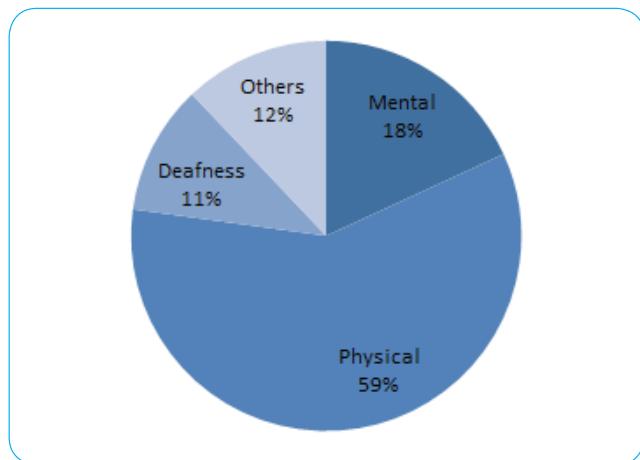


Chart 36: Percentage of Pre-Schools Providing Special Facilities for the Children with Special Needs

The majority of the pre-schools receiving children with special needs are providing special facilities for those children. This analysis represents all (36) pre-schools receiving children with special needs.

There are different facilities and services offered by pre-schools receiving children with special needs. These facilities and services are listed as provided by the pre-schools and represent the data gathered from all (36) pre-schools receiving children with special needs:

- Individual sessions
- Kind treatment
- Special elevators
- Therapist
- Psychology and social specialist
- Assistant to the children from teachers
- Using Braille for enabling blind and visually-impaired children to read and write
- Special attention by teachers
- Special bathrooms
- Free of charge enrollment in the pre-school
- Physiotherapy
- Transportation services
- Follow-up and cooperation with parents
- Help in movement
- Follow-up and advice on medication
- Integration with other children
- Facilitating support and assistance from other centers and programs
- Support from other children in the pre-school

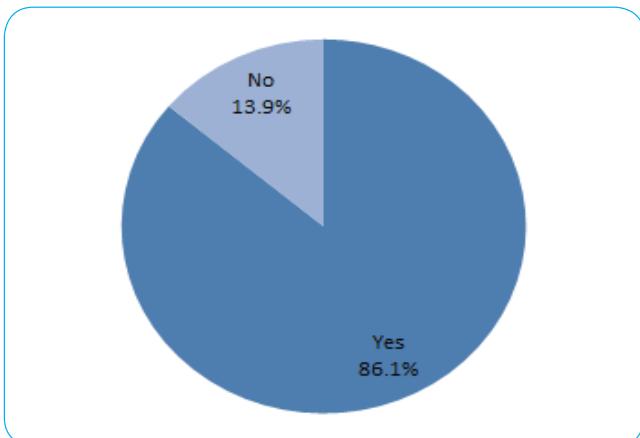


Table 23: Distribution of Pre-Schools' Staff According to Fields of Specialty

The highest percentage of the staff working in the pre-schools is teachers. In general, most of the staff working in the pre-schools is full time employees. The following table provides more detailed information related to the total number of staff – with different specialties – working in the pre-schools, and the percentage of each specialty from the total number of staff. Totals and percentages are based on the pre-schools that provided relevant data.

Staff	Full-Time	Part-Time	Total	Percentage
Teachers	627	7	634	38%
Administrative	201	11	212	13%
Teachers Assistants	224	29	253	15%
Kitchen Officers	38	6	44	3%
Drivers	86	15	101	6%
Canteen Officers	37	3	40	2%
Janitor / Doorman	20	2	22	1%
Guards	27	2	29	2%
Cleaners	129	7	136	8%
Maintenance Officers	32	18	50	3%
Others	1	1	2	0%
Trainees	N/A	N/A	150	9%
Total			1,673	100%

Chart 37: Distribution of Pre-Schools' Teachers According to Educational Background

The highest percentage of teachers are holding B.A. degrees, the highest percentage of teachers' assistants are holding diploma degrees, and the highest percentage of administrative staff are holding B.A. degrees as detailed in the following charts. The following charts are based on the pre-schools that provided information related to the educational backgrounds of their staff.

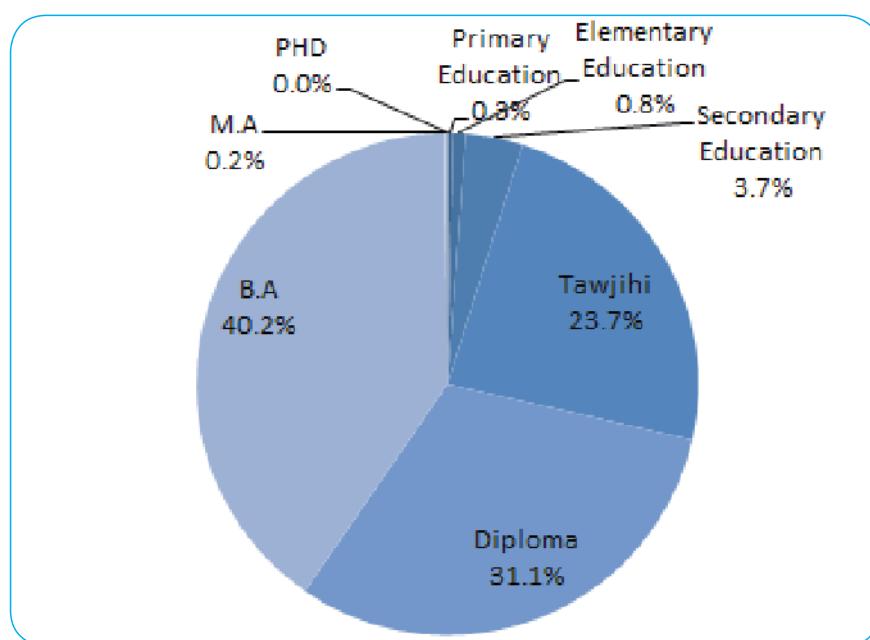


Chart 38: Distribution of Pre-Schools' Teachers Assistants According to Educational Backgrounds

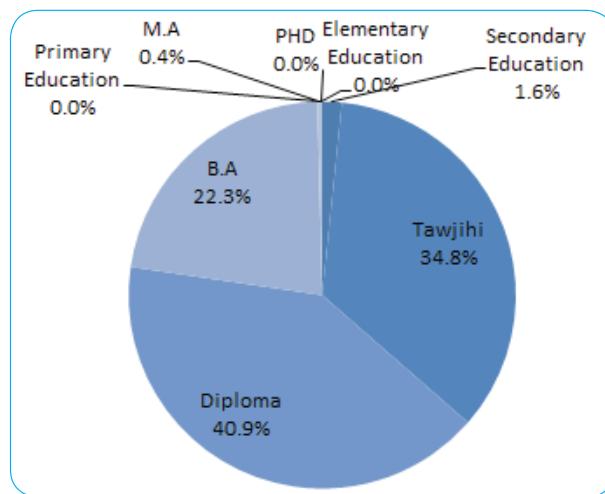


Chart 39: Distribution of Pre-Schools' Administrative Staff According to Educational Backgrounds

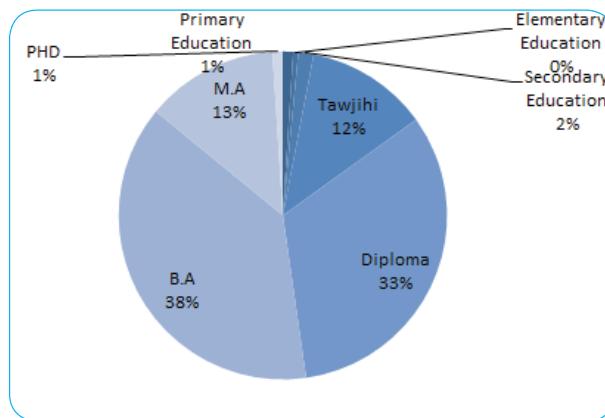


Table 24: Distribution of Pre-Schools' Staff (Nurseries Only) According to Years of Experience

Years of Experience	Teachers	Teachers Assistants	Administrative Staff	Total
Less than 3 Years	8	2	1	11
3 – 5 Years	9	2	1	12
6 – 10 Years	3	0	1	4
10 – 15 Years	2	0	2	4
More than 15 Years	0	0	0	0

Table 25: Distribution of Pre-Schools' Staff (Kindergartens Only) According to Years of Experience

Years of Experience	Teachers	Teachers Assistants	Administrative Staff	Total
Less than 3 Years	93	67	7	167
3 – 5 Years	185	67	39	291
6 – 10 Years	115	21	49	185
10 – 15 Years	61	16	38	115
More than 15 Years	44	3	40	87

Chart 40: Percentage of Pre-Schools' Staff Participating in Training Workshops

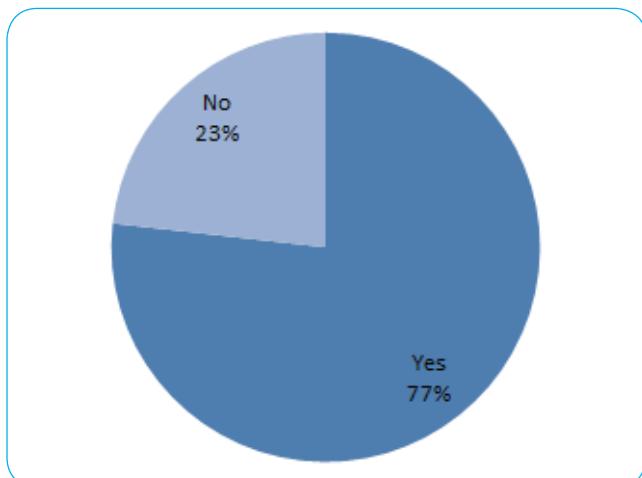


Chart 41: Percentage of Pre-Schools Evaluating the Performance of their Teachers Periodically

The majority of the pre-schools evaluate the performance of the teachers. This is based on the analysis of the answers of 154 pre-schools that answered this question.

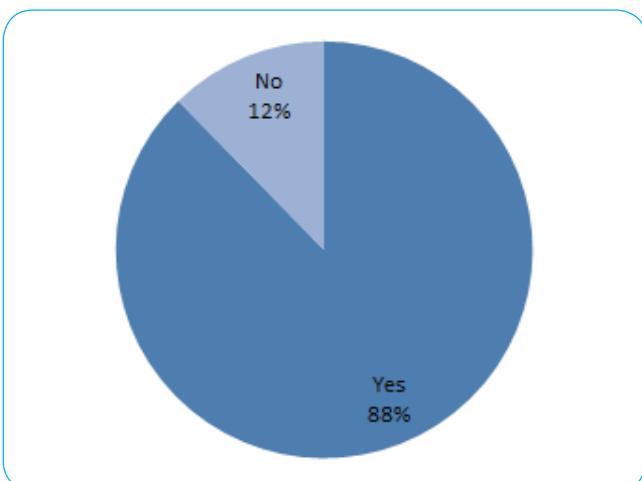
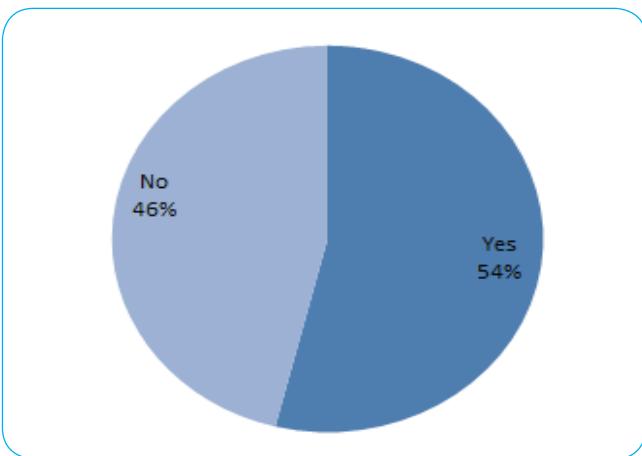


Chart 42: Availability of Standard Evaluation Forms

On the other hand, a lower percentage of these pre-schools have a special form for evaluating the performance of those teachers. This analysis is based on the answers of 141 pre-schools that provided information related to the availability of standard evaluation form.



Similar to the results of the questionnaire, teachers participating in the focus groups have confirmed that their pre-schools conduct regular evaluation of their performance, some pre-schools are evaluating the teachers on the basis of specific criteria that are known for the teachers, while others do not use a written evaluation form and conduct the evaluation process verbally.

Chart 43: Percentage of Pre-Schools Following a Specific Curriculum / Educational Framework

Most of the 155 pre-schools follow a specific curriculum / educational framework.

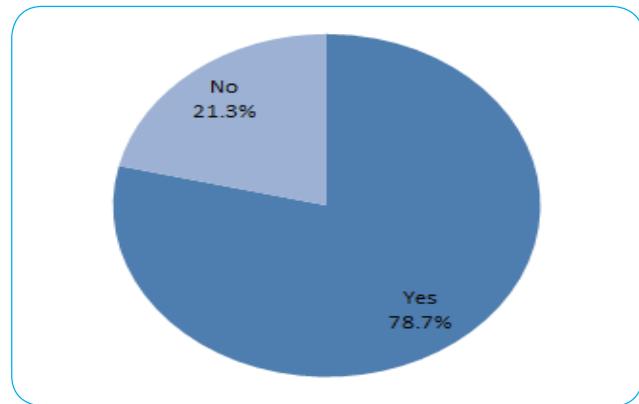


Chart 44: Curriculum / Educational Framework Used

There are different types of curriculums / educational frameworks followed by pre-schools; the highest percentage is for special curriculum.

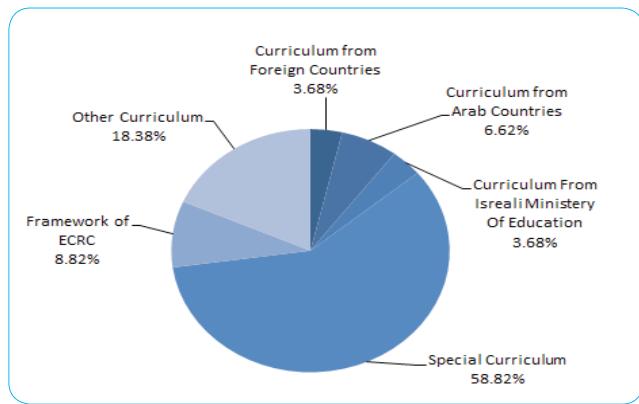


Chart 45: Percentage of Pre-Schools Conducting a Periodic Review of the Curriculum / Educational Framework

The periodic review is conducted mostly on an annual basis. This analysis is based on total number of pre-schools that follow a specific curriculum / educational framework and have also provided information related to the duration of their periodic review (102 pre-schools).

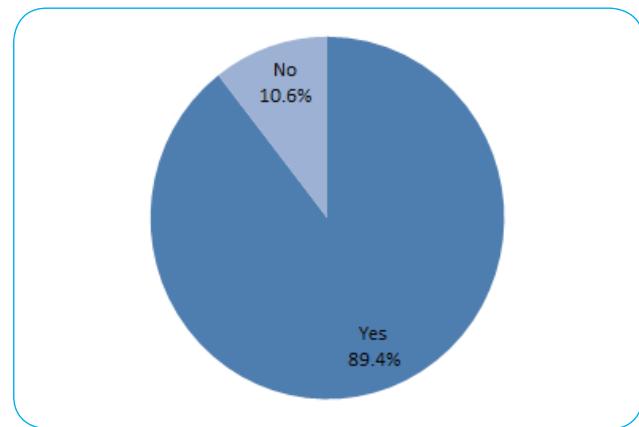


Chart 46: Duration of the Periodic Evaluation of Curriculum / Educational Framework

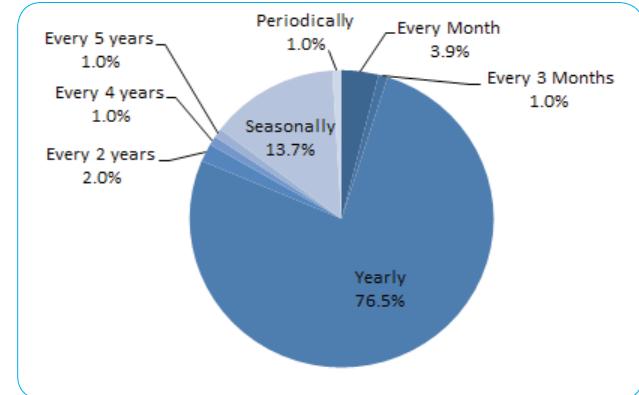
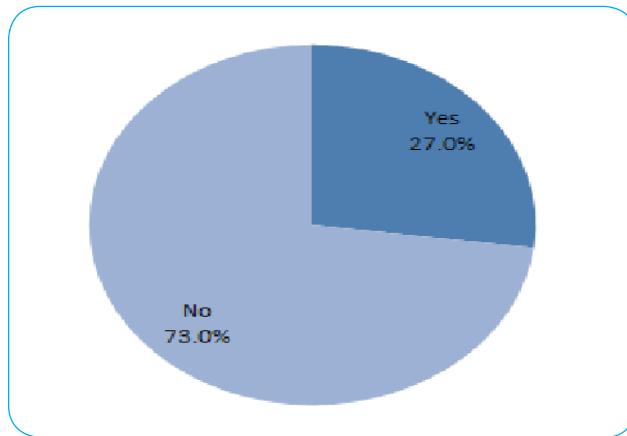


Chart 47: Percentage of Pre-Schools Using a Standard Form to Evaluate Curriculum / Educational Framework

A low percentage of pre-schools that follow a specific curriculum / educational framework, and conduct periodic evaluation for it, have a standard form to evaluate the curriculum / educational framework. This analysis is based on 111 pre-schools that provided related information.



Boards of Directors are the main responsible bodies for evaluating the pre-schools' curriculum / education framework. This analysis is also based on the 111 pre-schools that provided related information.

Table 26: Availability of Educational Aids According to Type of Aid

The most available educational aids in pre-schools are blackboards, building blocks, worksheets, and coloring and painting. This is based on the analysis of answers of all (155) pre-schools regarding the availability of educational aids.

The highest averages of available educational aids per pre-school are for “playing” dough, worksheets, and coloring and painting as detailed in the following table. The average number of units per school is based on the number of pre-schools that provided the number of available units as explained in the following table.

Educational Aid	Yes		No		Total
	Count	%	Count	%	
Blackboard	149	96%	6	4%	155
Educational Films	117	75%	38	25%	155
Building Blocks « Lego»	147	95%	8	5%	155
Worksheets	151	97%	4	3%	155
Coloring and Painting	151	97%	4	3%	155
Pins Boards	79	51%	76	49%	155
Computers	39	25%	116	75%	155
Dough	148	95%	7	5%	155
Cubes	98	63%	57	37%	155
Posters	131	85%	24	15%	155
Theater Toys	91	59%	64	41%	155
Models (Cars, animal ...etc)	117	75%	38	25%	155
Puzzles	134	86%	21	14%	155
Scoring Toys	75	48%	80	52%	155
Stuffed Toys	107	69%	48	31%	155
Electronic Games	11	7%	144	93%	155
Educational CD's	62	40%	93	60%	155
Others	10	6%	145	94%	155

Chart 48: Percentage of Pre-Schools Providing Health Insurance to Children during their Stay in the Pre-School

More than half of the pre-schools are not providing health insurance for the children during their stay in the pre-schools. This percentage is calculated based on the answers received from all (155) interviewed pre-schools.

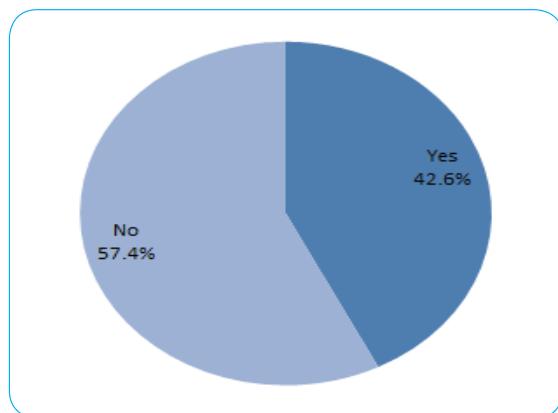


Chart 49: Percentage of Pre-Schools Providing Entertainment Activities

The majority of the pre-schools are providing entertainment activities and programs for the children. This analysis is also based on all (155) interviewed pre-schools.

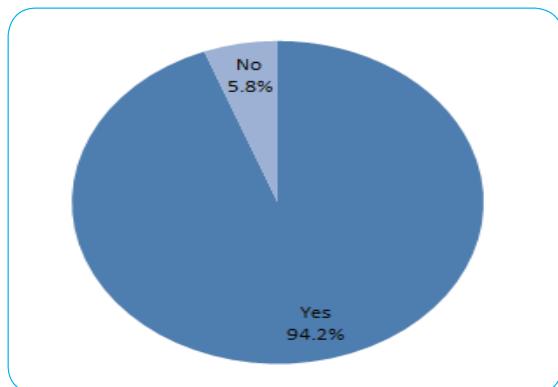


Chart 50: Percentage of Pre-Schools Conducting Educational Trips

Most of the pre-schools are conducting 2-4 educational trips every year. This analysis is based on 130 pre-schools that provided information in this regard.

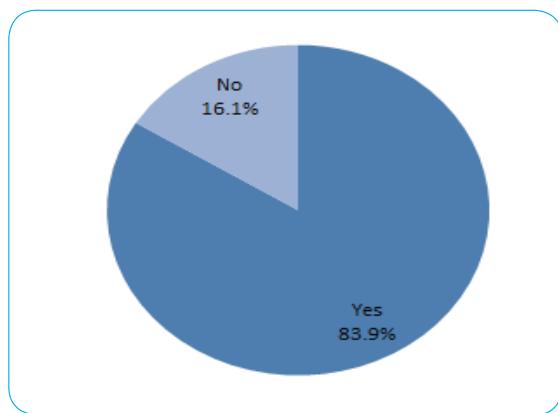


Chart 51: Annual Number of Trips Conducted

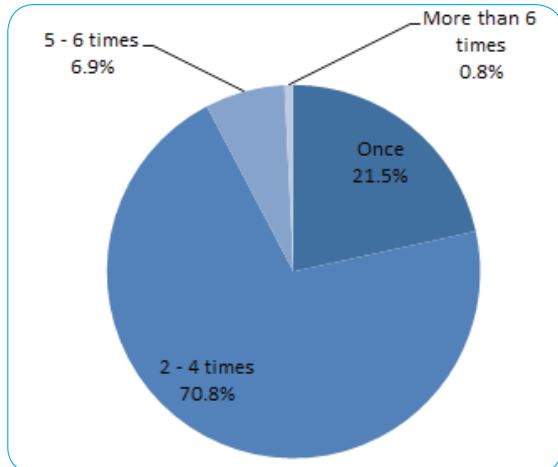


Chart 52: Percentage of Pre-Schools Offering Children Gifts at Holidays and Special Occasions

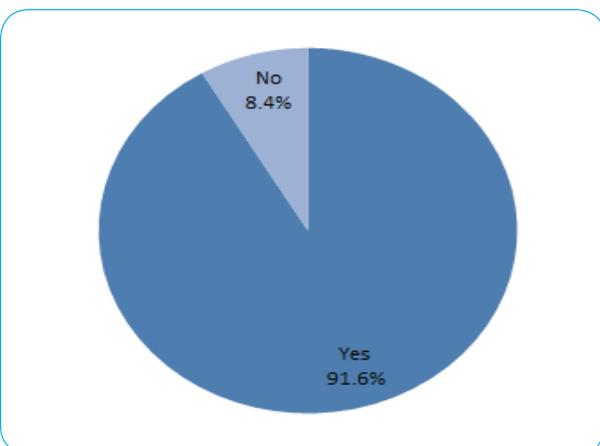


Chart 53: Percentage of Pre-Schools Providing Services to the Community

Low percentage of the interviewed pre-schools (155) provides services for the surrounding community after the official working hours.

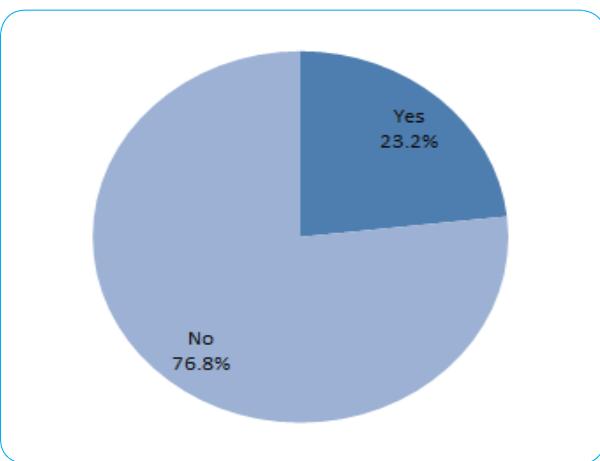


Table 27: Services Provided by Pre-Schools to the Community

For those pre-schools that provide services to the community after the official working hours, the most common service is workshops, as detailed in the following table. The analysis is based on the 36 pre-schools that provided such services.

Service	Count	Percentage
Entertaining Activities	1	3%
Cultural Activities	2	6%
Workshops	15	42%
Open Days	1	3%
Cultural Activities, Workshops, and Others	2	6%
Cultural Activities and Workshops	4	11%
Educational Activities and Workshops	2	6%
Other Combinations	9	23%
Total	36	100.%

Chart 54: Percentage of Pre-Schools Communicating with Children Parents

Almost all of the 155 pre-schools communicate with the children parents.

Several tools are used by pre-schools to communicate with parents; the most common tools are meetings, participating in activities, and telephone calls.

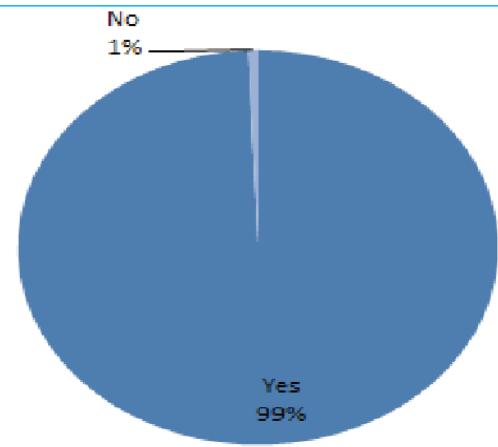


Table 28: Communication Tools with Parents Used by Pre-Schools

Tool	Count	Percentage
Telephone Calls	9	6%
Meetings	44	29%
Meeting and Participating in Activities	10	6%
Telephone Calls and Participating in Activities	2	1%
Telephone Calls and Meetings	36	23%
Telephone Calls, Emails, and Participating in Activities	4	3%
Telephone Calls and Emails	2	1%
Telephone Calls, Meetings, and Participating in Activities	31	20%
Telephone Calls, Emails, Participating in Activities, and Meetings	6	4%
Others	10	6%
Total	154	100%

Chart 55: Percentage of Pre-Schools Conducting Workshops on How to Deal with Children

More than half of the 155 interviewed pre-schools conduct training workshops on how to deal with children.

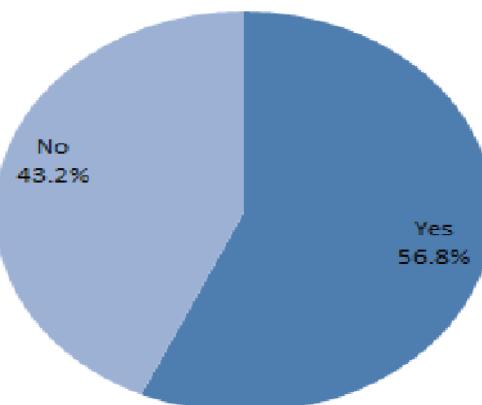


Table 29: Pre-Schools' Sources of Income

Tuition fees represent the main source of income for most of the interviewed pre-schools (154). Other sources of income are in-significant for the majority of the pre-schools.

Source of Income	% of Contribution to Total Income										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Tuition Fees	6	8	3	12	5	8	4	3	2	4	96
Government	153	0	0	0	0	1	0	0	0	0	0
Foreign Donors	147	3	0	0	0	1	1	0	0	0	2
Arab Donors	149	2	1	1	1	0	0	0	0	0	0
Local Communities	152	0	0	0	1	0	0	1	0	0	0
Jerusalem Municipality	144	2	0	2	2	1	0	2	1	0	0
Palestinian Municipalities	154	0	0	0	0	0	0	0	0	0	0
UNRWA Schools	154	0	0	0	0	0	0	0	0	0	0
Clubs	154	0	0	0	0	0	0	0	0	0	0
Village Councils	152	0	1	0	0	0	0	0	0	1	0
Islamic Waqf	154	0	0	0	0	0	0	0	0	0	0
Churches	150	1	0	1	0	1	0	1	0	0	0
Parents' Councils	154	0	0	0	0	0	0	0	0	0	0
Israeli Ministry of Education	141	2	0	0	1	1	2	0	0	5	2
Public Centers	150	2	0	1	0	0	0	0	0	1	0
Others	143	1	0	0	2	0	1	5	1	0	1

Table 30: Average Monthly Tuition Fees per Child

Average monthly tuition fee in Jerusalem Governorate is NIS 226 (around US\$ 66 using the exchange rate at the date of this report). There is a relatively big difference between this average tuition fee in J1 and J2 Areas. Average tuition fees are based on the information provided by 146 pre-schools.

Average / Child	NIS	US\$
Monthly Tuition Fees in Jerusalem Governorate	228	67
Monthly Tuition Fees in J1 Area	293	86
Monthly Tuition Fees in J2 Area	162	48

Chart 56: Monthly Teacher's Salary in Jerusalem Governorate (NIS)

The highest percentage of teachers' salaries in Jerusalem Governorate ranges between NIS 1000 and NIS 1500 / Teacher / Month. In general, teachers' salaries in J2 Area are less than Teachers' salaries in J1 Area.

Teachers believe that their salaries are in general low which affect their contribution to the pre-schools and to the children's development. It is extremely important for pre-schools to identify the minimum salary level and a clear salary scale that is correlated with the educational background, years of experience, training and capacity building obtained, and other factors.

Chart 57: Monthly Teacher's Salary in J1 Area (NIS)

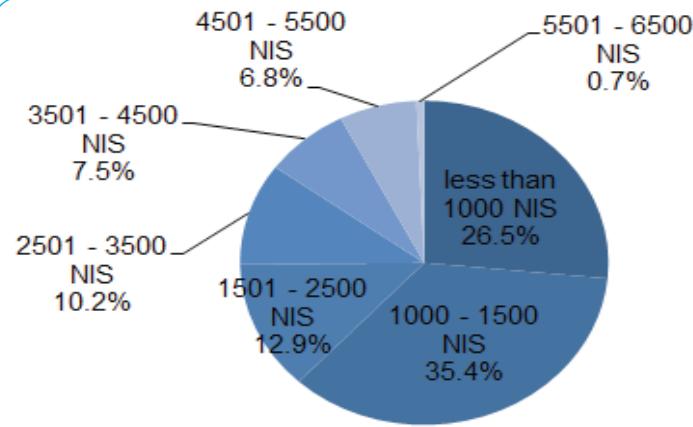


Chart 58: Monthly Teacher's Salary in J2 Area (NIS)

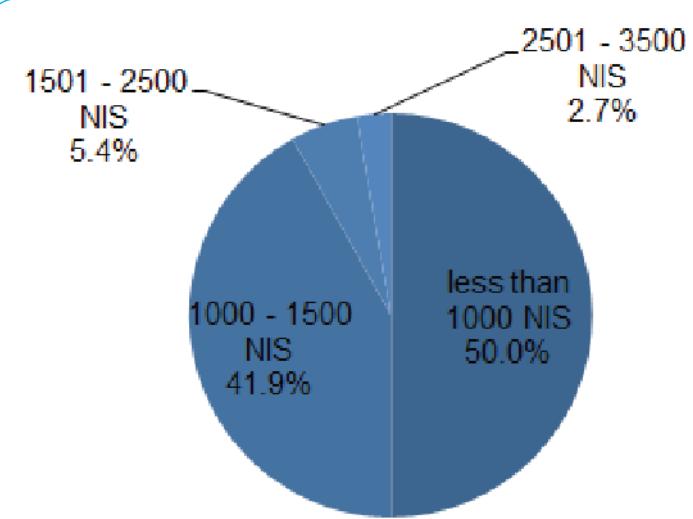
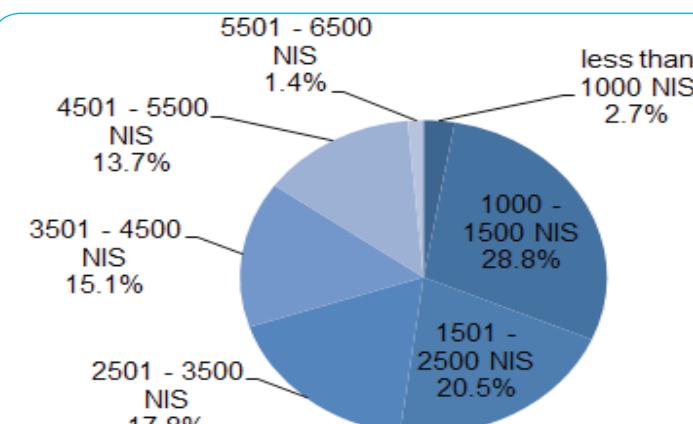


Chart 59: Monthly Administrative Employee's Salary in Jerusalem Governorate (NIS)

On the other hand, the highest percentage of administrative staff monthly salary per employee in Jerusalem Governorate is between NIS 1000 and NIS 1500. Similar to the teachers' salaries, there are clear differences between J1 and J2 Areas.

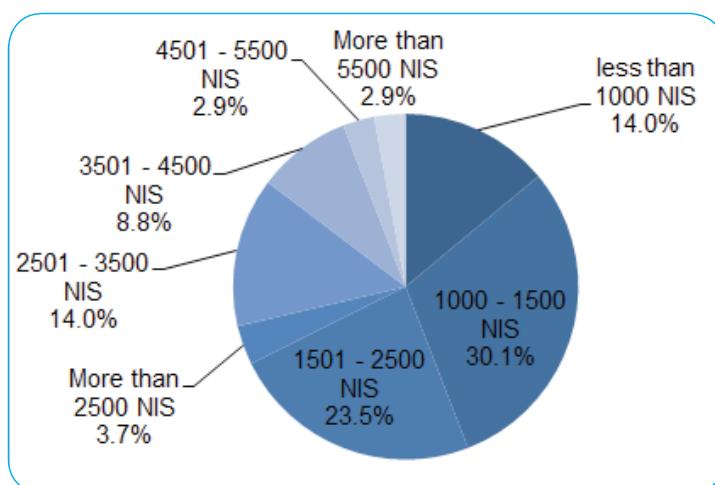


Chart 60: Monthly Administrative Employee's Salary in J1 Area (NIS)

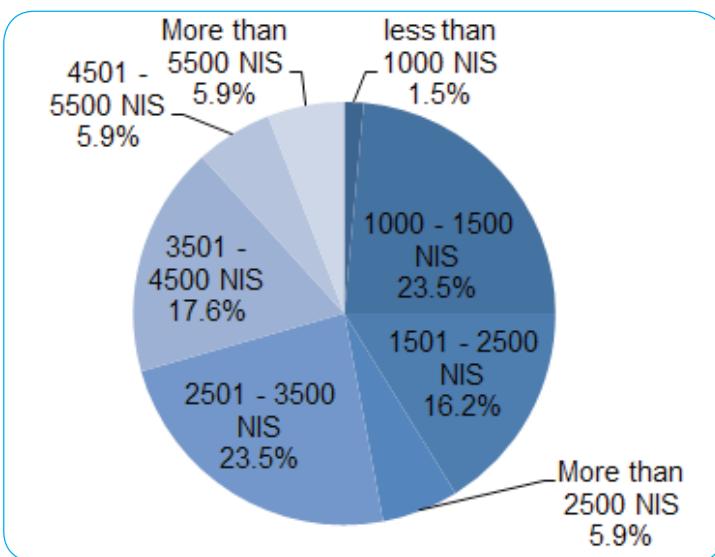


Chart 61: Monthly Administrative Employee's Salary in J2 Area (NIS)

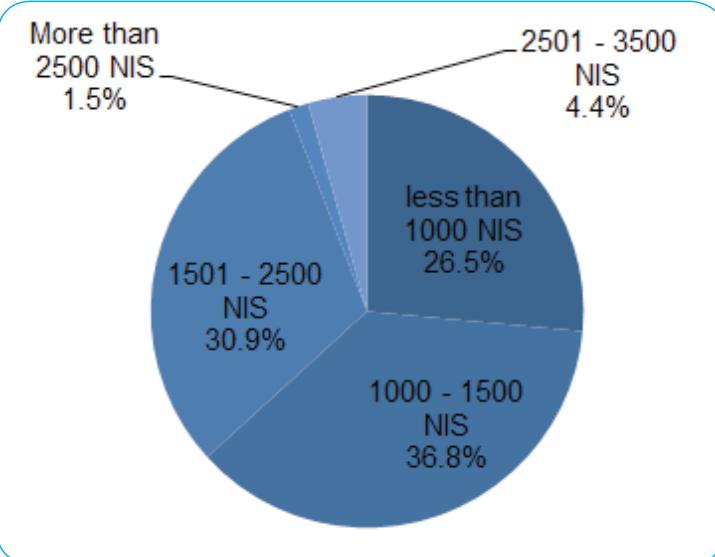


Chart 62: Monthly Principal's Salary in Jerusalem Governorate (NIS)

Finally, the highest percentage for principal's monthly salary ranges between NIS 1500 and NIS 2500. Similar J1 and J2 Areas differences apply for this salary too.

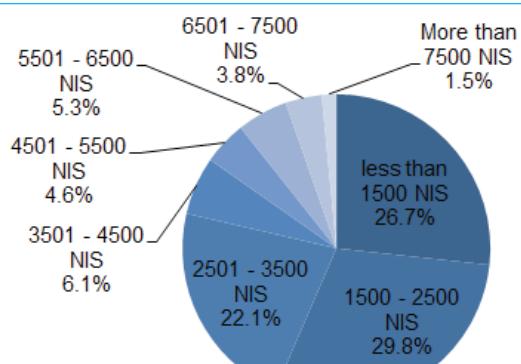


Chart 63: Monthly Principal's Salary in J1 Area (NIS)

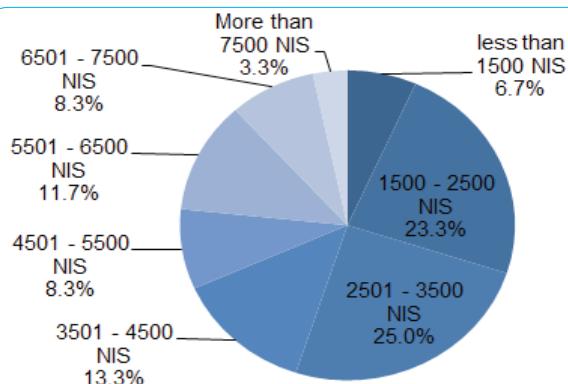


Chart 64: Monthly Principal's Salary in J2 Area (NIS)

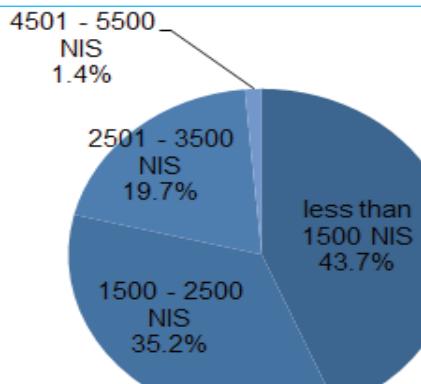


Chart 65: Percentage of Pre-Schools Cooperating with External Parties

The majority of pre-schools do not cooperate with external parties. This is based on the data provided by all (155) interviewed pre-schools.

Pre-Schools that cooperate with external parties (53) are cooperating in different aspects as detailed in the following table.

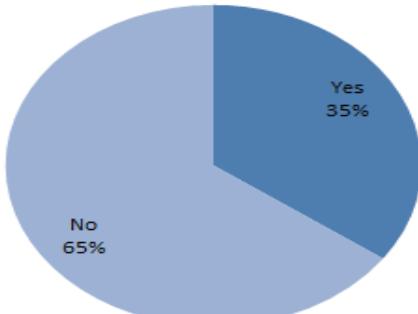


Table 31: Cooperation Aspects

Aspect / s	Count
Shared Activities	7
Exchange of Experience	6
Capacity Building	5
Curriculum Development	3
Shared Assets	1
Others	2
Tools Lending and Capacity Building	1
Tools Lending and Shared Assets	1
Shared Activities and Exchange of Experience	5
Shared Activities and Infrastructure Development	1
Shared Activities and Capacity Building	3
Shared Activities and Shared Assets	1
Exchange of Experience and Capacity Building	1
Exchange of Experience and Curriculum Development	2
Capacity Building and Direct Donation	1
Capacity Building and Curriculum Development	2
Shared Activities, Capacity Building, and Exchange of Experience	2
Shared Activities, Capacity Building, Exchange of Experience, and Curriculum Development	2
Tools Lending, Capacity Building, and Exchange of Experience	1
Capacity Building, Curriculum Development, and Others	1
Capacity Building, Exchange of Experience, and Curriculum Development	1
Shared Activities, Capacity Building, and Curriculum Development	2
Shared Activities, Infrastructure Development, and Capacity Building	1
Shared Activities, Infrastructure Development, Capacity Building, and Curriculum Development	1

Table 32: Institutions the Pre-Schools Cooperate With

Institution / s	Count
Other Pre-schools	14
Schools	1
Universities	1
Ministries	6
Committees	1
Associations	3
Others	4
Other Pre-schools and Schools	2
Other Pre-schools and Universities	3
Other Pre-schools and Ministries	2
Other Pre-schools and Committees	1
Universities and Others	2
Other Pre-schools, Committees, and Associations	1
Universities and Ministries	1
Other Pre-schools, Ministries, and Associations	2
Other Pre-schools, Associations, and Others	1
Other Pre-schools, Schools, Ministries, and Associations	1
Other Pre-schools, Universities, Ministries, and Associations	1
Ministries and Associations	2
Schools and Religious Institutions	1
Religious Institutions, Universities, Committees, and Associations	1
Associations and Others	2
Other Pre-schools, Universities, and Others	1

Chart 66: Percentage of Pre-Schools that Have Received Support from Donors / Donors' Projects

More than half of the interviewed pre-schools have not received support from donors / donors' projects.

The highest percentages of areas of support are in infrastructure development, capacity building, and support. This analysis is based on the answers of 68 pre-schools that received such a support

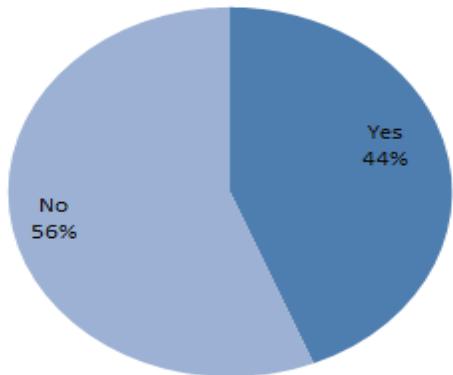


Table 33: Supporting Bodies

Supporting Body	Count
International Donors	4
Local Donors	2
Union of Charitable Societies	2
Private Sector	2
ECRC	22
Institutions	1
Others	9
International Donors and Local Donors	1
International Donors and Union of Charitable Societies	2
International Donors and ECRC	1
Union of Charitable Societies and Private Sector	2
Union of Charitable Societies and ECRC	8
Private Sector and ECRC	1
Union of Charitable Societies, ECRC, and Others	1
ECRC, Institutions, and Individuals	3
International Donors, Union of Charitable Societies, and ECRC	1
ECRC and Others	1
International Donors, Local Donors, Union of Charitable Societies, and Individuals	1
Union of Charitable Societies, ECRC, and Institutions	1
Total	65

Annexes

Annex 1 – List of Participants in the Brainstorming Session

#	Name	The workplace
1	Nabil Sublaban	Early Childhood Resource Centre (ECRC)
2	Rana Jwelies	Early Childhood Resource Centre (ECRC)
3	Manal Hirbawi	Early Childhood Resource Centre (ECRC)
4	Fadia Salaheddin	Early Childhood Resource Centre (ECRC)
5	Fatina Ju'be	Early Childhood Resource Centre (ECRC)
6	Yousef Saleem	Early Childhood Resource Centre (ECRC)
7	Eimad Najib	Early Childhood Resource Centre (ECRC)
8	Rawia Bida	Early Childhood Resource Centre (ECRC)
9	Muntasir AbedAlLatif	Dimensions Consulting Company
10	Dr. Wafa El Ashhab	Ministry of Education
11	Rima Baqli	Union of Charitable Societies

Annex 2 – Final Questionnaire Form

إسْتِبَانُ حَوْلَ الطَّفُولَةِ الْمُبَكِّرَةِ فِي مُحَافَظَةِ الْقَدْسِ

لِاستِخْدَامِ الْبَاحِثِ الْمَيَادِيِّ فَقْطَ	
الرقم التسلسلي للإستمارة:	<input type="text"/>
إسم الباحث:	<input type="text"/>
مكان المقابلة:	<input type="text"/>
تاريخ المقابلة:	<input type="text"/>
وقت انتهاء المقابلة:	<input type="text"/>
وقت بدء المقابلة:	<input type="text"/>
أ. معلومات تعريفية حول الحضانة / روضة الأطفال	
أ.١ إسم الشخص الذي تمت مقابلته:	<input type="text"/>
أ.٢ منصب الشخص الذي تمت مقابلته: ١. المدير ٢. نائب المدير ٣. مساعد إداري ٤. سكرتيرة ٥. غير ذلك، حدد _____	<input type="text"/>
أ.٣ ما هو تصنيف رياض الأطفال الخاص بك؟ ١. حضانة ٢. روضة ٣. حضانة وروضة معاً	<input type="text"/>
أ.٤ عنوان الحضانة / روضة الأطفال:	<input type="text"/>
أ.٥ رقم هاتف الحضانة / روضة الأطفال:	<input type="text"/>
أ.٦ عنوان البريد الإلكتروني:	<input type="text"/>
أ.٧ سنة التأسيس:	<input type="text"/>
أ.٨ جهة الاتصال:	<input type="text"/>
أ.٩ هل الحضانة / روضة الأطفال هي مؤسسة ربحية أم غير ربحية؟ ١. ربحية ٢. غير ربحية	<input type="text"/>
أ.١٠ ما هي الجهات الرسمية المسجلة لديها الحضانة / روضة الأطفال الخاصة بكم؟ (اختر كل ما ينطبق) ١. وزارة التربية والتعليم الفلسطينية. رقم التسجيل ٢. اتحاد الجمعيات الخيرية. رقم التسجيل ٣. وزارة التربية والتعليم الإسرائيلية. رقم التسجيل ٤. غير ذلك، حدد رقم التسجيل	<input type="text"/>
أ.١١ هل الحضانة / روضة الأطفال تابعة لجهة ما (مؤسسة، جمعية، مدرسة، قطاع خاص...) أم مستقلة؟ ١. مستقلة (انتقل إلى أ.١٦) ٢. تابعة لجهة ما	<input type="text"/>
أ.١٢ ما هي الجهة التي تتبع لها الحضانة / روضة الأطفال؟ (اختر كل ما ينطبق) ١. مدرسة الأونروا ٢. مجلس قروي ٣. بلدية ٤. مؤسسة ٥. جمعية خيرية ٦. كنيسة ٧. وقف إسلامي ٨. مدرسة خاصة ٩. مدرسة حكومية ١٠. مستشفى ١١. غير ذلك، حدد.....	<input type="text"/>

أ. ١٦. ما هي المجالس والهيئات الفاعلة لدى الحضانة / روضة الأطفال؟ (اختر كل ما ينطبق) ١. هيئة عامة ٢. مجلس إدارة ٣. مجلس الآباء والأمهات ٤. إدارة تنفيذية ٥. غير ذلك، حدد..... <input type="checkbox"/>
أ. ١٧. من يقوم بوضع الأهداف العامة وخطة التنفيذ للحضانة / روضة الأطفال؟ (اختر كل ما ينطبق) ١. الهيئة العامة ٢. مجلس الإدارة ٣. الإدارة التنفيذية ٤. معلمون / معلمات ٥. الممول ٦. مجلس الآباء والأمهات ٧. السلطة المانحة للترخيص ٨. لا أعلم ٩. غير ذلك، حدد..... <input type="checkbox"/>
أ. ١٨. ما هو تصنيف المقر التي تقوم عليها الحضانة / روضة الأطفال؟ ١. إيجار (انتقل إلى أ. ١٩) ٢. ملك خاص ٣. تبرع ٤. وقف إسلامي ٥. غير ذلك، حدد..... <input type="checkbox"/>
أ. ١٩. إذا كان المقر التي تقوم عليها الحضانة / روضة الأطفال مستأجرًا، حدد قيمة الإيجار السنوي: <input type="checkbox"/>
أ. ٢٠. ما هي ساعات الدوام الرسمية للحضانة / روضة الأطفال؟ إلى <input type="checkbox"/>
أ. ٢١. هل تستقبل الحضانة / روضة الأطفال أطفال بعد ساعات الدوام الرسمية؟ ١. نعم ٢. لا (انتقل إلى أ. ٢٣) <input type="checkbox"/>
أ. ٢٢. ما هي المدة القصوى التي توفرها الحضانة / روضة الأطفال للأطفال بعد ساعات الدوام الرسمية؟ ١. نصف ساعة ٢. ساعة ٣. ساعة ونصف ٤. ساعتان ٥. ساعتان ونصف ٦. أكثر من ثلاث ساعات <input type="checkbox"/>
أ. ٢٣. ما هي أيام الإجازة للحضانة / روضة الأطفال؟ (اختر كل ما ينطبق) ١. الخميس ٢. الجمعة ٣. السبت ٤. الأحد <input type="checkbox"/>
ب. معلومات حول المنشآت والتسهيلات التي تقدمها الحضانة / روضة الأطفال
ب. ١. ما هو طبيعة المبني الذي تعامل به الحضانة / روضة الأطفال؟ ١. مبني مستقل ٢. مبني مشترك (انتقل إلى ب. ٣) <input type="checkbox"/>
ب. ٢. إذا كان المبني مستقل، ما عدد طوابق الحضانة / روضة الأطفال؟ ١. طابق ٢. طابقين ٣. ثلاث طوابق فأكثر <input type="checkbox"/>
ب. ٣. في أي طابق تقع الحضانة / روضة الأطفال؟ (اختر كل ما ينطبق) ١. الأول ٢. الثاني ٣. الثالث ٤. الرابع ٥. غير ذلك، حدد..... <input type="checkbox"/>
ب. ٤. ما هي المساحة الكلية الداخلية للحضانة / روضة الأطفال بالمتر المربع؟ <input type="checkbox"/>
ب. ٥. ما هو عدد الغرف الكلي في الحضانة / روضة الأطفال؟ (تشمل مطابخ، غرف ألعاب....) ١. أقل من ٣ غرف ٢. بين ٣ - ٥ غرف ٣. بين ٦ - ١٠ غرف ٤. أكثر من ١٠ غرف <input type="checkbox"/>

ب. ٦ هل تتوفر لدى الحضانة / روضة الأطفال ساحة للعب الأطفال؟ ١. نعم ٢. لا (انتقل إلى ب. ٢١)	<input type="checkbox"/>		
ب. ٧ ما هي طبيعة الساحة المتوفرة لدى الحضانة / روضة الأطفال؟ (اختر كل ما ينطبق) ١. داخلية ٢. خارجية ٣. ساحتان داخلية وخارجية	<input type="checkbox"/>		
ب. ٨ ما هي المساحة التقريبية للساحات المتوفرة بالملتر المربع؟ ١. الداخلية ٢. الخارجية	<input type="checkbox"/>		
ب. ٩ كم متراً تبعد الساحة الخارجية للحضانة / روضة الأطفال عن الشارع?	<input type="checkbox"/>		
ب. ١٠ هل الساحة الخاصة بالحضانة / روضة الأطفال محاطة بسياج أمان؟ ١. نعم ٢. لا	<input type="checkbox"/>		
ب. ١١ هل يوجد مظلة خاصة بالساحة الخارجية للحضانة / روضة الأطفال؟ ١. نعم ٢. لا (انتقل إلى ب. ١٣)	<input type="checkbox"/>		
ب. ١٢ حدد نوع المظلة المستخدمة في تغطية الساحة الخارجية؟ ١. ألواح معدنية ٢. شواهد ٣. قرميد ٤. غير ذلك. حدد	<input type="checkbox"/>		
ب. ١٣ هل يتم تغطية الساحة الخارجية في فصل الصيف؟ ١. نعم ٢. لا	<input type="checkbox"/>		
ب. ١٤ هل تتوفر الحضانة / روضة الأطفال عناصر الأمان (أرض مطاطية، رمل، عشب...) خارج الحضانة / روضة الأطفال؟ ١. نعم ٢. لا (انتقل إلى ب. ٢٠)	<input type="checkbox"/>		
ب. ١٥ ما هي عناصر الأمان المتوفرة في الساحة الخارجية للحضانة / روضة الأطفال؟ (اختر كل ما ينطبق) ١. رمل ٢. أرض مطاطية ٣. عشب ٤. تراب ٥. موكيت ٦. غير ذلك. حدد	<input type="checkbox"/>		
ب. ١٦ ما هي عناصر الأمان المتوفرة داخل الحضانة / روضة الأطفال؟ ١. موكيت ٢. سجاد ٣. بي في سي ٤. حصر ٥. غير ذلك. حدد	<input type="checkbox"/>		
ب. ١٧ الجدول التالي يحتوى على عناصر الأمان التي قد توفرها الحضانات / رياض الأطفال داخل المنشآت. اختر من الجدول التالي شروط الأمان الصالحة وغير الصالحة للاستعمال بالحضانة / الروضة؟			
غير صالحة للاستعمال	صالحة للاستعمال	الفئة	
		ألعاب (غير مكسورة)	<input type="checkbox"/>
		الخزان وأدراج (عدم وجود حواف بارزة)	<input type="checkbox"/>
		التدفئة (بعيدة عن متناول الأطفال)	<input type="checkbox"/>
		طفافية	<input type="checkbox"/>
		اسعافات أولية	<input type="checkbox"/>
ب. ١٨ هل الإنارة في غرف الحضانة / روضة الأطفال مناسبة؟ ١. نعم ٢. لا			<input type="checkbox"/>

بـ ١٩. هل نوافذ الحضانة / روضة الأطفال ملائمة من حيث العدد والتصميم لتسهيل بتهوية جيدة في الغرف؟
١. نعم ٢. لا

بـ ٢٠. الجدول التالي يحتوي على الألعاب الترفيهية التي قد توفرها الحضانات / رياض الأطفال داخل ساحة الألعاب مع تحديد الفئة العمرية المناسبة للعبة. إملأ الجدول التالي بما يتلاءم مع الألعاب الترفيهية التي توفرها الحضانة / روضة الأطفال. إذا كانت الإجابة غير ذلك حدد الألعاب الإضافية غير المذكورة في الجدول من ١ - ٦ بجانب كلمة «غير ذلك».

حالة اللعبة	المواد الخام						العدد	الفئة العمرية	متوفّر	غير متوفّر	
	آمنة	غير آمنة	مطاط	بلاستك	خشب	حديدي	خارجي	داخلي	حضانة	روضة	
											١. مراجع
											٢. سحايسيل
											٣. أراجيح (سيسيو)
											٤. ألعاب التسلق
											٥. دراجات بلاستيكية
											٦. برك كرات بلاستيكية
											٧. غير ذلك
										
											٨. غير ذلك
										
											٩. غير ذلك
										
											١٠. غير ذلك
										
											١١. غير ذلك
										

بـ ٢١. حدد طبيعة الغرف التي تستخدم داخل الحضانة / روضة الأطفال؟
١. غرف صافية فقط ٢. زوايا فقط ٣. غرف صافية وزوايا معاً

بـ ٢٢. الجدول التالي يحتوي على الغرف التي يمكن وجودها في الحضانات / رياض الأطفال. إختر من الغرف التالية ما يتلاءم مع الحضانة / روضة الأطفال. إذا كانت الإجابة غير ذلك، حدد الغرف الإضافية غير المذكورة في الجدول من ١ - ١٤ بجانب كلمة «غير ذلك».

عدد التسهيلات	متوفّر	غير متوفّر
		١. غرفة تركيز
		٢. غرفة فن وطبيعة
		٣. غرفة خيال
		٤. غرفة مسرح وخيال وحركة
		٥. غرفة العاب داخلية
		٦. غرفة تلفاز
		٧. غرفة حضانة
		٨. غرفة مكتبة / قصة
		٩. غرفة طعام
		١٠. مسبح (حوض سباحة)
		١١. غرفة استراحة المعلمات
		١٢. عيادة / إسعاف أولي
		١٣. مطبخ
		١٤. منافع عامة (حمامات)
		١٥. غرفة حاسوب
		١٦. غير ذلك.....
		١٧. غير ذلك.....
		١٨. غير ذلك.....
		١٩. غير ذلك.....

بـ. ٢٢. الجدول التالي يحتوي على التسهيلات التي قد توفرها الحضانة / رياض الأطفال. إختر من التسهيلات التالية ما توفره الحضانة / روضة الأطفال مع ذكر العدد. إذا كانت الإجابة غير ذلك، حدد التسهيلات الإضافية غير المذكورة في الجدول من ١ - ١١ بجانب كلمة «غير ذلك».

العدد	يتوفر	لا يتتوفر	
١. مياه معدنية			
٢. كهرباء			
٣. دورات مياه مخصصة للأطفال			
٤. تدفئة مركبة			
٥. مصادر أخرى للتدفئة "صوبة"			
٦. الأسرّة			
٧. هاتف			
٨. إنترنت			
٩. ملفات طبية للأطفال			
١٠. موقف سيارات			
١١. علاقات (حقائب، ملابس)			
١٢. غير ذلك.....			
١٣. غير ذلك.....			
١٤. غير ذلك.....			
١٥. غير ذلك.....			

جـ. معلومات حول الأدوات المستخدمة في الحضانة / روضة الأطفال

جـ. ١. الجدول التالي يمثل عدد من الأدوات التي قد تستخدم في الحضانة / روضة الأطفال من قبل الإدارة وطاقم العاملين لتسهيل مهامهم. أي من هذه الأدوات تستخدم في الحضانة / روضة الأطفال وحدد عددها؟ إذا كانت الإجابة غير ذلك، حدد الأدوات الإضافية غير المذكورة في الجدول من ١ - ١١ بجانب كلمة «غير ذلك».

العدد	لا	نعم	الأدوات
١. فرن			
٢. مايكرويف			
٣. ثلاجة			
٤. غلاية كهربائية			
٥. معقم أدوات الأطفال (مثل قنينة، معالق)			
٦. تلفاز			
٧. فيديو			
٨. فاكس			
٩. حاسوب			
١٠. طابعة			
١١. صيدلية إسعاف أولية			
١٢. غير ذلك.....			
١٣. غير ذلك.....			
١٤. غير ذلك.....			
١٥. غير ذلك.....			
١٦. غير ذلك.....			

د. معلومات حول الأطفال في الحضانة / روضة الأطفال					
د. ١. حدد عدد الأطفال في الحضانة / روضة الأطفال لكل فئة عمرية، ومعدل عدد الأطفال لكل معلم / معلمة في الحضانة / روضة الأطفال؟					
روضة	حضانة			الفئة	
٦ - ٥ سنوات	٥ - ٤ سنوات	٤ - ٣ سنوات	١٢ شهر - ١٢ شهرين	١١ شهر	شهرين - ١١ شهر
					عدد الأطفال في الحضانة / روضة الأطفال لكل فئة عمرية
					معدل عدد الأطفال في الغرفة الصيفية الواحدة في الحضانة / روضة الأطفال
					معدل عدد الأطفال لكل معلم / معلمة في الحضانة / الروضة
د. ٢. هل يتم رفض إستقبال أطفال جدد بسبب محدودية القدرة الإستيعابية للحضانة / روضة الأطفال؟ ١. نعم ٢. لا (انتقل إلى د.٤)					
د. ٣. ما هو معدل عدد الأطفال الذين يتم رفضهم في الحضانة / روضة الأطفال سنويًا؟ ١. أقل من ١٠ أطفال ٢. من ١٠ - ٣٠ طفل ٣. من ٣١ - ٥٠ طفل ٤. أكثر من ٥٠ طفل					
د. ٤. ما هي الشروط المستخدمة في اختيار وقبول الأطفال في حضانة / روضة الأطفال؟ (اختر كل ما ينطبق) ١. العمر ٢. مكان السكن ٣. جاهزية الطفل ٤. قدرة الآباء على دفع الرسوم ٥. غير ذلك، حد.....					
د. ٥. من خلال معرفتك، أي المدارس التالية يلتحق بها الأطفال بعد إنتهاء مرحلة رياض الأطفال لديكم؟ ١. مدارس تابعة لوزارة التربية والتعليم الفلسطينية ٢. مدارس تابعة للتربية والتعليم الإسرائيلي ٣. مدارس تابعة للأوقاف الإسلامية ٤. مدارس خاصة ٥. مدارس الأونروا ٦. لا أعلم					
د. ٦. هل يوجدأطفال ذوي احتياجات خاصة في الحضانة / روضة الأطفال؟ ١. نعم ٢. لا (انتقل إلى هـ.١)					
د. ٧. حدد نوع وعدد حالات الأطفال ذوي الاحتياجات الخاصة التي توجد في الحضانة / روضة الأطفال. ١. عقلي. عدد..... ٢. حركي. عدد..... ٣. صم وبكم. عدد..... ٤. غير ذلك حدد..... ، عدد.....					
د. ٨. هل توفر الحضانة / روضة الأطفال تسهيلات خاصة للتعامل مع الأطفال ذوي الاحتياجات الخاصة? ١. نعم ٢. لا (انتقل إلى هـ.١)					
د. ٩. حدد نوع التسهيلات التي تقدمها الحضانة / روضة الأطفال للأطفال ذوي الاحتياجات الخاصة.					

هـ. معلومات حول العاملين في الحضانة / روضة الأطفال

هـ. 1. الجدول التالي يمثل المهنة ونوع الوظيفة التي ينتمي إليها الموظف. حدد عدد العاملين لكل مهنة ونوع الدوام للوظيفة التي ينتمي إليها الموظف.

المهنة	العدد	دوام كلي	دوام جزئي
١. المعلمين / المعلمات (غير المدربين / غير المتدربات)			
٢. الإداريين (غير المدربين / غير المتدربات)			
٣. المعلمين / المعلمات المساعدات / المساعدات (غير المدربين / غير المتدربات)			
٤. مسؤول/ة المطبخ			
٥. سائق/ة			
٦. مسؤول/ة المقصف			
٧. بواب			
٨. حارس			
٩. عامل/ة نظافة			
١٠. مسؤول/ة صيانة			
١١. غير ذلك، حدد.....			
١٢. غير ذلك، حدد.....			
١٣. غير ذلك.....			

هـ. 2. ما هو عدد المعلمين / المعلمات المدربين / المتدربات في الحضانة / روضة الأطفال (إن وجد)؟

هـ. 3. الجدول التالي يعبر عن التحصيل العلمي للطاقم الإداري والعاملين في الحضانات / رياض الأطفال. إملأ الجدول التالي بما يتلاءم مع التحصيل العلمي للطاقم الموجود في الحضانة / روضة الأطفال.

الإداريين / الإداريات	المعلمين المساعدات / المعلمات المساعدات	المعلمين / المعلمات	التحصيل العلمي للطاقم
			تعليم إبتدائي (١-٦)
			تعليم إعدادي (٧-١٠)
			تعليم ثانوي (١١-١٢)
			توجيهي
			دبلوم
			بكالوريوس
			ماجستير
			دكتوراه

هـ. 4 الجدول التالي يمثل عدد سنوات الخبرة للعاملين في الحضانة / رياض الأطفال. إملأ الجدول التالي بما يتلاءم مع عدد سنوات الخبرة لكل من المعلمين والإداريين في الحضانة / روضة الأطفال.

الإداريين / الإداريات	المعلمين المساعدين / المعلمات المساعدات	المعلمين / المعلمات	روضة	حضانة	
					أقل من 3 سنوات
					3-5 سنوات
					6-10 سنوات
					10-15 سنوات
					أكثر من 15 سنة

هـ. 5 هل يحصل المعلمون / المعلمات في الحضانة / روضة الأطفال على دورات تدريبية تهدف لرفع القدرات في مجال تعليم الأطفال دون الـ 6 سنوات؟	<input type="checkbox"/>
1. نعم 2. لا (انتقل إلى هـ. 7)	<input type="checkbox"/>

هـ. 6 حدد نوع الدورات التدريبية التي شارك بها طاقم عمل الحضانة / روضة الأطفال لكل معلم / معلمة؟	<input type="checkbox"/>		
عدد الساعات	الجهة المنفذة	اسم الدورة التدريبية	المعلم / المعلمة
			معلم / معلمة 1
			معلم / معلمة 2
			معلم / معلمة 3
			معلم / معلمة 4
			معلم / معلمة 5
			معلم / معلمة 6
			معلم / معلمة 7
			معلم / معلمة 8

هـ. 7 هل يتم تقييم معلم / معلمات الحضانة / روضة الأطفال بشكل دوري؟	<input type="checkbox"/>
1. نعم 2. لا (انتقل إلى هـ. 1)	<input type="checkbox"/>

هـ. 8 هل يوجد نموذج خاص للتقييم؟	<input type="checkbox"/>
1. نعم 2. لا	<input type="checkbox"/>

و. معلومات حول المناهج التي تتبعها الحضانة / روضة الأطفال	
وـ. 1 هل تتبع الحضانة / روضة الأطفال منهاج محدد في التعليم؟	<input type="checkbox"/>
1. نعم 2. لا (انتقل إلى وـ. 7)	<input type="checkbox"/>
وـ. 2 ما هو المنهج الذي تتبعه الحضانة / روضة الأطفال؟	<input type="checkbox"/>
1. منهاج من دول أجنبية، حدد 2. منهاج من دول عربية، حدد 3. منهاج تابع لوزارة التربية والتعليم الإسرائيلي 4. منهاج خاص، حدد 5. الإطار التربوي التابع لمركز المصادر للطفلة المبكرة 6. مناهج أخرى، حدد 7. سلطة مانحة للتراخيص 8. مجلس آباء وأمهات	<input type="checkbox"/>
وـ. 3 من الذي يقرر إتباع منهاج معين داخل الحضانة / روضة الأطفال؟	<input type="checkbox"/>
1. هيئة عامة 2. مجلس إدارة 3. مدير عام 4. مول 5. معلم / معلمة 6. جهة إستشارية 7. سلطة مانحة للتراخيص	<input type="checkbox"/>
وـ. 4 هل تقوم الحضانة / روضة الأطفال بتقييم المنهج بصورة دورية؟	<input type="checkbox"/>
1. نعم، حدد المدة 2. لا (انتقل إلى وـ. 7)	<input type="checkbox"/>
وـ. 5 هل هناك نموذج محدد لتقييم المنهج؟	<input type="checkbox"/>
1. نعم 2. لا	<input type="checkbox"/>
وـ. 6 من هو / هم المسؤولون الذين يقومون بتقييم المنهج المتبعة قبل الحضانة / روضة الأطفال؟	<input type="checkbox"/>
1. الهيئة العامة 2. مجلس الإدارة 3. الإدارة التنفيذية 4. الممولون 5. السلطات المانحة للتراخيص 6. جهة استشارية 7. أهالي الأطفال	<input type="checkbox"/>

و.7. يبين الجدول التالي الطرق المتبعة في تدريس الأطفال. أي من هذه الوسائل تستخدم في تعليم الأطفال في الحضانة / روضة الأطفال؟ إذا كانت الإجابة غير ذلك، حدد الوسائل الإضافية غير المذكورة في الجدول من ١ - ١٧ بجانب كلمة «غير ذلك».

الوسيلة المستخدمة	نعم العدد	لا	الوسيلة المستخدمة	نعم العدد	لا
١. لوح			١٦. نماذج (سيارات، حيوانات....)		
٢. أفلام تعليمية			١٣. puzzles		
٣. ألعاب تركيب leggo			١٤. ألعاب تهديف		
٤. أوراق عمل			١٥. ألعاب محسنة (دببة)		
٥. تلوين ورسم			١٦. ألعاب إلكترونية		
٦. ألواح سداد			١٧. إسطوانات مدمجة تعليمية		
٧. حواسيب			١٨. غير ذلك.....		
٨. معجون (ملطينة)			١٩. غير ذلك.....		
٩. مكعبات متحرك			٢٠. غير ذلك.....		
١٠. ملصقات posters			٢١. غير ذلك.....		
١١. ألعاب مسرح Theater toys			٢٢. غير ذلك.....		

ز. معلومات حول الخدمات التي توفرها الحضانة / روضة الأطفال

ز.1 هل توفر الحضانة / روضة الأطفال خدمة التأمين صحي للأطفال داخل الحضانة / روضة الأطفال؟	<input type="checkbox"/>
١. نعم ٢. لا	<input type="checkbox"/>
ز.2 هل يتم تقديم برامج أو أنشطة ترفيهية في الحضانة / روضة الأطفال؟	<input type="checkbox"/>
١. نعم ٢. لا (انتقل إلى ز.4)	<input type="checkbox"/>
ز.3 ما هي البرامج أو الأنشطة التي تقدمها الحضانة / روضة الأطفال؟	<input type="checkbox"/>
١. مخيمات صيفية ٢. رحلات ترفيهية ٣. نشاطات مسرحية ٤. نشاطات تمثيلية ٥. نشاطات غنائية ١. مسابقات ٧. غير ذلك، حدد.....	<input type="checkbox"/>
ز.4 هل يتم عقد رحلات تعليمية للأطفال خلال السنة الدراسية؟	<input type="checkbox"/>
١. نعم ٢. لا (انتقل إلى ز.1)	<input type="checkbox"/>
ز.5 كم عدد الرحلات التي تقوم بها الحضانة / روضة الأطفال في السنة الواحدة؟	<input type="checkbox"/>
١. مرة واحدة ٢. ٤-٥ مرات ٣. ٦-٥ مرات ٤. أكثر من ٦ مرات	<input type="checkbox"/>
ز.6 هل تقدم الحضانة / روضة الأطفال هدايا للأطفال في المناسبات والأعياد؟	<input type="checkbox"/>
١. نعم ٢. لا	<input type="checkbox"/>
ز.7 هل تقدم الحضانة / روضة الأطفال خدمات للمجتمع بعد انتهاء ساعات الدوام الفعلي؟	<input type="checkbox"/>
١. نعم ٢. لا (انتقل إلى ج.1)	<input type="checkbox"/>

ز. ٨. ما هي الخدمات التي تقدمها الحضانة / روضة الأطفال للمجتمع بعد انتهاء ساعات الدوام الفعلي؟ ١. تأجير قاعات ٢. أنشطة تربوية ٣. أنشطة ترفيهية ٤. أنشطة ثقافية ٥. ندوات / ورشات عمل ٦. أيام مفتوحة ٧. غير ذلك، حدد..... <input type="checkbox"/>																																						
ح. معلومات حول التواصل مع الأهل داخل الحضانة / روضة الأطفال																																						
ح. ١. هل تقوم الحضانة / روضة الأطفال بالتواصل مع الأهل؟ ١. نعم ٢. لا (انتقل إلى ح. ٣) <input type="checkbox"/>																																						
ح. ٢. ما هي الوسيلة التي تساعدهك في تواصل الأهل مع الحضانة / روضة الأطفال؟ (اختر كل ما ينطبق) ١. عبر الهاتف ٢. عبر البريد الإلكتروني ٣. عبر المشاركة في الأنشطة ٤. عبر الاجتماعات الدورية ٥. غير ذلك، حدد..... <input type="checkbox"/>																																						
ح. ٣. هل تقدم الحضانة / روضة الأطفال دورات أو/ وورشات تدريبية حول كيفية التعامل مع الأطفال؟ ١. نعم ٢. لا <input type="checkbox"/>																																						
ط. معلومات حول مصادر التمويل، الدخل، والمصاريف																																						
ط. ١. إختر أي من المصادر التالية يتم من خلالها الحصول على تمويل وحدد النسبة المئوية الذي يمثلها كل مصدر من تلك المصادر. (اختر كل ما ينطبق) <input type="checkbox"/>																																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 30%;">النسبة المئوية</th> <th style="text-align: center; width: 70%;">المصدر</th> </tr> </thead> <tbody> <tr><td></td><td>١. أقساط الطلاب</td></tr> <tr><td></td><td>٢. جهات حكومية</td></tr> <tr><td></td><td>٣. مانحين أجانب</td></tr> <tr><td></td><td>٤. مانحين عرب</td></tr> <tr><td></td><td>٥. مجتمعات محلية</td></tr> <tr><td></td><td>٦. بلدية القدس</td></tr> <tr><td></td><td>٧. بلديات فلسطينية</td></tr> <tr><td></td><td>٨. مدارس الاونروا</td></tr> <tr><td></td><td>٩. نوادي</td></tr> <tr><td></td><td>١٠. مجالس قروية</td></tr> <tr><td></td><td>١١. أوقاف وهيئات إسلامية</td></tr> <tr><td></td><td>١٢. كنائس</td></tr> <tr><td></td><td>١٣. مجالس الآباء والأمهات</td></tr> <tr><td></td><td>١٤. وزارة التربية والتعليم الإسرائيلية</td></tr> <tr><td></td><td>١٥. مراكز جماهيرية</td></tr> <tr><td></td><td>..... ١٥. غير ذلك</td></tr> <tr><td></td><td>..... ١٦. غير ذلك</td></tr> <tr><td></td><td>..... ١٧. غير ذلك</td></tr> </tbody> </table>	النسبة المئوية	المصدر		١. أقساط الطلاب		٢. جهات حكومية		٣. مانحين أجانب		٤. مانحين عرب		٥. مجتمعات محلية		٦. بلدية القدس		٧. بلديات فلسطينية		٨. مدارس الاونروا		٩. نوادي		١٠. مجالس قروية		١١. أوقاف وهيئات إسلامية		١٢. كنائس		١٣. مجالس الآباء والأمهات		١٤. وزارة التربية والتعليم الإسرائيلية		١٥. مراكز جماهيرية	 ١٥. غير ذلك ١٦. غير ذلك ١٧. غير ذلك
النسبة المئوية	المصدر																																					
	١. أقساط الطلاب																																					
	٢. جهات حكومية																																					
	٣. مانحين أجانب																																					
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	٥. مجتمعات محلية																																					
	٦. بلدية القدس																																					
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	٩. نوادي																																					
	١٠. مجالس قروية																																					
	١١. أوقاف وهيئات إسلامية																																					
	١٢. كنائس																																					
	١٣. مجالس الآباء والأمهات																																					
	١٤. وزارة التربية والتعليم الإسرائيلية																																					
	١٥. مراكز جماهيرية																																					
 ١٥. غير ذلك																																					
 ١٦. غير ذلك																																					
 ١٧. غير ذلك																																					
ط. ٢. حدد قيمة الرسوم الشهرية التي يدفعها الأهل للطفل الواحد. <input type="checkbox"/>																																						

ط.٣ إختر من الجدول التالي الخدمات التي توفرها الحضانة / روضة الأطفال مع توضيح إذا كانت مشمولة في الرسوم الشهرية. إذا كانت الخدمة التي توفرها الحضانة / روضة الأطفال غير مشمولة في الرسوم الشهرية، حدد قيمة رسوم الخدمة مع تحديد الفترة الزمنية التي تغطيها. إذا كانت الإجابة غير ذلك، حدد الرسوم الإضافية غير المذكورة في الجدول من ١ - ٧ بجانب كلمة «غير ذلك».

الخدمات التي توفرها الحضانة / روضة الأطفال				
الفترة / المدة	رسوم الخدمة	غير مشمولة في الرسوم	مشمولة في الرسوم	الخدمة
				١. كافيتيريا
				٢. وجبات (إفطار، غداء)
				٣. إسعاف أولي
				٤. فحوصات طبية دورية للأطفال
				٥. كاميرات فيديو للتواصل مع الأهل
				٦. حافلة لنقل الأطفال
				٧. إستضافة الأطفال بعد الدوام الرسمي
				٨. غير ذلك.....
				٩. غير ذلك.....
				١٠. غير ذلك.....
				١١. غير ذلك.....

ط.٤ ما هو معدل الراتب الشهري للمعلم/ة الواحدة؟	<input type="checkbox"/>
١. أقل من ١٠٠٠ شيكٍل ٢. ١٠٠٠-١٥٠٠ شيكٍل ٣. ١٥٠٠-٢٥٠١ شيكٍل ٤. ٢٥٠٠-٣٥٠١ شيكٍل	<input type="checkbox"/>
٥. ٤٥٠٠-٣٥٠١ شيكٍل ٦. ٤٥٠٠-٤٥٠١ شيكٍل ٧. ٥٥٠٠-٦٥٠١ شيكٍل ٨. أكثر من ٦٥٠٠ شيكٍل	<input type="checkbox"/>
ط.٥ ما هو معدل الراتب الشهري للطاقم الإداري؟	<input type="checkbox"/>
١. أقل من ١٠٠٠ شيكٍل ٢. ١٠٠٠-١٥٠٠ شيكٍل ٣. ١٥٠٠-٢٥٠١ شيكٍل ٤. أكثر من ٢٥٠٠ شيكٍل	<input type="checkbox"/>
٥. ٣٥٠٠-٣٥٠١ شيكٍل ٦. ٤٥٠٠-٤٥٠١ شيكٍل ٧. ٥٥٠٠-٤٥٠١ شيكٍل ٨. أكثر من ٥٥٠٠ شيكٍل	<input type="checkbox"/>
ط.٦ ما هو معدل الراتب الشهري للمدير/ة؟	<input type="checkbox"/>
١. أقل من ١٥٠٠ شيكٍل ٢. ١٥٠٠-٢٥٠٠ شيكٍل ٣. ٢٥٠٠-٣٥٠١ شيكٍل ٤. ٣٥٠٠-٤٥٠١ شيكٍل	<input type="checkbox"/>
٥. ٥٥٠٠-٤٥٠١ شيكٍل ٦. ٦٥٠٠-٥٥٠١ شيكٍل ٧. ٧٥٠٠-٦٥٠١ شيكٍل ٨. أكثر من ٧٥٠٠ شيكٍل	<input type="checkbox"/>
ط.٧ ما هو معدل مجمل المصروفات الشهارية (غير الإيجار والرواتب) بالشيك؟.....	<input type="checkbox"/>
ي. معلومات حول مجالات التعاون مع مؤسسات، وزارات، وحضانات / رياض أطفال أخرى	
ي.١ هل هناك تعاون مع مؤسسات، وزارات، وحضانات / رياض أطفال أخرى؟	<input type="checkbox"/>
١. نعم ٢. لا (انتقل إلى ك.١)	<input type="checkbox"/>
ي.٢ ما هي أوجه التعاون؟	
١. استعارة أدوات ٢. نشاطات مشتركة ٣. تبادل موظفين / معلمين ٤. تبادل خبرات ٥. تطوير البنية التحتية ٦. تطوير الكادر التعليمي ٧. دعم مباشر (دعم مالي) ٨. تطوير المناهج التعليمية ٩. تشارك في أصول. حدد ١٠. غير ذلك، حدد.....	<input type="checkbox"/>

<p>ي. ٣. أي من المؤسسات التالية يتم التعاون معها؟ (اختر كل ما ينطبق)</p> <p>١. روضات أخرى ٢. مدارس ٣. جامعات ٤. مؤسسات دينية ٥. وزارات، حدد..... لجان ٦. جمعيات، حدد..... ٧. غير ذلك، حدد.....</p>	<input type="checkbox"/>
ك. معلومات حول استفادة الحضانة / روضة الأطفال من المؤسسات المانحة أو البرامج الداعمة	
<p>ك. ١. هل سبق أن إستفادت الحضانة / روضة الأطفال من المؤسسات المانحة أو البرامج الداعمة؟</p> <p>١. نعم ٢. لا (إنتهى الاستبيان)</p>	
<p>ك. ٢. في أي من المجالات التالية إستفادت الحضانة / روضة الأطفال من دعم المؤسسات المانحة أو البرامج الداعمة؟</p> <p>١. تطوير البنية التحتية ٢. تطوير الكادر التعليمي ٣. دعم مباشر (دعم مالي) ٤. توفير مباني ٥. تطوير النهاج التعليمي ٦. الأدوات الترفيهية والتعليمية ٧. غير ذلك، حدد.....</p>	
<p>ك. ٣. حدد الجهة الداعمة التي قامت بتمويل أي من الخيارات السابقة:</p> <p>١. برامج مانحين دوليين، حدد..... ٢. برامج مانحين محليين، حدد..... ٣. إتحاد الجمعيات الخيرية ٤. قطاع خاص، حدد..... ٥. مركز المصادر للطفولة المبكرة ٦. مدارس، حدد..... ٧. مؤسسات أهلية، حدد..... ٨. مجتمعات محلية، حدد..... ٩. أفراد ١٠. غير ذلك، حدد.....</p>	

Annex 3 – Complete List of Pre-Schools in Jerusalem Governorate

رقم الفاكس	رقم الهاتف	عنوان الحضانة / الروضة	رقم الجوال / الهاتف	اسم الشخص	اسم الحضانة / الروضة	
لا يوجد	6733780	صور باهر / جبل زعقة	0507778691	تيسير محمود الاطرش	روضة علي بن ابي طالب	١
67178335	67178335	صور باهر / بجانب كوبات حليم كلاليت	0507778691	تيسير محمود الاطرش	روضة الفاروق	٢
6734495	6734495	صور باهر / قرب المسجد العمري	0507778691	تيسير محمود الاطرش	روضة الصديق	٣
6721081	6721081	صور باهر / وسط البلد	0525556009	سامية احمد عطون	حضانة الابرار	٤
لا يوجد	0526588853	صور باهر / بجانب مدرسة عمر بن عبد العزيز	0526588853	غدير صالح موسى ابو كف	حضانة براهم الامان	٥
6721081	6721081	صور باهر / وسط البلد	0545576307	وائل ابراهيم عطون	روضة رياض الصالحين	٦
5838138	5817395	شفاط / خلف مفروشات الجولاني	0549928832	اسماء محمد عبد الفتاح الكالوتي	روضة الفرقان	٧
5321359	5401938	شفاط / الشارع الرئيسي / مقابلة صيدلية الخلود	054940200	عايدة عرفات محمود	روضة العهد النموذجية	٨
6271247	6271247	واد الجوز / القدس	لا يوجد	عبد الرحمن محمد خواجا	روضة الورود	٩
5839020	5839020	بيت حنينا / خلف حلويات جعفر القدس	لا يوجد	هنادي سنقرط	روضة اكاديمية الطفل	١٠
5838918	5838918	بيت حنينا / شارع البخاري / حي العقبة	لا يوجد	عمر فهمي الكسواني	مدرسة وروضة المستقبل الاهلية	١١
5838506	5838506	بيت حنينا / شارع رام الله	0542248221	ايمان خليل موسى	روضة الامان	١٢
5852131	5852131	بيت حنينا / مقابل مستشفى الدجاني	0508771991	عبد الناصر محمد عبد الفتاح سليم	روضة النورين	١٣
لا يوجد	5321237	شفاط / دخلة سوبر ماركت العمودي	0522998350	دلال يوسف صبري كردية	روضة الدلال	١٤
6715001	6716122	ام طوبا / بالقرب من المسجد العمري	0526408112	محمد احمد محمد ابو طير	روضة ام طوبا الاساسية	١٥
لا يوجد	6720033	ام طوبا / بالقرب من المسجد العمري	0548151800	لينا قواسمه	روضة نادي ام طوبا	١٦
6769856	6769856	بيت صافafa / منطقة الصافح	0508622085	محمد خالد محمد عليان	روضة المجد النموذجية	١٧

5854616	5833841	بيت حنينا / القدس	لا يوجد	لا يوجد	روضة هيلين كيلر للمعاقين بصريا	١٨
لا يوجد	5857674	طلعة حزما، بيت حنينا، القدس	0547397322	بريجيت ميري	روضة اللقاء	١٩
لا يوجد	6569122	بيت حنينا، دخلة جنة عدن، محل لباس شرعي بجانب مدرسة البلدية	لا يوجد	يعقوب الشلودي	روضة الحياة	٢٠
5831617	5831125	/ بيت حنينا / الأشقرية	لا يوجد	مي سنفروط	روضة البريدج انترناشونال	٢١
لا يوجد	2345855	ضاحية البريد، قرب كلية الامم	0522083946	لا يوجد	روضة بببي درم	٢٢
لا يوجد	لا يوجد	بيت إجرا	0546878173	جمالة إبراهيم محمد الشيخ	روضة شموع بيت إجرا	٢٣
لا يوجد	لا يوجد	صور باهر، اول البلد. بالقرب من مدرسة ابن رشد	0509934939	المعلمة يسرى	روضات صور باهر	٢٤
لا يوجد	6715992	صور باهر، شارع المدارس	لا يوجد	امل درويش	روضات الشروق	٢٥
5401389	5401389	شفاعط / مقابل مركز ابن سينا	لا يوجد	هاني ابوخطير	ABC انترناشونال	٢٦
لا يوجد	6768204	شرفات، حرش موسى العلمي	0524880368	المعلمة ميساء	روضة موسى / العلمي / شرفات	٢٧
6720084	6720084	بيت صفافا / القدس	لا يوجد	خولة ابو دلو	جمعية العالم الصغير	٢٨
6263159	6284716	القدس / الطور	لا يوجد	ليلي مصطفى الكاظمي	روضة جبل الزيتون	٢٩
لا يوجد	6567599	بيت حنينا / مقابل ملعب البلدية	لا يوجد	مازنة الجولاني	روضة اهل السنة	٣٠
5400238	5327216	بيت حنينا / طلعة الاغاثة الطبية	لا يوجد	رانيا ابو عيد	روضة الرينسيانس	٣١
5823054	5823055	بيت حنينا	لا يوجد	رونزا ناصر الدين	روضة المركز الجماهيري / ادارة المجتمع	٣٢
لا يوجد	5833825	بيت حنينا، القدس	0507386079	بانكا ترجمان	روضة صن شاين	٣٣
لا يوجد	6724383	حي الثوري / السخورة / بالقرب من مدرسة ابو الضبعات القديمة	لا يوجد	منال ابو سنينة	روضة النجاة	٣٤
5850953	5850953	بيت حنينا / بقرب مستشفى الدجاني	لا يوجد	إيمان مسلم	روضة السنافر	٣٥

٣٦	روضة العهد الاسلامية	عاهد عكاشي	0527453381	كفر عقب / شارع رام الله / القدس	5401938 / 6271247	لا يوجد
٣٧	روضة الراهبات الوردية	لورين	لا يوجد	بيت حنينا، طلعة الكلية القبطية، بيت حنينا الضاحية	5832067	لا يوجد
٣٨	روضة ساليزين	ملينا زلفك	6287567 / 6271796	مصارارة، القدس	6271796	لا يوجد
٣٩	روضة الزهراء	سارة ناصيف	لا يوجد	الزعيم، وسط البلد، القدس	2796078	لا يوجد
٤٠	روضة شذى الورد	نحاج نوفل	لا يوجد	بيت حنينا / الشارع الرئيسي	5838852	5859839
٤١	روضة العيساوية	عدنان دعاس	لا يوجد	العيسوية، شارع المدارس	5819322	لا يوجد
٤٢	مدرسة وروضة القدس الامريكية	مها زهر	لا يوجد	بيت حنينا / مقابل مدرسة الوردية	5818611	5823842
٤٣	روضة الجنان	سنديس دعاس	لا يوجد	بيت حنينا / قرب ملعب البلدية	5838314	5838341
٤٤	مركز الرعاية النهارية (تالا)	وصفية صلاح الدين	لا يوجد	بيت حنينا - شارع أردشير	6567044	6567046
٤٥	روضة تراسنطا	سيمون فرو	لا يوجد	الجشية البلدة القديمة	6282754	لا يوجد
٤٦	روضة ذو النورين	تيسير محمود الاطرش	0507778691	صور باهر / الشارع الرئيسي	67178343	لا يوجد
٤٧	حضانة وروضات ام ليسينون / العيساوية	حياة غير	لا يوجد	العيسوية	5819435	5819689
٤٨	روضة العيزرية النموذجية	ازدهار قاسم	لا يوجد	العيزرية / رأس البستان	2799692	2799692
٤٩	روضة زهور قطنة	هيام شمسنة	لا يوجد	قطنة / دوار قطنة	2478058	لا يوجد
٥٠	روضة جمعية الأمل الخيرية	حورية ابو هلال	لا يوجد	أبو ديس / الشارع الرئيسي	2794866	2794866
٥١	روضة فلة	سناء محمد خنافسة	لا يوجد	أبو ديس / شارع العودة / بالقرب من المسجد القديم	526862025	لا يوجد
٥٢	روضة جمعية أبو ديس الخيرية	مها حلبيه	0526924514	أبو ديس / بجانب الجامع القديم	2790060	2790060
٥٣	روضة سنابل الإيمان	سلوى عبدالله الشيخ	0597972618	بيت إجزا	2472044	2472044
٥٤	روضة القديسة ماري	كريمة	6282610	العيزرية، الشياح	لا يوجد	لا يوجد

6281608	6282615	عين اللوزة، سلوان	0547278507	عمر بدانة	مدرسة وروضة المياء	٥٥
لا يوجد	6288750	سلوان، الشارع الرئيسي	لا يوجد	لا يوجد	روضة سلوان المستقلة	٥٦
لا يوجد	524018556	جبل المكبر / شارع الغزيل بالقرب من مدارس البلدية	لا يوجد	جملات عميرة	روضة اسعد الطفولة	٥٧
2791665	2791665	ابو ديس / شارع الجامعة / مقابل مسجد طيبة	0522446051	هدى حسني بدبر	روضة ابو ديس الاسلامية	٥٨
2791002	2791002	العزيزية / طريق المعبر	0522836200	ياسين حمدان	روضة زهرة القدس	٥٩
لا يوجد	2794271	أبو ديس / بالقرب من صيام للستلait	0597589114	خاج أبو هلال	حضانة طيور الجنة	٦٠
لا يوجد	0569700027	ابو ديس / نزلة مجدي فون	لا يوجد	ناديا عريقات	روضة وحضانة كراميش	٦١
لا يوجد	2792292	أبو ديس / الشارع الرئيسي	0595751951	شيرين جفال	حضانة السنابل	٦٢
2797404	2797404	أبو ديس / مقابل النادي	لا يوجد	منال عريقات	مدرسة وروضة الجيل الجديد	٦٣
2791060	2794060	أبو ديس / مفرق الكنيسة	0598357799	عائشة فرعون	روضة نسيج	٦٤
2790404	2790404	العزيزية / الشارع الرئيسي / بجانب مخبز أبو رجب	0509161269	سحر نصار الله	روضة جمعية بوابة القدس	٦٥
2790036	2790036	العزيزية / الاسكان / بجانب مطعم بيسان	0569829594	ناديا العدوم	روضة تمارا	٦٦
لا يوجد	2474603	بيت عنان / وسط البلد / حارة البحيرة	0597255584	وئام جمهور	روضة رؤى المستقبل	٦٧
لا يوجد	لا يوجد	بيت عنان / مجمع البلدة - قرب المجلس	لا يوجد	مها جمهور	روضة نادي بيت عنان	٦٨
لا يوجد	2354153	حرزما، بجانب مدرسة شهداء حرزما	0598443585	نعمه	جمعية الشبان المسلمين	٦٩
2791665	2791665	ابوديس / شارع الجامعة	0522446051	هدى حسني بدبر	الروضة الاسلامية	٧٠
لا يوجد	0568159621	السواحرة / قرب مدرسة ذكور السواحرة	لا يوجد	زهرة الأطربش	روضة جمعية السواحرة	٧١
لا يوجد	2478053	قطنة، بالقرب من مدرسة شهداء قطنة	لا يوجد	حنان منصور	حضانة وطفولة الامومة والطفولة الامنة	٧٢

رودة اللاتين	نداء اكروني	خليفة محمد حمایل / ام ياسين	خولة محمد حمایل / ام ياسين	نعمه سليمان	حزمـاً / وسط البلدـ / بـجانـبـ المستوـصف	عنـاتـا / ضاحـيةـ السـلامـ / بـجانـبـ مـسـجـدـ اـمـهـاتـ المؤـمنـينـ	غـادةـ سـمـرةـ	مـدرـسـةـ المـواـكـبـ الـامـرـيـكـيـةـ الدـولـيـةـ	مـدرـسـةـ وـرـوـضـةـ شـمـسـ الـعـارـفـ	غـادةـ حـلـونـةـ	إـسـلـامـ مـصـطـفـىـ جـمـهـورـ	عـطـافـ فـهـمـيـ	هـاجـرـ يـوسـفـ	مـيسـاءـ الأـسـمـرـ	غـادـةـ الشـويـكيـ	ابـتسـامـ حـامـدـ	ناـهـدـةـ حـمـودـةـ	رـشاـ مـكـانـ	حـلـيمـةـ رـبيعـ	بـيـتـ عـنـانـ / الشـارـعـ الرـئـيـسيـ / الـحـارـةـ الشـرـقـيـةـ	0545559190	لا يوجد	لا يوجد	دخل دير اللاتين	لا يوجد	لا يوجد	73
روضة جنة الصغار																										74	
روضة الطفل السعيد																										75	
روضة الفاروق																										76	
روضة صوبا المخيرة																										77	
مدرسة وروضة العودة																										78	
روضة الوكالة الفلسطينية																										79	
روضة شموع البدائية																										80	
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روضة أبناء الجد																										82	
روضة زهور بيت إجزا																										83	
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مدرسة وروضة شيرين																										85	
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روضة نور الهدى الاسلامية																										90	

2353206	2353206	حزمـا / وسط البلد	0598544517	سمـر صـايل	مـدرسة وـروضـة بـرادـبـس المـقدـسيـة	٩١
لا يوجد	2351192	مـخمـاس / الحـارة الفـوقـا / بالـقـرب مـن المسـجـد الإـبرـاهـيمي	لا يوجد	خـمـة حـسن عـبد الله	روـضـة مـخمـاس / الـبـاسـمـين	٩٢
لا يوجد	2353142	حـزمـا / وـسط الـبلـد	0598605515	رـديـنة خـطـيب	مـدرـسة وـروـضـة روـاد الـمـسـتـقـبـل	٩٣
6287842	6282062	خـلـفـ المـكـمـة / شـارـع بنـ عـلـيـ اـبـوـ طـالـب	لا يوجد	دـنيـا الـبـاشـا	روـضـة الزـهـراء	٩٤
لا يوجد	6288558	الـصـوـانـة / مـقـابـلـ الـكـلـيـةـ الإـبـراـهـيمـيـة	لا يوجد	رـائـدة أـبـوـ الـهـوـي	روـضـة الـأـوـائل	٩٥
لا يوجد	6277760	شـ. الرـئـيـسـيـ. وـادـيـ الـجـوزـ الـقـدـسـ	لا يوجد	لا يوجد	حـضـانـةـ وـروـضـةـ الـقـدـسـ	٩٦
لا يوجد	6281508	وـادـيـ الـجـوزـ، شـارـعـ بنـ اـمـيـةـ ١ـ٤ـ، مـقـابـلـ وزـارـةـ الـدـاخـلـيـةـ	0525271587	نـورـ الدـينـ عـمـرـو	روـضـةـ نـورـ العـيـنـ	٩٧
لا يوجد	6267870	شارـعـ نـابـلـسـ رقمـ ٢ـ	لا يوجد	الـاسـتـاذـ نـيقـولاـسـ كـمـرـشـ	كـلـيـةـ شـمـيـدـثـ	٩٨
6281961	6281961	الـقـدـسـ / وـادـيـ الـجـوزـ	لا يوجد	هـدـيـلـ عـطـيـةـ	روـضـةـ الإـخـادـ النـسـائـيـ	٩٩
لا يوجد	052060494	الـقـدـسـ / وـادـيـ الـجـوزـ	لا يوجد	مرـمـ إـبـرـاهـيمـ خـمـيسـ	براـعـمـ وـادـيـ الـجـوزـ	١٠٠
6281010	6281010	الـقـدـسـ / مـسـتـشـفـيـ المـطـلـعـ	لا يوجد	مـرـغـريـتـ يـونـانـ	روـضـةـ الـحـبـةـ	١٠١
6260590	6262303	الـبـلـدـةـ الـقـدـيمـةـ / حـارـةـ السـعـديـةـ / الـمـأـذـنـةـ الـحـمـراءـ	لا يوجد	سـوزـانـ فـؤـادـ حـمـادـةـ قـرـشـ	مـدرـسةـ وـروـضـةـ رـياـضـ الـاقـصـىـ الـإـسـلـامـيـةـ	١٠٢
6288074	6272762	الـبـلـدـةـ الـقـدـيمـةـ / عـقبـةـ التـكـيـةـ	لا يوجد	هـنـاديـ اـبـوـ اـبـراهـيمـ حـجازـيـ	روـضـةـ الـهـدـىـ	١٠٣
6276898	6276898	واـيـ الـجـوزـ / شـارـعـ خـالـدـ بـنـ الـولـيدـ	لا يوجد	ماـجـدـ العـجلـونيـ	روـضـةـ الزـهـراءـ النـمـوذـجـيـةـ	١٠٤
لا يوجد	2791937	الـعـيـزـرـيةـ / قـرـبـ مـشـتـلـ مـاجـدـ / بالـقـربـ مـنـ بـقـالـةـ السـيـدـ	٥٩٨٤٠٣٤١٦	حـيـاةـ أـحـمـدـ رـبـيعـ	روـضـةـ الـأـنـوارـ	١٠٥
6289071	6274432	الـقـدـسـ / شـارـعـ نـابـلـسـ	لا يوجد	روـلاـ يـعقوـبـ عـيسـىـ مـيـكـلـ	روـضـةـ الـمـطـرـانـ	١٠٦
لا يوجد	6286053	سـلـوانـ / وـادـيـ حـلوـةـ	لا يوجد	فـايـزةـ أـحـمـدـ صـيـامـ	روـضـةـ الطـفـلـ الـمـسـلـمـ	١٠٧
5828690	5409617	الـعـيـسـوـيـةـ / قـرـبـ جـامـعـ اـحـدـ	لا يوجد	عـربـةـ يـاسـرـ بـدرـ حـمـدانـ	روـضـةـ اـحـدـ	١٠٨

١٠٩	دار النورين	تيسير محمود الاطرش	0507778691	صور باهر / الشارع الرئيسي	67178343	لا يوجد
١١٠	روضة احباب الله النموذجية	مرم شاكر ناصر الدين	لا يوجد	الزعيم / قرب مجلس الزعيم القروي	2798452	لا يوجد
١١١	روضة الشهيدة دميانة	الاخت استيل	لا يوجد	البلدة القديمة، جانب مدرسة ماريوس. القدس	6284426	لا يوجد
١١٢	روضة القدس الاسلامية	منى رباع شكري رجبي	لا يوجد	الرام / ضاحية البريد / قرب اسكان الموظفين	2340236	لا يوجد
١١٣	حضانة فرح ومرح	هادية رباعية	0598222784	الرام / خلف قاعة الربيع	2345239	لا يوجد
١١٤	روضة العهد النموذجية	عايدة حرباوي	لا يوجد	شارع الفيصل الحسيني / مقابل مطبعة الدكاك	2347492	2347492
١١٥	أكاديمية الأراضي المقدسة	سوسن عبد العزيز	لا يوجد	الرام / شارع محمود عبد الرحيم	2346001	2346001
١١٦	رواد الغد	هدى غزاونة	0568730783	الرام / خلف قاعة الربيع	2342762	2342762
١١٧	روضة فرح ومرح	منار عمر رامية	0598302131	الرام / شارع المدارس	2344272	2344272
١١٨	روضة المجد النموذجية	نهى عكة	0522281649	الرام / ضاحية الأقباط	2343060	لا يوجد
١١٩	روضة معاذ بن جبل	خلود كنعان	لا يوجد	الرام / ضاحية الأقباط	2344984	2344984
١٢٠	روضة الفارس الصغير	امل فارس	0595246016	الرام / ضاحية الأقباط	2345128	2345128
١٢١	روضة طلائع فلسطين	صفاء بسام	0599962865	مخيم قلنديا / طلعة الملاح	2351072	لا يوجد
١٢٢	روضة ترتيل الاسلامية	امجد الافغاني	0599484360	كفر عقب، بالقرب من رامي زغير	لا يوجد	لا يوجد
١٢٣	روضة الوسام	نهلة سحوبيل	لا يوجد	كفر عقب	0599373190	لا يوجد
١٢٤	روضة الامان	طرب غالب ابو هدوان	لا يوجد	بيرنبلا	2449311	2441541
١٢٥	حضانة طيور الجنة	منيرة صالح أبو عرقوب	0597015790	بيرنبلا / بالقرب من المسجد	2440526	لا يوجد
١٢٦	روضة أطفال جمعية بيت إكسا	نعمه ياسين حبابة	لا يوجد	بيت إكسا / وسط البلد	2341068	2341068
١٢٧	روضة نزهة المتقين	زياد شفيق حسن قرارية	0599036377	الجيوب	2441613	2441613

128	روضة الهدى الإسلامية	صلاح عمر عساف	0597324687	الحبيب / الشارع الرئيسي	2441421	2441421
129	روضة أحباب الله	فهيمة عزام	0598651506	الجدية / الشارع الرئيسي	لا يوجد	2442452
130	حضانة وروضة المنهل	يسرى العجلوني	0526877603	كفر عقب	5837440	5837440
131	روضة النهضة الإسلامية	وائل محمد الحسيني	لا يوجد	الرام / اول شارع جبع	2347192	2347192
132	حضانة وروضة الوفاء النموذجية	نداء جبر	لا يوجد	الرام / شارع الارسال	لا يوجد	2340361
133	روضة الحياة	رندة عبد الطيف، بخوى ترتير	لا يوجد	كفر عقب	5857963	5857963
134	روضة ومدرسة دار المعرفة	سميح أبو رميلة	0597036474	كفرعقب / الشارع الرئيسي	6561110	6561110
135	حضانة وروضة التكريم	خديجة فرحات	054586495	مخيم قلنديا / اول المخيم	5856966	2351910
136	روضة بردج	فاطمة صلاح الدين	0598176378	الرام / الشارع الرئيسي	2347337	2347336
137	روضة وحضانة الفجر الجديد	إبهاج الشوكي	0508913026	الرام / ضاحية الأقباط	2345841	2345844
138	روضة براعم الواحة الخضراء	سحر بركات	0525035906	الرام / ضاحية البريد	لا يوجد	2342521
139	روضة ومدرسة نور الهدى القدسية	علياء إسحق محمد رجبى	لا يوجد	عناتا - البقعان	2355236	2355350
140	روضة أحباب الرحمن	رانية جمال أبو عودة	لا يوجد	مخيم شعفاط / شارع عناتا	5822020	5822020
141	روضة الآفاق النموذجية	إيمان محمد ظاهر علقم	لا يوجد	مخيم شعفاط	لا يوجد	0527270184
142	روضة أطفال الأقصى	منى محمود غنائم	لا يوجد	مخيم شعفاط / قرب جامع أبو عبيدة	لا يوجد	0522741525
143	روضة الشيخ سعد	سامية محمد منصور	لا يوجد	الشيخ سعد / عمارة عمر القنبر	لا يوجد	2797611
144	روضة الامل للتربيه الخاصة	يحيى النابلسي	لا يوجد	العيسوية / حارة الظهرة - قرب جمعية امليسون	لا يوجد	5400723
145	روضة رواد المستقبل	نرمين سمير صبري رويشد	لا يوجد	مخيم شعفاط / راس خميس	لا يوجد	0522697082
146	روضة اشبال الأقصى	علبة الشيخ علي	لا يوجد	مخيم شعفاط / مقابل مسجد الخلافة	لا يوجد	5400972 / 0527828994

لا يوجد	0522916297	مخيم شعفاط / مقابل ابو صبيح اليعاع	لا يوجد	هنادي زكريا اسحق شحادة	روضة البراءة النموذجية	١٤٧
لا يوجد	5817698	مخيم شعفاط / الحارة التحتا	لا يوجد	مرم كمال احمد جمجمو	روضة الفقيه النموذجية	١٤٨
لا يوجد	546615393	مخيم شعفاط	لا يوجد	هانم محمد عبد الله حسن حمدة	روضة الزهور	١٤٩
لا يوجد	0525564306	مخيم شعفاط / راس خميس	لا يوجد	نوال عطا الله عوبضة	روضة الشروق	١٥٠
6734495	6734495	صور باهر / قرب المسجد العمري	0507778691	تيسير محمود الأطرش	روضة نور الصديق	١٥١
6287145	6282675	البلدة القديمة / شارع الكنائس	لا يوجد	سارة عطا	روضة سيدة البيلار	١٥٢
6273069	6282610	البلدة القديمة / باب الخليل	لا يوجد	طوني هنا	روضة مارمتري	١٥٣
6273477	6283251	القدس / الشيخ جراح / شارع أبو عبيدة الجراح	لا يوجد	نعيمة ابو صوای، إيهان التاجي	روضة دار الطفل العربي	١٥٤
لا يوجد	0522281424	عناتا / ضاحية السلام	لا يوجد	إيهان ابراهيم محمد عودة	روضة وحضانة سوا ربنا	١٥٥
6276898	5812739	اليساوية / حارة ابو ريانة	لا يوجد	سارة فايق عيسى	روضة الزهراء النموذجية	١٥٦
6283487	6274078	راس العمود / جبل المكبر	لا يوجد	حياة زغير	حضانة وروضات امليسون	١٥٧
6285976	62881815 / 0524052197	راس العمود	لا يوجد	ولاء محمد عبد الرازق مشعل	روضة نور القدس	١٥٨
لا يوجد	6277794	راس العمود / واد قدوم	لا يوجد	مرم محمد علي حلبي	روضة المجد	١٥٩
6281074	6281074	راس العمود / واد قدوم	لا يوجد	نادية ابراهيم ناجي حنش	روضة نادي الانصار	١٦٠
6274214	6264152	الطور / شارع الشيخ عنبر / بجانب شايش البلبيسي	لا يوجد	هيا ابراهيم عبد الكرم دويك	روضة الهدایة النموذجية	١٦١
لا يوجد	6270225 / 6270281	الطور / مقابل مستشفى المقاصد / كلية التمريض / الطابق الاول	لا يوجد	احمد جد الله	حضانة المقاصد	١٦٢
2346001	2346001	الرام / شارع محمود عبد الرحيم	لا يوجد	سوسن عبد العزيز	روضة الاراضي المقدسة	١٦٣
6281046	6281046	سلوان / عين اللوزة قرب اورلاند	لا يوجد	انعام مراغة	روضة جمعية سلوان الخيرية	١٦٤
لا يوجد	5819615	بيت حنينا، بالقرب من صيدلية الهدى	0522600084	ام احمد	روضة المستقبل / بيت حنينا	١٦٥

6734743	6719477	جبل المكبر / حي المدارس	لا يوجد	سناء ابو العمل	روضة المستقبل /حضانة المليسون	١٦٦
6262984	6282098	القدس / الصوانة / ص.ب ١٤٠١٤	لا يوجد	عبد السلام أبو رمبلة	روضة الكلية الإبراهيمية	١٦٧
لا يوجد	6711868	جبل المكبر / حي الصلعة	لا يوجد	وائل عبيات	روضة المجد النموذجية	١٦٨
6278191	6278191	القدس / جبل الزيتون / مقابل المقاصد	0522756376	جميلة ابراهيم ذوبيب	روضة مؤسسة الاميرة بسمة	١٦٩
لا يوجد	0522426104	الطور / الشارع الجديد	لا يوجد	شكري ناصر الدين	روضة جمعية نور المعارف	١٧٠
6769856	6769856	بيت صفافا / منطقة الصافح	0508622085	محمد خالد محمد عليان	روضة المجد	١٧١
6277536	6278078	الطور / الشارع الرئيسي / القدس	لا يوجد	احمد يوسف موسى ابو سبيتان	روضة النور النموذجية	١٧٢
لا يوجد	لا يوجد	بيت حنينا / وادي الدم / بالقرب من البريد	0505307058	ذكريات يغمور	روضة الضياء	١٧٣
2440124	2440124	بيربلا / شارع صلاح الدين	0597159745	قدر عبد الحي عجاج	روضة النور	١٧٤
لا يوجد	لا يوجد	بدو / راس عياش	لا يوجد	فدوى الجمل	روضة طلائع الاسلام	١٧٥
لا يوجد	2471459	بدو / بالقرب من المسجد القديم	0597977258	نادية شمامنة	روضة دار القرآن الكريم	١٧٦
2471173	2471173	بدو / شارع النبي صموئيل	0546345127	رياض بدران	روضة احباب الرحمن الاساسية	١٧٧
لا يوجد	5856966	قلنديا / مخيم قلنديا	لا يوجد	رنا يوسف	روضة جمعية قلنديا	١٧٨
2448088	2448088	بيربلا	0598321660	هيفاء إمريش	روضة شذى الورد النموذجية	١٧٩
2794046	0505365313	بيربلا / قرب المجلس المحلي	0597307803	هيام فؤاد رمان	روضة أزهار بيربلا	١٨٠
2346030	2346030	بيت حنينا التحتا	لا يوجد	سكينة محمود أبو شاويش	روضة بيت حنينا النموذجية	١٨١
لا يوجد	0598478231	بيت سوريك / وسط البلد	لا يوجد	رشا مؤقت الشيخ	روضة الأوائل النموذجية	١٨٢
لا يوجد	0597335289	بيت سوريك	لا يوجد	إيناس هاني محمد المزرعاوي	حضانة الطفولة الآمنة	١٨٣
لا يوجد	لا يوجد	بيت دقو	لا يوجد	هناء محمد يوسف حسين	روضة جمعية بيت دقو	١٨٤
5836560	5836560	قلنديا البلد	لا يوجد	حنان محمد حسن مصطفى	روضة زهور قلنديا	١٨٥

Annex 4– Discussion Topics – Teachers' Focus Groups

محاور النقاش الأساسية للمجموعات التركيزية (المعلمون)		
الوقت (دقيقة)	الوصف	المحاور الرئيسية
١٠ دقيقة	تعريف بمؤسسة مركز المصادر للطفولة المبكرة	القدمة
	التعريف بالمشاركين ونحوه موجزة عن المضادات / رياض الأطفال التي يمثلونها	
	تعريف بالإطار العام للدراسة الحالية التي تقوم عليها شركة داينشنز	
	تعريف بهيأة اللقاءات (الاجتماعات) لغرض المجموعات التركيزية	
	عرض المحاور الرئيسية للإجتماع والمدة الزمنية لكل محور	
٢٠ دقيقة	هل المنشآت الحالية مؤهلة بشكل جيد وآمن من ناحية المساحة والبنية التحتية؟	منشآت المضادات / رياض الأطفال الحالية
	ما هي عناصر الأمان الواجب توفيرها داخل منشآت المضادات / رياض الأطفال؟	
	ما هي التسهيلات الواجب توفرها داخل المضادات / رياض الأطفال؟	
	إلى أي مدى تلتزم التسهيلات مع المعايير المتبعة من قبل المضادة / رياض الأطفال؟	
	إلى أي مدى تتلائم الغرف الصافية مع عدد الأطفال داخلها؟	
٣٠ دقيقة	ممتلكات الكادر التعليمي في المضادات / رياض الأطفال النموذجية؟	مؤهلات الكادر التعليمي وتطويره
	ما هي السمات الواجب توفرها في الكوادر التعليمية داخل المضادات / رياض الأطفال؟	
	ما هي الشروط الأكademie اللازم توفرها في الكوادر التعليمية داخل المضادات / رياض الأطفال؟	
	ما هي سنوات الخبرة الالزمة لكل من الكوادر التعليمية داخل المضادات / رياض الأطفال؟	
	ما مدى توفر السمات والشروط الأكademie وسنوات الخبرة المتالية في الكوادر التعليمية الحالية؟	
	هل الكوادر التعليمية بحاجة إلى دورات تدريبية بصورة مستمرة لمواكبة التطور التعليمي للأطفال؟	
	ما هي طبيعة الدورات التدريبية التي تحتاجها الكوادر التدريبية؟	
	هل يحصل الكادر التعليمي على دورات تدريبية تهدف لرفع القدرات في مجال تعليم الأطفال؟	
	هل الكوادر التعليمية المتوفرة في المضادات / رياض الأطفال كافية من ناحية الكم والنوع؟	
	هل هناك معايير خاصة لتابعة أداء الكادر التعليمي داخل المضادات / رياض الأطفال؟	

٢٠ دقيقة	<p>ما هي الصعوبات والتحديات التي تواجه المعلمين / المعلمات في تعليم، رعاية، وتطوير الأطفال؟</p> <p>هل لإدارة الحضانات / رياض الأطفال دور في تكريس هذه الصعوبات / التحديات؟ ما هو هذا الدور؟</p> <p>هل هناك قيود خذ من التغلب على هذه الصعوبات والتحديات؟ ما هي هذه القيود؟</p> <p>كيف يمكن التغلب على هذه الصعوبات والتحديات التي تواجههم؟</p>	الصعوبات والتحديات في التعليم
١٥ دقيقة	<p>استراحة</p> <p>كيف يمكن وصف عمق معرفة المعلمين / المعلمات في البرامج والأنشطة المتبعة من قبل الحضانات / رياض الأطفال في تعليم، رعاية، وتطوير الأطفال؟</p> <p>إلى أي مدى تتلائم معرفة المعلمين / المعلمات في البرامج والأساليب الحديثة مع تطبيقها داخل الحضانات / رياض الأطفال؟</p> <p>هل هناك إمام من قبل المعلمين / المعلمات ببرامج حقوق الأطفال؟</p> <p>هل يتبع المعلمون / المعلمات هذه الحقوق داخل الحضانات / رياض الأطفال؟</p> <p>في حال خرق هذه الحقوق، ما هي المسؤلية الشخصية للمعلمين / للمعلمات في الحد من خرقها؟</p>	عمق المعرفة والثقافة في البرامج وحقوق الطفل
٣٠ دقيقة	<p>ما هي الطرق والأساليب التربوية المستخدمة في التعامل مع التغييرات النمائية لأطفال مرحلة الطفولة المبكرة؟</p> <p>ما هي الأساليب والأنشطة المتبعة من قبل معلمي / معلمات الحضانات / رياض الأطفال في تعليم، رعاية، وتطوير الأطفال؟</p> <p>هل يتم تقييم الأساليب والأنشطة المتبعة بشكل دوري؟</p> <p>هل تقوم الحضانات / رياض الأطفال بتطوير هذه الأساليب والأنشطة لمواكبة الطرق الحديثة في تعليم، رعاية، وتطوير الأطفال؟</p> <p>هل تعتبر هذه الأساليب والأنشطة كافية من ناحية الكم والنوع لتطوير مهارات الأطفال؟</p> <p>ما هو عدد الأطفال المناسب لكل معلم / معلمة والذي يمكنه / يمكنها من آداء واجبه / واجبها على أكمل وجه؟</p>	الأساليب والأنشطة
٢٠ دقيقة	<p>برأيك، ما هي النظرة العامة للمجتمع لوجود الحضانات / رياض الأطفال؟</p> <p>هل للحضانات تأثير إيجابي / سلبي على المجتمع؟</p> <p>هل يؤثر الوضع السياسي بشكل سلبي على أداء المعلمين / المعلمات وعلى الأطفال؟</p> <p>هل تعكس البيئة الاجتماعية للأطفال سلوكهم وتصرفاتهم داخل الحضانات / رياض الأطفال؟</p> <p>هل للوضع الاجتماعي والسياسي تأثير في سلوكيات الأطفال؟</p>	النظرة المجتمعية للحضانات وتأثير الوضع السياسي
١٠ دقائق	<p>ملاحظات اضافية واستفسارات</p> <p>شكر</p>	الختام
١٨٠ دقيقة		الوقت الكلي

Annex 5 – Discussion Topics – Parents' Focus Groups

محاور النقاش الرئيسية للمجموعات التركيزية (الأهل)		
الوقت (دقيقة)	الوصف	المحاور الرئيسية
١٠ دقيقة	<p>تعريف بمؤسسة مركز المصادر للطفولة المبكرة</p> <p>التعريف بالمشاركين ولجنة موجزة عن المضامنات / رياض الأطفال التي يثاونها</p> <p>تعريف بالإطار العام للدراسة الحالية التي تقوم عليها شركة داينشنز</p> <p>تعريف ب مدى أهمية اللقاءات (الاجتماعات) لغرض المجموعات التركيزية</p> <p>عرض المحاور الرئيسية للإجتماع والمدة الزمنية لكل محور</p>	المقدمة
١٥ دقيقة	<p>ما هو دور الآباء والأمهات في مساعدة أبنائهم على التعلم والتطور من الناحية الفكرية والعقلية والجسدية والإنسانية؟</p> <p>ما هو دور الأهل في دعم خبرات الطفل اليومية؟</p>	دور ومسؤولية الآباء والأمهات في التعامل مع التغيرات الإيمائية للأطفال
٢٠ دقيقة	<p>ما مدى رضاكم / عدم رضاكم عن الخدمات التعليمية / (المنهاج، طريقة التدريس....) التي تقدمها المضامنة / روضة الأطفال الموجود فيها طفلكم؟</p> <p>ما مدى رضاكم / عدم رضاكم عن مستوى الخدمات التربوية (سلوك الطفل....) التي تقدمها المضامنة / روضة الأطفال؟</p> <p>ما مدى رضاكم / عدم رضاكم عن مستوى البيئة الصحية التي تقدمها المضامنة / روضة الأطفال؟</p> <p>هل تلبي المضامنة / روضة الأطفال جميع احتياجات الخاصة للأطفال؟</p> <p>ما هي نظرتكم المستقبلية للخدمات التي يجب تقديمها من قبل المضامنة / روضة الأطفال؟</p> <p>برايك، ما هي أهم خصائص المضامنات المثالبة؟</p>	مدى رضا / عدم رضا الأهل عن المضامنة / روضة الأطفال الموجود فيها الطفل
٢٠ دقيقة	<p>برايك، هل الخدمات التي تقدمها المضامنة / روضة الأطفال كافية من ناحية النوع والكم؟</p> <p>ما هي الخدمات الإضافية التي ترغبوها في الحصول عليها من المضامنة / روضة الأطفال؟</p> <p>هل ترغب في وجود خدمات رعاية الأطفال لساعات إضافية و/ أو أيام الإجازات؟</p> <p>هل ترغب في وجود مرصدة داخل المضامنة / روضة الأطفال لتقوم بالرعاية الصحية للأطفال عند اللزوم؟</p> <p>هل ترغب في وجود وسائل نقل خاصة لنقل الأطفال من مكان السكن إلى المضامنة / روضة الأطفال والعكس؟</p>	احتياجات الأهل والإضافات الأخرى التي يرغبوها الحصول عليها

٢٠ دقيقة	برأيك، ما هي الطريقة المناسبة للتواصل مع الحضانة / روضة الأطفال؟ هل تفضل التواصل مع الحضانة / روضة الأطفال عن طريق زيارات دورية، أم عن طريق الهاتف، أو الإيميل؟ هل تفضل وجود اجتماعات دورية مع أولياء أمور الطلبة؟ هل تفضل وجود كاميرات مترتبطة بالإنترنت تستطيع من خلالها مراقبة أطفالك داخل الحضانة / روضة الأطفال؟	مدى معرفة وتواصل الأهل داخل الحضانة / روضة الأطفال
١٠ دقيقة	استراحة	
٢٠ دقيقة	ما مدى قناعتك بالدور الذي تقوم فيه الحضانة / روضة الأطفال؟ ما مدى رضاكم / عدم رضاكم عن أداء دور الحضانة / روضة الأطفال؟ هل تقوم الحضانة / روضة الأطفال بالعمل المطلوب منها بالشكل المرجو منه؟	قناعة الأهل في دور الحضانة / روضة الأطفال
٢٠ دقيقة	هل يلبي المنهاج المتبع في رياض الأطفال حاجة تطور ونمو الأطفال؟ هل الأدوات التعليمية والترفيهية كافية لعدد الأطفال في الحضانة / روضة الأطفال؟ ما مدى رضاكم / عدم رضاكم عن جودة المنهاج المتبع في روضة الأطفال؟ ما مدى رضاكم / عدم رضاكم عن الأداء التعليمي للمعلمين / المعلمات؟	المنهاج والأدوات التعليمية والترفيهية المتوفرة في الحضانة / روضة الأطفال
٢٠ دقيقة	هل يلعب الأهل دور في تطوير الحضانة / روضة الأطفال؟ ما مدى فاعلية الأهل ومشاركتهم في تطوير الحضانة / روضة الأطفال؟ ما مدى فاعلية دور الآباء في حضور الأنشطة المختلفة التي تقوم بها الحضانة / روضة الأطفال؟ هل هناك استعداد من قبل الأهل لتقديم مساعدات نقدية أو عينية للحضانة / روضة الأطفال؟	دور الأهل في المساهمة في تطوير الحضانة / روضة الأطفال
١٥ دقيقة	برأيك، ما هي النظرة العامة للمجتمع لوجود الحضانات؟ هل للحضانات تأثير إيجابي / سلبي على المجتمع؟ هل للوضع الاجتماعي والسياسي تأثير في سلوكيات الأطفال؟	النظرة المجتمعية للحضانات وتأثير الوضع السياسي
١٠ دقيقة	ملاحظات اضافية واستفسارات شكر	الختام
١٨٠ دقيقة	الوقت الكلي	

Annex 6—Focus Groups Attendance Sheets

مجموعة التركيز «الأولى» للمربيات ضمن دراسة عن واقع الطفولة المبكرة في القدس

الرقم	الاسم	اسم الروضة
1	جواهر رماوي	ال طفل المسلم
2	مي جابر	الهدى
3	ابتسام زحابكة	دار الطفل العربي
4	ايمان صيام	الإيمان
5	وصفيه صلاح الدين	مركز المصادر

مجموعة التركيز «الثانية» للمربيات ضمن دراسة عن واقع الطفولة المبكرة في القدس

الرقم	الاسم	اسم الروضة
1	سمية سلمان ازيون	الأميرة بسمة
2	سحر هيموني	سراج القدس
3	سناء عويس	أحباب الله
4	دببة جدة	الستافر
5	خلود متولي	بردرج انترناشونال
6	نسرين صيام	جبل الزيتون
7	كافية المصري	المستقبل
8	أمل ادكيدك	كيدز أكاديمي
9	انعام بشير	نور القدس
10	ثناء درويش	رياض الأقصى
11	عروبة حمدان	أحد

مجموعة التركيز «الثالثة» للمربيات ضمن دراسة عن واقع الطفولة المبكرة في القدس

الرقم	الاسم	اسم الروضة
1	رجاء عمر عبد الرحمن الفقيه	الهدى الاسلامية
2	هيا محمد على ابو عيد	القرآن الكريم
3	فداء ابو عيد	الوفاء
4	نداء جبر	الوفاء
5	فاطمة مصطفى	رواد الغد
6	فيفي محمد حمد	الفجر الجديد
7	ميساء رسمي الاسمر	الوكالة الفلسطينية
8	سمير عبد الله نصر الله	بوابة القدس
9	سلوى محمد منصور	سنابل الامان
10	هيفاء خالد بدر	جمعية النهضة/ابو ديس
11	خلود أنيس كنعان	معاذ بن جبل
12	أسماء محمد كنعان	معاذ بن جبل
13	صفاء وهبة	طلائع فلسطين
14	هيا شمسنة	

مجموعة التركيز الأولى لأهالي رياض الأطفال

الرقم	الاسم	الروضة
.١	اسامة برهوم	المطران
.٢	سحر ببرهم	المطران
.٣	هناء أبو قطبيش	الفرقان
.٤	شرورق أبو غوش	راهبات الوردية
.٥	زهراء أبو خالد	مدرسة أهل السنة
.٦	هبة ناصر الدين	مدرسة المطران
.٧	الاء زعير	مدرسة المطران
.٨	لطيفة نيروح	مدرسة _____
.٩	ياسمين الكالوتى	روضة الورود
.١٠	نرمين صباح	كيدز اكاديمى
.١١	فاطمة عباسى	جمعية سلوان
.١٢	سهاميل همامش	مدرسة فرح ومرح
.١٣	الاء طوبلج	مدرسة بريديج

مجموعة التركيز الثانية لأهالي رياض الأطفال

الرقم	الاسم	الروضة
.١	نسرين الفتيانى	شذى الورد
.٢	سهيلاة بكري	جمعية الاخاء النسائي
.٣	رنا سداد	دار الطفل العربي
.٤	نفين صب لين	روضة الضياء النموذجية
.٥	تغريد عكية	روضة الجنان
.٦	سمر قطينة	الدلال

مجموعة التركيز الثالثة لأهالي رياض الأطفال

الرقم	الاسم	الروضة
.١	رهام محمد عثمان	صوبا
.٢	روان فايز سنقرط	صوبا
.٣	حاكمه رمضان رباعي	صوبا
.٤	نهال محمد زين	صوبا
.٥	سليمة أبو غوش	أزهار ببرنبلا
.٦	رقية أبو صبح	ستانبل الإيمان
.٧	نداء أبو صبح	ستانبل الإيمان
.٨	إيناس على	بيت دقو
.٩	فردوس ريان	روضة بيت دقو
.١٠	خوان المعبة	روضة الفجر الجديد
.١١	فاتن المعبة	روضة الفجر الجديد

Annex 7 – Structured Interviews Forms

Structured Interviews with Stakeholders

Study of Nurseries / Kindergartens in Jerusalem Governance Status

Topic	
Name:	
Organization:	
Position:	
Do the nurseries / kindergartens in Jerusalem have a special status?	
How you can describe the nurseries / kindergartens current status?	
What are the factors that affect the nurseries / kindergartens status?	
Why some of the nurseries / kindergartens owners tend to not register its nurseries / kindergartens in the Governmental and / or Officials Departments?	
What are the characteristics that nurseries / kindergartens teachers and staff should have?	
How would you describe the current staff in terms of efficiency, and their ability to educate?	
What is the ideal number of children per teacher (nurseries / kindergartens)?	
What are the ideal characteristics for nurseries / kindergartens (safety, space, classrooms number and status)?	
How would you describe the nurseries / kindergartens understanding of children's rights?	
Do the kindergartens follow specific curriculum in teaching the children?	
Do parents play a role in developing this development?	
What is the role of donors in developing this sector?	
How can Government and Official Authorities control the quality of services provided by the nurseries / kindergartens?	
Is it possible to develop this sector without receiving any support (financial and in-kind)? (Self-sufficiency from tuitions)?	

Annex 8 – List of Participants in the Structured Interviews

A list of Participants in the Structured Interview:

	Name	Position	Institution
1	Rana Jwelies	Project Manager of Capacity - Building	Early Childhood Resource Centre (ECRC)
2	Fatina Ju'be	Supervisor and Trainer	Early Childhood Resource Centre (ECRC)
3	Fadia Salaheddin	Supervisor and Trainer	Early Childhood Resource Centre (ECRC)
4	Yousef Saleem	Project Coordinator	Early Childhood Resource Centre (ECRC)
5	Nabil Sublaban	General Director of the ECRC	Early Childhood Resource Centre (ECRC)
6	Yousef Kirre	General Director of the Union of Charitable Societies	Union of Associations
7	Arda Batarseh	Institution Officer (Grand Officer)	Oxfam Novib
8	Mrs. Estelle Kadouch	Programme Manager - East Jerusalem, Human Rights Office of the European Union Representative West Bank and Gaza Strip	European Union
9	Dr. Khaled Hammod	Technical Manager Deputy	Ministry of Education
10	Eman El Ashhab	Kindergartens Licensing Supervisor	Ministry of Education
11	Ra'ed Nazzal	Director of Children Center	Ministry of Social Affairs
12	Khawla Shaksheer	Teacher in Faculty of Education	Birzeit University
13	Manal Hirbawi	Supervisor and Trainer	Early Childhood Resource Centre (ECRC)

Annex 9: Curriculum Framework – detailed explanation of concepts

Education and Learning

- a. Value of learning and education allows children to acquire important skills.
- b. Learning is a joyful, enjoyable experience. Present the idea that children can learn something new every day, from every situation, and that it is fun to learn.
- c. Encourage children to view education and learning as a process that occurs throughout the lifespan and happens with peers, adults, and others.

Language & Literacy

- a. Encouraging children to recite the alphabet and identify symbols. Phonological awareness: Encouraging use of words and language for appreciation of sound and melodies using songs and rhymes.
- b. Support the child understands of the symbol-sound relationship.
- c. Developing listening skills and respecting others who are speaking and obtain new knowledge from others by active listening.
- d. Encourage children to listen in order to increase knowledge of other languages and cultures.
- e. Enhancing children's oral language skills by using spoken language to express their ideas and feelings.
- f. Building vocabulary within content areas that allows children to express their observations about the world around them, and engage in meaningful conversations about what they observe.
- g. Reading fundamentals:
 - i. Promoting an awareness of stories and what they consist of in addition to critical reading skills, story analysis, and encouraging retelling of traditional stories or poems;
 - ii. Foster children's love of reading, and encourage children to see reading as a pleasurable activity that can open up their imagination and their worlds;
 - iii. Encourage children to retell stories from multiple perspectives, such as from the point of view of other characters in the story, and to compose new endings to stories.
- h. Writing fundamentals:
 - i. Promote an appreciation for writing by introducing the function of writing as a means of registering and communicating ideas, expression, and feelings;
 - ii. Enable children to be able to use a pencil and other writing tools and to write the alphabet and simple words.

Mathematics

- a. Numbers: Counting, skip counting, ordinal numbers, identification and matching, enumeration, partitioning. Encourage children to play counting games. Basic operations like Adding and subtracting using objects in groups.
- b. Problem solving with numbers through addition/subtraction by way of math situations children encounter on a day to day basis.
- c. Introducing children to measuring instruments by showing them in their daily lives and displaying quantifiable differences.
- d. Recognizing and identifying geometric shapes in the environment.

Science

- a. Scientific inquiry:
 - i. Encourage children to reflect on what they already know, consider what they still need to figure out, and ask questions to gain new information.
 - ii. Experimentation
 - Encourage children to think in advance about what they will do next, collect materials they will need, and hypothesize, or predict, what they believe will happen based on prior information and understanding.
 - Encourage children to follow through with a project or experiment.
 - Encourage children to see failed experiments as learning opportunities.
 - Encourage children to analyze the causes of experimental failure to determine cause/effect and to improve the outcome of future experiments.
 - iii. Scientific observation
 - Encourage children to spend time observing physical properties of objects, animals, plants, and/or people on a regular basis and to note what happens. Model the use of scientific tools to help children investigate (e.g., scale, binoculars, notebook/pencil, charts, magnifying glass, thermometer, timer, etc.).
 - Encourage children to care for proper tools and to use found objects as tools.
 - iv. Reporting
 - Encourage children to share what they have learned. Children can be encouraged to communicate this information verbally. They can also record information in drawings or dictations written by adults. Children can then reflect on what they've learned by reviewing and discussing their findings.
- a. General science concepts:
 - i. Change
 - Encourage children to recognize change in the attributes of elements in their environment (e.g., ice left on a counter at room temperature will begin to melt).
 - Divergent uses
 - Encourage children to see that the same materials (such as plastic food

containers or egg cartons) can be used in a variety of ways to create many new things.

- Scale
- Encourage children to recognize how the size of one object or person relates to the size of others. Encourage children to observe and measure in order to investigate this size comparison further.
- Prompt children to use informal measurement to determine scale (i.e., using hands, string, etc to measure and compare the size of objects).

b. Physical science

i. Position and motion

- Encourage children to describe and manipulate objects by pushing, pulling, throwing, dropping, rolling, etc.
- Encourage children to use language to describe position (e.g., up, down, in front of, behind, etc.) and to understand the motions and forces needed to move objects in these directions.

ii. Temperature

- Encourage children to explore degrees of hot and cold and recognize the ways that various temperatures influence matter (e.g., if I eat my popsicle slowly while I'm standing in the sun it starts to melt and drip down my arm).

iii. Light and shadows

- Present children with the information that light comes from various sources (e.g., the sun, fire, lamps, and flashlights), and encourage them to observe these sources in everyday life.
- Prompt children to investigate the ways that light gives off heat (e.g. I feel the sunlight making my hair warm, it is cooler in the shade, etc.).
- Present children with the information that when the light is blocked, it cannot reach places which results in a shadow (e.g., hand shadows, a paper cut-out in front of a flashlight).
- Encourage children to notice instances of this in everyday life and to experiment with producing shadows.
- Encourage children to identify sources of light and shadow in the natural environment, such as trees providing shade.

iv. Color

- Encourage children to observe color in their environment and to experiment with color mixing. Show children that light can have an effect on color (e.g., hold a glass of water colored with food coloring up to a light). Model the use and meaning of words such as transparent, translucent, and opaque. Model the use of prisms and color wheels to separate and combine colors into new colors.

c. Life science

i. What is alive?

- Encourage children to observe and compare properties of living and non-living objects.

- Encourage children to be aware of various life processes such as growing, breathing, and eating, and to understand that all living things need water, air, and food to survive.
 - ii. Animals
 - Present children with animals and their names, and encourage them to learn the characteristics of different animals.
 - Present children with information about animals (e.g., how they develop, how and where they live, what they eat), and encourage them to explore and understand how different animals satisfy these needs.
 - iii. Plants
 - Present children with information about plants such as how they develop, where and how they grow, and that they need sunlight, water, and air to live. Encourage children to explore this.
- d. Earth and space science
- i. Earth
 - Show that Earth is the planet on which we live and it is shaped like a ball.
 - Encourage children to recognize the materials of the Earth (e.g., rocks, soils, water, air, etc.) and to understand that these materials have various properties (e.g., colour, texture, weight, etc.).
 - Foster children's understanding of how earth retains water and supports the growth of many plants including those that we eat.
 - ii. Globe
 - Encourage children to understand that a globe is the model of the earth.
 - Encourage children to understand that a map is a special drawing that shows where various objects and places are located and that shows us how to get from one place to the other.
 - iii. Sky
 - Encourage children to recognize the sun, the moon, stars, clouds, birds, and airplanes in the sky and to observe their locations and movements.
 - Help children to describe the differences between the night sky and the day sky and to recognize that the sun heats the Earth.
 - Encourage children to see the changes in the sky (e.g., the sun's path as it appears to move across the sky, the shape of the moon appears to change each day over the course of approximately one month – new moon, half moon, full moon, etc.).
 - iv. Water
 - Encourage children to recognize that water is found in many places (e.g. oceans, rivers, lakes).
 - v. Weather
 - Encourage children to notice the weather and use language to describe what is happening (e.g., it's sunny, raining a lot, cloudy, foggy, windy, etc.).
 - Encourage children to use tools to measure certain aspects of the weather (e.g.,

a thermometer to measure temperature, a wind sock showing the direction of the wind, etc.) and to recognize that weather often varies from season to season throughout the year.

vi. Space

- Present children with the information that the sun, moon, stars, and planets are in space and that space is way up above the sky.
- Present children with the information that astronauts take a rocket or spaceship to travel into space or to the moon.

vii. Natural calamities

- Make children aware that natural disasters and calamities are a part of life.
- Present the effects of natural calamities on people and children and ways to effectively cope with such events.

viii. Transportation

- Encourage children to recognize transportation as an important means of communication between people who live in different places, especially in places that are far apart.
- Encourage children to recognize different modes of transportation: automobile, bus, train, subway, airplane, ship, and bicycle, horse, etc.

ix. Technology

- Expose children to simple technologies (such as a radio, a clock or a toy) and spur their interest in what's inside and how things work.
- Present people using computers as tools for a variety of purposes, including information gathering, communication, creative activities, and playing.
- Present children with the verbal names for parts of a computer.
- Expose children to the places in which we find computers, such as libraries, offices, and schools.
- Ecology and the environment
- Ecology Expose children to the following ways of supporting and helping the natural environment: Water conservation, reuse, recycling, prevention of littering, pollution, planting trees.

x. Water conservation

- Encourage children to save water by engaging in practices such as turning off a leaking tap and turning off the water while brushing teeth or washing hands, showcase rainwater harvesting, etc.

xi. Care and Re-use of Objects

- Avoid waste by promoting careful use of stationery, food, clothes, toys, etc.
- Encourage children to reuse objects (e.g., a milk carton or paper) to make things.
- Promote practices such as fixing broken toys or appliances instead of throwing them away.

Cognition

- a. Sorting and classification of objects and their relationships.
- b. Identifying patterns, recognizing visual differences and similarities, and identifying sounds

- and patterns.
- c. Directional and spatial relations, organizing relational, directional concepts and spatial environments.
 - d. Imagining, developing children's imagination by encouraging them to explore new ideas and different environments, and to make them aware of the power and boundless characteristics of imagination and dreams.
 - e. Inquiry: encouraging children to ask questions and seek answers to their questions. Foster children's curiosity about the world around them.
 - f. Analytical skills, promoting analytical skills in problem solving via the analysis of divergent events, common explanations, divergent solutions, limited choice selection, guessing and logical thinking. Encouraging active acquisition of skills and knowledge about things and events by exploring new ideas, evaluating existing ideas and explanations, and understanding cause and effect.
 - g. Predicting, encouraging children to use clues to predict an outcome and to use their imaginations to come up with alternative endings to stories.

Health, Hygiene, and Nutrition

- a. Body Parts and the Senses
 - i. Identifying and labeling body parts, their functions, and capabilities
 - ii. The child will identify parts of the body and their functions (head, neck, legs, lips, knees, arms, elbows, ankles, feet, thumbs, fingers, and toes)
 - iii. The five senses: The child will identify the five senses (taste, sight, hearing, touch and smell) and the parts of the body primarily associated with them (tongue, eyes, ears, skin, and nose). Children will learn to use their five senses to observe and learn about their world.
- b. Body awareness: children will learn:
 - i. That they are in charge of their own bodies
 - ii. To be aware of people who make them feel uncomfortable and learn to tell an adult who won't hurt or harm them
 - iii. That they have the right to say "No"
 - iv. About good touch and bad touch
 - v. That they will tell a trusted adult immediately if they have been abused
 - vi. That they must visit a clinic or doctor if they are abused.
- c. Personal Hygiene
 - i. Washing hands: The child will know that she should wash hands before and after eating, after urinating or defecating, and whenever hands are dirty.
 - ii. Brushing teeth: The child will know to clean teeth after eating, before going to bed, upon waking up and after eating or drinking sugary foods.
 - iii. Taking a bath: The child will know to bathe and wash regularly is a healthy practice.
 - iv. Using the toilet: The child will know to use a specially designated place, toilet or latrine, rather than public land or water for urinating and defecating.
 - v. Covering mouth/nose when coughing or sneezing: The child will learn the correct

practices for when one sneezes or coughs.

d. General Health

- i. Routine checkup: The child will learn that it is important to visit the doctor or healthcare professional on a regular basis for checkups and when not feeling well.
- ii. Dental care: The child will learn that good dental hygiene and regular checkups with the dentist or oral healthcare provider are necessary for teeth to grow to be healthy and strong. The child will learn that there is nothing to fear from going to the dentist.
- iii. Rest and relaxation: The child will learn that getting enough rest and sleeping is needed to have energy for tasks through the day. The child will also learn the importance of having some time to relax during the day.
- iv. Physical exercise: The child will state at least one of the following reasons why exercise is good for you: exercise makes you stronger; exercise makes you healthier; exercise can be fun.
- v. Coping with illness:
 - Illness (whether their own or someone else's) might lead to changes in daily routines and living arrangements. For example: some children might have to go to school later; some children may have to move out of their beds to accommodate someone else; a family member may leave to go live with someone else to get care; new relatives may come into the home to live; children may have more responsibilities – cooking, cleaning, etc.).
 - It is important to keep on going to school and to play even if someone in the house is sick or dying.
 - It is okay to laugh and have fun even when sad or bad things have happened.
 - They can be helpful to a sick person by bringing them water, cleaning the dishes, playing quietly, etc.
 - Dealing with specific illnesses, such as diabetes, asthma, allergies and blood disorders/thallasemia.

e. Safety and security

- i. General safety: Encourage children to understand that accidents can be avoided by acting with care and to always seek an adult's help when they are unsure about safety
- ii. Personal Safety:
 - Encourage children to avoid talking to strangers.
 - Promote children's understanding of good and bad touch.
 - Provide children strategies for what to do when uncomfortable, unhappy, scared, or in physical pain.
 - Help children know who to talk to when in danger (emotional, physical, psychological).
- iii. Safety in the home
 - They should be careful around electricity, and avoid electrical wires and

- sockets.
- There should not be a candle burning when he or she goes to sleep, and that an adult or older child should be present when they are around candles.
 - There should not be a paraffin lamp burning when he or she goes to sleep.
 - They should be careful when around water (temperature, immersion, etc.).
 - They should be careful when cooking, i.e., avoid the stove or cooking areas unless supervised by an adult.
- iv. Traffic safety
- Help children learn about various modes of transport.
 - Help children recognize road signs and symbols.
 - Help children know that, when crossing the road, they should, stop before crossing, stand on the side and look in both directions, and cross carefully.
- v. First aid: Teach children basic messages about first aid, including protecting themselves from blood-to-blood contact, getting help from adults to put plasters on wounds, and avoiding potentially unsafe situations.
- f. Nutrition
- i. Promote and identify nutritious foods
- The child will recognize that it is important to eat a variety of healthy foods every day, such as milk products, fruits, vegetables, legumes, meat, fish, etc.
 - Eating at home and selecting and helping prepare healthy meals
 - Eating out of home and selecting healthy food
- ii. Appreciating foods and where they come from, how they are produced Food and body
- The child will know how that food provides nutrients or ‘fuel’ for the body that helps in keeping us mentally alert.
 - The child will recognize the importance of good nutrition for growth and know that some foods are healthier than others are.
 - The child will recognize that certain foods need to be consumed in greater/lesser quantities than other foods.
 - Discipline in eating – so that they eat correct foods and portions
 - Good eating habits – cleanliness, slow eating, social manners, and not eating too much
 - Eating regular meals – meals are eaten as a family, eaten at set times throughout the day
 - Good table manners – child feeds self in an appropriate way
 - Identifies substances that are bad for child (drugs, smoking, etc.)
- iii. Drinking water: The child will recognize the importance of drinking clean water for development of good health.

Character Development

- a. Identifying and expressing emotions:
- i. Expose children to, and encourage them to identify and label, the emotions love, anger, fear, surprise, happiness, sadness, pride, disappointment, frustration, and

- sorrow (i.e., feeling sorry) in themselves and in others.
- ii. Present children with the ways in which people constructively express and manage how they feel when experiencing the emotions love, anger, fear, surprise, happiness, pride, sadness, disappointment, frustration, and sorrow (i.e. feeling sorry).
 - iii. Present children with positive strategies (such as pausing before acting, thinking before reacting and patience) for dealing with their varying emotions, verbal expressions and behaviors in tense and challenging situations and ways to express different feelings and emotions in different contexts.
- b. Self-confidence/self-esteem
- i. Encourage children to feel and express feelings of self-worth and confidence in their own abilities, efforts and achievements.
 - ii. Encourage children to value their own unique qualities and be proud of their own experiences and accomplishments.
 - iii. Encourage children to feel comfortable with the ways in which they are different from others (e.g., cultural pride).
 - iv. Model coping strategies and portray children engaging in activities in which they can succeed often. At the same time, encourage children to challenge themselves to try new things.
 - v. Encourage children to develop the ability to state their opinions.
- c. Fears: Present children with strategies for coping with fears such as fear of the dark, noises, new situations, authority figures, or meeting people. Strategies might include singing, or using a comfort item such as a blanket or toy.
- d. Task persistence
- i. Encourage children to persist at a problem or task until the task is completed or the problem is resolved up to a reasonable point.
 - ii. Encourage children to be satisfied with their best effort in completing a task.
 - iii. Encourage children to recognize their skills and continue to attempt new skills even if they initially fail.
 - iv. Present children with effective strategies for persisting with a task, and encourage children to engage in these strategies, including: choosing an alternative approach, practicing the skill or behavior needed to complete the task.
 - v. Encourage children to admit their mistakes to deal with them and to learn from such mistakes (e.g. “I made a mistake, I can share it with others and learn from it.”) and to recognize that everyone makes mistakes and that through mistakes we learn and keep trying.
- e. Autonomy
- i. Encourage children to recognize their ability to think, decide and act

- independently.
- ii. Encourage children to recognize activities that they can perform independently (e.g. to dress, undress, bathe, brush teeth, eat, help with certain chores around the house, etc.).
 - iii. Encourage children to recognize their ability to make some decisions (e.g. what and with whom to play, which clothes to wear) and to recognize that some decisions are managed by the adults who care for them.
 - iv. Encourage children to recognize that they have personal responsibility (e.g. to clean up items after use, to do homework, and to help the elderly, younger children, the disabled, etc.).
 - v. Encourage children to be autonomous while remaining respectful of adults and other community and cultural practices.
 - vi. Encourage children to use autonomy for the good of the community or collective.
- f. Optimism
- i. When faced with a disappointing situation, help children know that it is possible to try again.
 - ii. Help children develop a positive attitude towards tasks and life.
 - iii. Encourage children to set goals and follow through.
 - iv. Promote children's development of aspirations, hope, and positive thinking.
 - iv. Promote positive language that frames setbacks as temporary rather than permanent. (For example, saying, "I was clumsy today" rather than "I'm so clumsy").
- g. Integrity
- i. Introduce children to the rights and wrongs that are commonly accepted in Indonesia (e.g. it is right to tell the truth, it is wrong to steal).
 - ii. Present children who chose to do the right thing and demonstrate the benefits of 'right' behavior for themselves and for others (e.g. the "golden rule": Do on to others what you expect others do to you).
 - iii. Present children in situations where they stick to their principles ('the right thing to do') and are rewarded for it (e.g. people respect and trust them).
- h. Honesty
- i. Show children the meaning of honesty: that we have to tell the truth and tell something the way it is, including admitting our mistakes (e.g."I broke mom's vase because I played ball inside the house").
 - ii. Let children know, that sometimes honesty can cause unexpected result, but being honest is a good thing.
 - iii. Present situations where children are being rewarded (e.g. praised) for being honest.
- i. Fairness and justice

- i. Point out that all people are equal, that everybody should have the same opportunity to participate, to achieve, and to succeed (e.g. every child on the playground has the right to play on the swing).
 - ii. Illustrate that fairness means people should be rewarded based on their effort/deeds (e.g. a child gets to enjoy the swing because he/she has waited for his/her turn).
 - iii. Present children with examples where hard work and effort is appreciated and rewarded proportionately.
 - iv. Model children being fair and just in their everyday activities (e.g. sharing the rewards of a group effort).
- j. Responsibility
- i. Point out that everybody has duties related to themselves and to others (e.g. “I have to clean up after I play with my toys”).
 - ii. Make children aware that each person is accountable for his/her word and actions, that everything we say and do have consequences.
 - iii. Show examples of children thinking about and recognizing the risks/consequences of their behavior (e.g. “If I don’t clean up, someone might trip on my toy”).
 - iv. Present children who accept the consequence of their actions or choices and take the necessary steps to rectify the situation (e.g. ”I have to apologize for my mistake”).
 - v. Stress the importance of keeping our word; if we promise something to someone we have to try our best to fulfill it.
- k. Discipline
- i. Let children know that there are rules that we have to follow; that rules are needed so that our activities can go smoothly and everybody is protected and treated fairly
 - ii. Introduce children to various simple rules in their life at home, school, within the community, the playground, etc. (e.g. when you borrow a book from the school’s library you should return it after you finish reading it). Present the rules using positive terms (“dos” instead of “don’ts”)
 - iii. Present situations where children fulfill their obligation or follow the rules
 - iv. even in the absence of direct supervision from adults (free from hope of a reward or fear of punishment)
 - v. Teach children that violence and aggression is not acceptable.
- l. Work Ethic
- i. Point out that everybody has to put an effort to get something or achieving a result; motivate children to try challenging activities or to become better through learning and practice.
 - ii. Provide models of children who give their best in everything they do and are proud of their effort (e.g. “I will use many colors and paint my picture carefully so it will be beautiful”).
 - iii. Promote the value of process in working or learning instead of focusing on the

- end result.
- iv. Highlight the value of time and the need to use our time productively and effectively (e.g. coming to school on time).
 - m. Valuing non-material things: explain that there are many things in life more important and valuable than money (e.g. health, love, friendship, loyalty, family, happiness).

Family

- a. Family and Home
 - i. Introduce the concept of family, the members of a family, and family activities (e.g. eating together, caring for each other).
 - ii. The child is a priority of the family.
 - iii. Demonstrate how members of a family love each other and care for each other
 - iv. Make children aware that everybody in the family has something to contribute to the well-being of the family.
 - v. Present the roles of different family members (e.g. grandparents can support them emotionally, and enrich them with knowledge and experience; on the other hand, children can offer their grandparents physical assistance and information concerning new technology).
 - vi. Present the child as a member of the family who has a voice within the family, is listened to, and has clear responsibilities.
 - vii. Present the child as being actively engaged in holistic family interactions and events.
 - viii. Children realize that family members share experiences, emotions, activities, and time together.
 - ix. Children are raised in an environment where physical and verbal forms of violence, abuse, and aggression are not condoned or supported.
 - x. The family encourages the child's curiosity, exploration, and provides a stimulating and safe learning environment for the child.
 - xi. The child enjoys frequent and intense dialogue and conversation with family members and other social groups.
 - xii. The family enriches the child's exposure and participation in other social, cultural, educational, and recreational settings.
 - xiii. The child is assisted in understanding and coping with difficult situations like family separation, divorce, unemployment/poverty, and presence of chronic illness.
- a. Parents
 - i. The parents are the primary and direct providers of a safe, secure, loving, and protective environment for the child.
 - ii. Children receive love and attention from their parents.
 - iii. The child is actively engaged in one to one interactions with the mother and father.
 - iv. The child is engaged in a variety of different activities and events with their

- parents.
- v. The parents demonstrate positive social interactions with the child and others including cooperation, dialogue, greetings, sharing, demonstrating and acknowledging feelings/affective behavior, and helping others.
 - vi. Children perceive their parents as their primary role model.
- b. Types of Families
- i. Nuclear families: father, mother, and children.
 - ii. Extended families: grandparents, uncles, aunts, cousins, etc.
 - iii. Single-parent families.
 - iv. Families where one or both parents are working.
 - v. Present the reality that some children might not have any parents, however, like any child, they need love and care. Some may be taken care of by their extended families. Some orphans may live in an orphanage where several adults care for them and function as their family.
- c. Where Families Live
- i. Present families living in homes in a variety of places (e.g. urban, rural, mountainous area, coastal area) in different regions of the country
 - ii. Feature the different types of buildings people use as their homes (apartments, houses, boathouses, elevated houses)
 - iii. Regardless of family structure, the home should be depicted as a place where children feel safe and happy.

Social Relations

- a. Friendship
 - i. Encourage children to understand that a friend is someone for whom you care and who cares for you.
 - ii. Encourage children to understand that friends can be different from you and that you don't always have to agree in order to remain friends.
- b. Sharing and giving
 - i. Encourage children to understand that sharing might be difficult, but that in certain situations it is beneficial, and sometimes fun.
 - ii. Introduce the concept of giving as pleasurable. Explain that regardless of social status, everyone has something to give to a friend.
- c. Encourage children to consider, recognize, and express some understanding of how others feel (e.g., placing themselves in someone else's place) and to offer expressions of understanding and support to others in need.
- d. The child will learn basic social interaction skills commonly practiced in his/her country.
- e. The child will learn polite forms of greeting.
- f. The child will learn polite forms of speaking with others.
- g. The child will know that there are obligations to further and strengthen social relations with others (e.g., helping people in need, caring for the elderly, visiting the sick, gift giving, sharing happy occasions such as weddings, birthdays, etc.).
- h. Cooperation: Encourage children to understand that in certain situations it is beneficial, and sometimes fun, for two or more individuals to work together to accomplish a common

- goal.
- i. Helping
 - i. Encourage children to see the importance of helping peers and adults who are in need.
 - ii. Model behaviors that support the idea of helping others in many different ways and in various contexts.
 - iii. Encourage the child to offer those around him/ her (especially elderly people and younger children) help when it is needed.
 - j. Turn taking
 - i. Encourage children to understand that turn-taking might be difficult, but that it gives everyone a chance to have or do something special.
 - ii. Encourage the child to understand that in some cases one must wait one's turn (in order to play on the swings, play with a toy, buy something in the store, etc).
 - iii. Encourage children to take turns by standing in a queue.
 - k. Entering social groups
 - i. Encourage children to recognize various strategies for initiating interaction with other children and groups of children, such as making friends with a member of a group, asking other children to let him or her play, asking children about themselves (e.g., What are you making? How did you do that? Can I help?), and sharing a toy with a group member.
 - ii. Encourage children to recognize that a new child would like to join the group they are a member of and to display tolerance toward that child's attempts to enter the group (e.g., act friendly toward the new child, invite the new child to join the group).
 - l. Team work
 - i. Encourage healthy competition rather than unhealthy competition.
 - ii. Encourage children to work as a team to achieve a goal. Present situations in which each child can show his or her developing skills and feel self-confident.
 - iii. Encourage joy in the process of playing a game, or learning a new skill vs. the end result (e.g., winning the game).
 - m. Conflict resolution: present children with a simple conflict situation, and encourage them to:
 - i. Identify the problem
 - ii. Recognize and talk about their own feelings and the feelings of others involved in the conflict.
 - iii. Talk about why they feel the way they do in the conflict.
 - iv. Generate constructive and nonviolent resolution(s) to the conflict.

12. Respect & Diversity

a. Respect

- i. Promote awareness that we all share basic needs (such as his need for love, food, health care, protection from abuse, education, play, respect and safe shelter) and that

awareness of and appreciation for these commonalities can be a first step toward respecting others.

- ii. Introduce economic diversity and stress the idea of many similarities and friendships between children from different socio-economic backgrounds. Emphasize the idea of respecting other people regardless of their socio-economic status.
- iii. Encourage children to recognize and appreciate that people may come from different economic means and lifestyles but that they share many basic human similarities. Promote respect for people from various ethnic groups, cultures, professions and economic classes.

b. Respect for self and others

- i. Instill in children a sense of respect for themselves for who they are; for the choices they make, for values such as telling the truth, being kind and brave, and not hurting others.
- ii. Demonstrate to them the importance of families and how they value, treat children with dignity, and where they are listened to by adults.
- iii. Demonstrate to children the value of mutual respect and respecting others even if they look different or think differently from each another.
- iv. Encourage children to understand the perspectives, opinions, and choices of different persons. Encourage children to accept and respect different perspectives.

c. Similarities and differences

- i. Expose children to people who have different skin colors, hair textures, eye shapes, statures, dress, names, accents, customs, and languages, and who are different ages.
- ii. Promote awareness of the fact that people throughout the world have beliefs that might differ from their own.
- iii. Expose children with diversity within a group. For example, people who practice the same religion can also be different from each other in many ways (cultural background, language, and appearance, etc.).
- iv. Encourage children to appreciate and respect the unique qualities of religions.
- v. vii. Encourage children to respect the beliefs of others while maintaining their own beliefs.

d. Cultural and ethnic diversity

- i. Awareness of diversity: Present children the idea that the region is a diverse area that includes people from various ethnic or cultural groups who may have different statures, dress, names, accents, and/or languages, or who may differ in such aspects of daily life as: customs, games, celebrations, food, music, dance, art, legends, myths and beliefs, family living arrangements.
- ii. Valuing diversity: Expose children to diversity in dress, food, celebrations, crafts,

music, dance, games, activities, and language as positive and enriching. Develop an appreciation for handicrafts, foods, and literature of different cultures.

- iii. Relations among diverse people Expose children to people of different skin colors, hair textures, hair colors, eye shapes, statures, dress, and/or names, languages, accents, ethnic background playing being friends, loving each other, working and living together.
- iv. Expose children to a variety of individual and group reactions to and perceptions about a given situation and encourage them to understand that people with different reactions and/or perceptions can communicate their differences and get along.

e. Childhood disability

- i. Encourage disabled children to feel and express feelings of self-worth and esteem for their own abilities and efforts, while acknowledging their difficulties.
- ii. Encourage non-disabled children to recognize that there are numerous similarities between themselves and children with disabilities (e.g., interests, feelings, personalities, daily activities, needs, values, abilities, desires and ways of communicating).
- iii. Illustrate ways in which environments and activities can be adapted so that individuals with disabilities can fully participate. (For example, highlight the use of adaptive devices such as hand cords which enable visually impaired individuals to run in a race.)
- iv. Help children value the contributions of all people, whether or not they are disabled. Show people of all abilities and levels of skill and impairment living and working together.
- v. Encourage children to understand different types of disability including motor, vision, speech, hearing, language and communication, physical and behavioral and how each of these can be cared for.
- vi. Encourage awareness that disabled people may need special provisions to access various facilities to be able to use them and that should be provided.
- vii. Promote awareness that children with disabilities may experience different challenges from non-disabled children but should be given appropriate opportunities to participate.
- viii. Encourage all children, whether or not they are disabled, to interact with each other and include one another in group and team activities. Note: In segments portraying children with special needs, it is important to have children with special needs participate rather than actors playing the parts of individuals with special needs.

- f. Religious diversity
 - i. Promote awareness and appreciation of people from a variety of different religions living in the country
 - ii. Encourage the understanding that the region is the home to people of a variety of religious faiths
 - iii. Present the various celebrations and festivities of different religions (e.g. what people do, wear, and eat during the celebration).
 - iv. Let children know that they can play with other children whose family practices a different religion from their own.
- g. Economic diversity
 - i. Introduce economic diversity and stress the idea of many similarities and friendships between children from different socio-economic backgrounds.
 - ii. Emphasize the idea of respecting other people regardless of their socioeconomic status.
 - iii. Encourage children to recognize and appreciate that people may come from different economic means and lifestyles but that they share many basic human similarities.
 - iv. Present examples of children from different socio-economic backgrounds helping each other and emphasize that those from ‘lower’ socio-economic backgrounds can also help those from ‘higher’ socio-economic levels.

13. Citizenship, Cultural Heritage & the Arts

- a. National Identity
 - i. Point out to children that they are part of a nation/country.
 - ii. Introduce the concept of the country as a unified nation (the territory, the people, the culture).
 - iii. Introduce children to the national flag, national anthem, and symbol.
 - iv. Present information in the national language.
 - v. Foster children’s love and sense of belonging or ownership to their country.
 - vi. Encourage children to be proud of the resources, products, and achievements of their country.
 - vii. Understanding citizenship as shared rules, rights, obligations, and respect for all.
 - viii. Help children understand that every citizen has a duty to protect and build the country and can do so in many different ways: caring for the environment, protecting the public and private property.
- b. Cultural Practices
 - i. Celebrating national holidays and events
- c. Art Appreciation & Expression
 - i. Appreciating national arts and culture.
 - ii. Appreciate the art and culture of the region and that of others.

Annex 10 MoEHE List of Licensed Kindergartens in Jerusalem Governorate for the Academic Year 2011/2012(in Arabic)

قائمة بأسماء رياض الأطفال المرخصة للعام الدراسي ٢٠١٢/٢٠١١

الرقم	الروضة	اسم المدينة	تلخون الروضة	العنوان	رقم الموبايل
١	رياض الأقصى / الزاوية	سوزان قوش	6288510	القدس	0523443199
٢	الشهيدة دميانتة	هلا مناريوس	6284426	حارة النصارى	0546693943
٣	مارمتري	عناف سماوي	6282610	باب الخليل	0544732460
٤	سيدة البيilar	ماجدة فواج	6282675	حارة النصارى	0505777573
٥	ثانوية تراناسطا للإناث	فريدا ناصر	6283527	باب الخليل	0522911983
٦	الغفير	مارلين شحادة	6282321	باب الجديد	0526573693
٧	الهدي	هنادي حجازي	6272762	باب الجديد	6274199
٨	دار الطفل العربي	وقاء ابودياب	6283251	الشيخ جراح	0522380981
٩	روضة الزهور	ديننا البasha	6282062	واد الجوز	0509833688
١٠	مؤسسة الأميرة بسمة	جميلة ذويب	6283058	الطور	0598519037
١١	أطفال جبل الزيتون	تغريد ابو الهوى	6284716	الطور	0548035609
١٢	الزهراء ب	سارة عيسى	2796078	العيسوية	0546945200
١٣	روضة أطفال الزهاء /أ	ياقوت عواطلة	6276898	وادي الجوز	
١٤	الفقيه الأساسية	مريم جمجمو	5817698	مخيم شعفاط	0526717383
١٥	رواد المستقبل	ردينة غيث	0522697082	راس حميس	0598605515
١٦	شيرين	شيرين العلمي	5825403	عناتا	0543122610
١٧	المواكب الأمريكية	غادة سمرة	2355281	عناتا	0598797004
١٨	شمس المعارف	أسماء العجالين	5401499	عناتا	0546523159
١٩	أكاديمية أحد العلمية	عروبة حمدان	540964	العيسوية	0526730302
٢٠	روضة الآيات	إيمان صيام	5838506	بيت حنينا	0542248221
٢١	المعهد الأساسية	منتهى توتنجي	5401938	شعفاط	0527090074
٢٢	القرآن الإسلامية	أسماء الكالوتي	5817395	شعفاط	0505215266
٢٣	بردج انترناشونال	مي ماجد سنقرط	5831125	بيت حنينا	0546600647
٢٤	راهبات الوردية	الاخت لودفينيا قيمة	5832067	بيت حنينا	0542099895
٢٥	هيلين كيلار	سعاد يونان	5833841	بيت حنينا	0543113951
٢٦	شذى الورد	سرین عیسی نوغل	5838852	ضاحية البريد	0547574441
٢٧	القدس الإسلامية	منى الرجبى	2340236	ضاحية البريد	0522649843
٢٨	علماء الفد	بويم أبوكيوك	2963443	سمير اميس	0599274495
٢٩	روضة الانصار	نادية حنش	6281074	واد فروم	0543042682
٣٠	براعم واد الجوز	ميساء خميس	0525060494	واد الجوز	0547360058
٣١	أشبال الأقصى	هنادي محمد علي	5400792	مخيم شعفاط	0526305907
٣٢	الشرق	نوال عويضة	0525564306	مخيم شعفاط	0525564306
٣٣	البراءة النموذجية	هنادي شحادة	0522916297	مخيم شعفاط	0522916297
٣٤	اكاديمية الطفل	اماں ادکیدک	5839020	بيت حنينا	054660388
٣٥	ABC	تغريد دويك	5401389	شعفاط	0542564111
٣٦	نور القدس	ولاء مشعل	6274255	راس العمود	0542480890
٣٧	الهدامة	هيا دويك	6274214	الطور	0546967249
٣٨	الحصاد	الهام أبو السعود	6569858	بيت حنينا	0509262212
٣٩	روضة جنى	افتخار الجولاني	0525910708	العيسوية	0525910708

أسماء الرياض المرخصة في مديرية ضواحي القدس الرام للعام الدراسي ٢٠١١ / ٢٠١٢

الرقم	اسم الروضة /الموقع	هاتف الروضة	اسم المديرة
١	روضة الأوائل/بيت سوريك	٥٩٨٨٨٤٧٦٦	رشا موفق احمد الشيخ
٢	روضة زهور قلنديا /قلنديا البلد	٥٨٣٦٥٦٠	حنان محمد حسين مصطفى
٣	روضة صوبا النموذجية /العزيزية	٢٧٩٣٣١٥	فاطمة محمود حامد
٤	روضة أحباب الرحمن/بدو	٢٧٧١١٧٣	رمان موسى الفقيه
٥	روضة نزهة التقين /الجipp	٢٤٤١٦١٣	فداء محمود قرارية
٦	روضة جمعية حزما /حزما	٥٩٨٥٢٩٩٥٧	سامية عبد الرحمن ظاهر
٧	روضة جمعية الأمل الخيرية /ابو ديس	٢٧٩٤٨٦٦	حورية ابو هلال
٨	روضة جمعية بيت اكسا الخيرية /بيت اكسا	٢٣٤١٠٦٨	نعمه حسين حبابة
٩	روضة العودة /العزيزية	٢٧٩٧١٥٥	غادة محمد الشويكي
١٠	روضة فرح ومرح /الرام	٢٣٤٤٢٧٢	هنادي مصطفى غزاونة
١١	روضة الوكالة الفلسطينية /العزيزية	٢٧٩٠٠٨٧	ليالي يوسف القاروط
١٢	روضة أبناء المجد /قطنة	٢٤٧٥٦٧٦	اسلام مصطفى جمهور
١٣	روضة معاذ بن جبل/الرام	٢٣٤٤٩٨٤	هبة محمد كنعان
١٤	زهور بيت اجزا /بيت اجزا	—	جمالية ابراهيم بدوان
١٥	روضة الفاروق /القبيبة	٢٤٧٥٨١٥	نعمه عبد الله
١٦	روضة براعم الواحة الخضراء /ضاحية البريد	٢٣٤٢٥٢١	سهام بركات
١٧	روضة الفارس الصغير/الرام	٢٣٤٥١٢٢	روبيدة فتها
١٨	روضة بيت حنينا /بيت حنينا	٢٣٤٦٠٣٠	سكنينة ابو شاويش
١٩	روضة براداييس المقدسيّة /حزما	٢٣٥٣٢٠٦	اسمهان حسن صبيح
٢٠	روضة قيامة المسيح /العزيزية	٢٧٩٩٧٩٧	عائدة ابو زياد
٢١	روضة جمعية السواحرة الشرقية/السوحرة .ش.	٢٧٩١٢٥٦	زهرة الأطربش
٢٢	روضة المجد النموذجية/ضاحية الأقباط	٢٣٤٣٠٦٠	غزوة عكة
٢٣	روضة رؤى المستقبل النموذجية /بيت عنان	٢٤٧٤٦٠٣	وئام جمهور
٢٤	روضة الهدى الإسلامية /الجipp	٢٤٤١٤٢١	هنية بدوان
٢٥	روضة بردج /الرام	٢٣٤٧٣٣٦	فاطمة صلاح الدين
٢٦	روضة الجيل الجديد/ابوديس	٢٧٩٧٤٠٤	تيري بلاطة
٢٧	روضة سنابل الإيمان/بيت اجزا	٢٤٧٢٠٤٤	سلوى منصور
٢٨	روضة شذا الورد النموذجية /بيرنبلا	٢٤٤٨٠٨٨	سناء عيسى عكاوي
٢٩	روضة نور الهدى المقدسيّة /عنان	٢٣٥٥٢٣٦	عليه رجبي
٣٠	روضة الكراميش /ابو ديس	—	نادية عريقات
٣١	روضة أحباب الله /الجديرة	٢٤٤٢٤٥٢	تهاني راغب سوالمة

منار عقل ابو خليل	2353384	روضة السنابل/حزمـا	٣٢
جمانة جرار	2790404	روضة بوابة القدس /العيزرية	٣٣
ليلي ادريس	2347192	روضة النهضة الإسلامية/الرام	٣٤
اسلام مصطفى جمهور	2475676	روضة أبناء المجد/قطنهـة	٣٥
هدى خليل حسن	2355262	روضة المنار /عناتا	٣٦
لينا عاطف الخياط	2346001	روضة أكاديمية الأرضي المقدسة /الرام	٣٧
فداء الشويكي	2345844	روضة الفجر الجديد /الرام	٣٨
صوفيا يوسف قرعان	2440124	روضة النور/بيرنباـلـا	٣٩
فدوى احمد مالوخ	2351072	روضة طلائع فلسطين/مخيم قلنديـا	٤٠
فدوى يوسف الجمل	2473224	روضة طلائع الإسلام /بدو	٤١
خولة خليل حلبيـة	2791462	اطفال القدس النموذجية/ابو ديسـة	٤٢
نسرين عبد الكرم سجـدةـية	—	روضة المعلم الصغير /كفر عقبـة	٤٣
نـداء جـبرـ سـليمـان	2340361	روضة الوفاء/الرام	٤٤
علياء جوهر	2790060	روضة نـهـضـةـ اـبـوـ دـيسـة	٤٥
نـفين صالح دـحدـولـ	6569385/5856966	روضة تـكـرـمـ /ـمـخـيمـ قـلـنـدـيـا	٤٦
هيـامـ نـاجـيـ	2478055	روضة زـهـورـ قـطـنـةـ /ـقـطـنـةـ	٤٧
نـادـيـ جـرـمانـ	2799264	الـقـدـيـسـةـ مـارـيـ /ـالـعـيـزـرـيـةـ	٤٨
عطـافـ عـادـيـ	2798550	جيـلـ الأـمـلـ الـخـيـرـيـةـ /ـالـعـيـزـرـيـةـ	٤٩
طـربـ شـحـدـةـ	2449311	روـضـةـ الـإـيمـانـ/ـبـيرـنـبـالـاـ	٥٠
نـادـيـ الشـيـخـ	2471459	دارـ القرـآنـ الـكـرـمـ /ـبـدوـ	٥١
هدـىـ عـمـرـانـ	6561982	الـعـهـدـ /ـكـفـرـ عـقـبـ	٥٢
هدـىـ غـزاـونـةـ	2342762	روـادـ الـغـدـ /ـالـرامـ	٥٣
مـهاـ صـبـريـ	-----	نـادـيـ بـيـتـ عـنـانـ/ـبـيـتـ عـنـانـ	٥٤

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٤٣ نظام دور الحضانة رقم ٥٢ لسنة ٢٠٠٥ المنشور على الصفحة ٣٣٣٢ من عدد الجريدة الرسمية رقم ٤٧١٥ بتاريخ ٢٠٠٥/٨/١ صادر بموجب المادة ٤ من قانون وزارة الشؤون الاجتماعية والعمل وتعديلاته رقم ١٤ لسنة ١٩٥٦

