

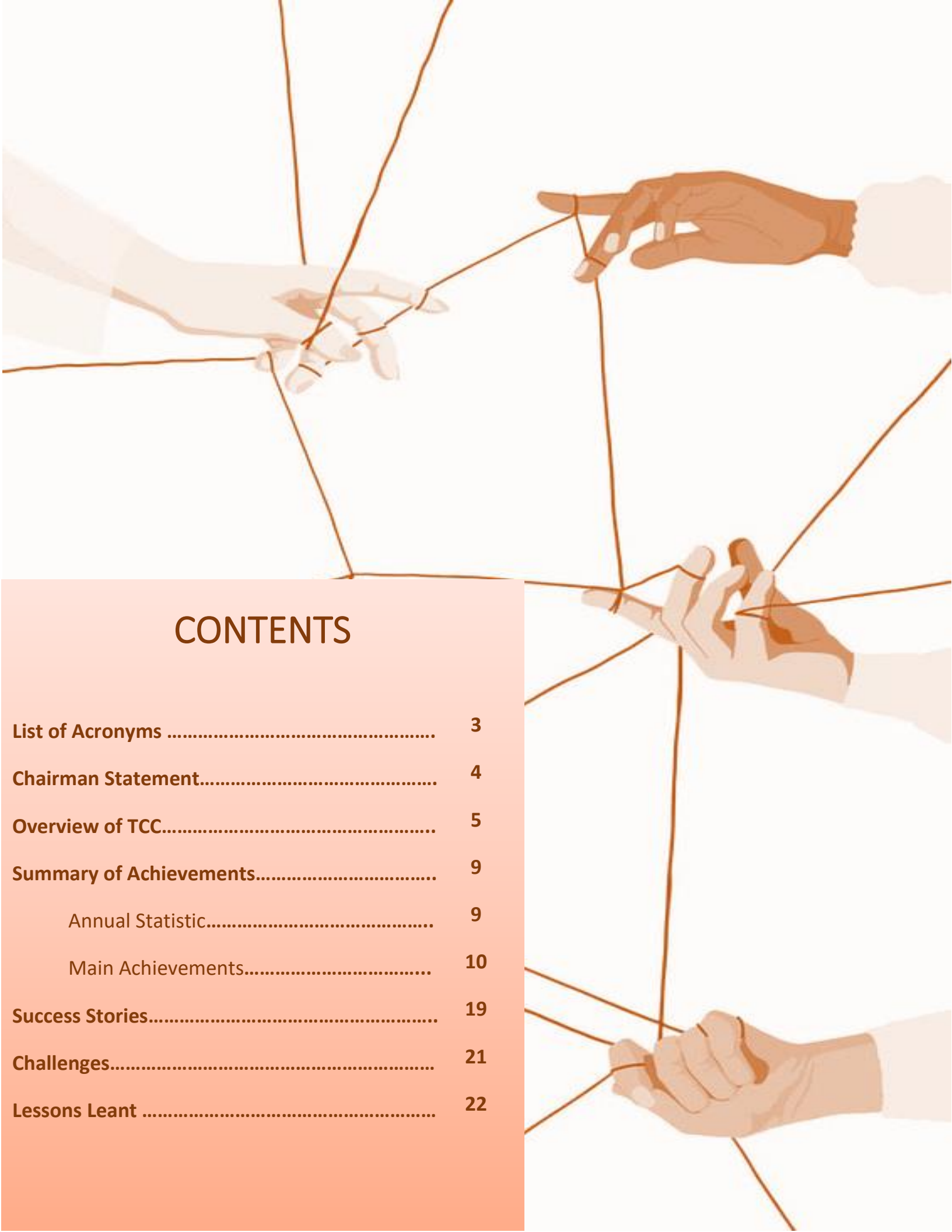
# Annual Report



# 2022



جمعية مركز إبداع المعلم  
Teacher Creativity Center  
Association



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# List of Acronyms

<b>TCC</b>	Teacher Creativity Center
<b>SDG4</b>	Sustainable Development Goal 4
<b>ACEA</b>	Arab Campaign for Education
<b>GCE</b>	Global Campaign for Education
<b>TES</b>	Transformative Education Summit
<b>CCNGOs</b>	Collective Consultation of NGOs
<b>NGOs</b>	Non-Governmental Organizations
<b>MoE</b>	Ministry of Education
<b>MENA Region</b>	Middle East and North Africa
<b>CRPD</b>	Convention on the Rights of Persons with Disabilities
<b>EiE</b>	Education in Emergencies
<b>LEG</b>	Local Education Group
<b>HLPF</b>	High-level Political Forum
<b>WCECCE</b>	World Conference on Early Childhood Care and Education
<b>VNRs</b>	Voluntary National Reviews
<b>ANCEFA</b>	Africa Network Campaign on Education for All
<b>ASPBAE</b>	Asia South Pacific Association for Basic and Adult Education
<b>CLADE</b>	Campaña Latinoamericana por el Derecho a la Educación
<b>ENACE</b>	European and North African Campaign for Education
<b>ECEA</b>	Egyptian Coalition for Education
<b>ALE</b>	Adult Learning and Education
<b>CONFITEA VII</b>	The Seventh International Conference on Adult Education
<b>ECW</b>	Education Cannot Wait
<b>EOL</b>	Education Out Load

# *Chairman statement*

*Raida Shuiby*

Teacher Creativity Center has succeeded to promote itself from an institution operating at the local national level to an institution active on the regional and international levels, until it has become an entrepreneurial institution among the Palestinian educational institutions playing an important role in the process of learning and education, in addition to its the social impact specifically on the decision-making level. The Center has played a significant role in determining the vision of the educational system which made a great impact on it; a vision that is directly challenges the patriarchy and authoritarianism - to humanize education to become a system based on human rights. Therefore, the Center shall consider the social outcomes as a profound learning process, in addition to developing the capacity of thousands of teachers and students within a different concept of education based on different aspects of life.

Moreover, the Center works within the framework of building local societies (or social schools) and developing their capacities to impact the educational policies as a genuine outcome. The Center's is also present as a vital member of Palestinian NGOs network, and its chairmanship of the Palestinian Educational Coalition constitutes natural leadership.

The Centre also has a strong, effective and meaningful presence in the local educational committees led by the Palestinian Ministry of Education, as well as the regional educational groups, due to its solid local presence.

Regarding the regional and international dimension, the Center has contributed to the creation and establishment of regional educational movements and networks that disturb the educational recession, such as the Arab Network for Civic Education, the Arab House for Adult Learning and Development "AHAED" and the Arab Campaign for Education for All, which is headed by Teacher Creativity Center.

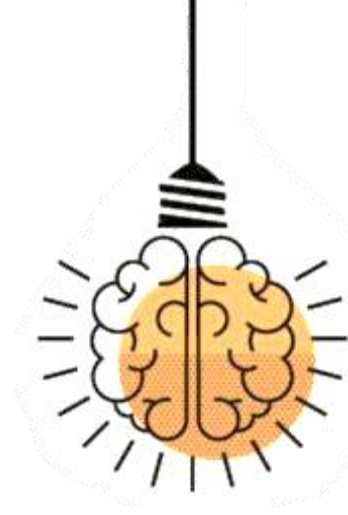
This Center took off from its belief and conviction in its prestigious personality which believes that educational agendas closely and practically connect between the national, the regional and the international, and thus the influence on national policies comes from our ability to influence these regional and international policies that do not await aristocratic inactivity. Nevertheless, the Center has worked to develop the capacity and potential of members of the regional educational movement to enhance and strengthen their international presence such as the Global Campaign for Education, UNESCO and the United Nations.

The Center's presence at the helm of these movements and specifically its chairmanship of the Global Campaign for Education allowed the Center to exist as a conscious force internationally and regionally with regards to the development of educational policies, and in building an Arab educational movement whose continued objective is to enable Arab institutions to be firmly present on an international level, benefitting the realization of the right to education with their unity and continuous coordination and campaigns in areas where education is still neglected.

Finally, this report reflects the Teacher's Creativity Center's capability of non-stop development through a continuous national and regional movement, which necessarily leads to the transformation of the Teacher's Creativity Center from an institution operating in a limited national context to an open institution moving rapidly and consciously both regionally and internationally to promote the right to education at the national level through coordination and networking with Arab and international institutions education policy agendas. Moreover, the Center is certain that the education policy agendas are interrelated and can be seriously implemented at a national level only by impacting the agendas formulated here, globally, and internationally.

# 1 Overview of TCC

## To our Stakeholders



Teacher Creativity Center "TCC" is defined as a non-profit, non-governmental Palestinian registered organization that is mainly devoted to transforming the role of education in Palestine to become a socially responsible education.

### 1.1 Added Value Statement

TCC is the only organization in Palestine committed to promoting the social outcomes of quality education in Palestine and MENA, and transforming education purposes, goals, and strategies- in these countries- to become more socially responsible. In alignment with target 4.7 under SDG4 and article 26 of the Universal Declaration of Human Rights, **Socially-Responsible Education** implies that education shall be directed to the full development of human personality and the acquisition of knowledge and life skills needed to promote sustainable development and sustainable lifestyles, global citizenship, respect for Human Rights and International Law, the culture of peace and non-violence, appreciation of cultural diversity and mutual understanding, tolerance and friendship with all nations, racial and religious groups. In alignment with these mutually reinforcing and guiding visions of Quality Education Outcomes & Socially Responsible Education, TCC advocates for community-driven, rights-based, outcome-oriented planning for education in Palestine and MENA. In so doing, the center takes advantage of its membership in various local and regional alliances, partnerships, and campaigns *"Like the Palestinian Education Coalition, The Arab campaign for Education, ANHRE Network, and the Arab Regional SDG-Education 2030 Partners"* to empower the education coalitions in Palestine and MENA and build their capacities in planning, monitoring, reporting on quality education outcomes, advocacy & social accountability, international advocacy and resources' mobilization to maintain institutional and financial sustainability. TCC also takes advantage of its membership and strong influence in the regional and international alliances and partnerships concerned with education (Like the Presidency of the GCE and the UNESCO's Collective Consultation of NGOs on Education -CCNGOs) to increase support for the education coalitions in MENA and to strengthen the presence of these coalitions in these alliances and partnerships.

### 1.2 TCC Mission, Vision, and Values

**TCC mission** is to empower key actors and communities to achieve quality educational outcomes and promote the right to equity, equality, and inclusion.

**TCC vision** is to empower the Palestinians to be productive, tolerant, initiative, responsible, and committed to their national identity and actively participate in building a democratic and civic society.

### 1.3 TCC Core Values and Principles



**Responsibility and  
Accountability**



**Fairness**



**Respect and  
Acceptance**



**Participation**



**Transparency and  
Integrity**

### 1.4 TCC 2022 Strategic Objectives



#### Strategic Objective 1

##### Right to Education

Promoting commitment to SDG4 in Palestine & MENA region as a main vehicle for the promotion of quality education outcomes that constitute the essence of the right to education.

The first strategic area aimed to promote regional and national educational outcomes by achieving the following outcomes:

#### National Outcomes:

1. Influencing the Palestinian educational policies & contributing to developing new policies.
2. Improvement of the upper and lower infrastructure of the educational environment.
3. Enhancing the institutionalization, sustainability opportunities, and responsiveness to the educational needs of member organizations in the Palestinian Education Coalition.
4. Creating synergies in the educational field among educational parties.
5. TCC is a recognized educational reference in the education sector.

#### Regional and International Outcomes:

1. To activate the role of education coalitions and civil society organizations to influence policies and educational plans to support SDG4 objectives and indications of education in the Arab region.
2. Building and strengthening the education coalitions and civil society organizations' role in monitoring and follow-up efforts to achieve the objectives and indications of SDG4 of education on the national, regional, and international levels.
3. Contribution to the recruitment of research and studies to improve and enhance the educational process and social outcomes in light of the recent changes in the Arab region.
4. Enhancement and development of governance system within ACEA and coalitions, in addition to strengthening the operational capabilities to serve the vision, mission and objectives of ACEA and the coalitions.



### Strategic Objective 2

#### Psychosocial Support

Improving the socio-emotional and academic performance of children who are facing difficult circumstances.

The second strategic objective aims to empower the educational staff with the SEL theory and skills in order to improve the socio-emotional well-being and academic performance of Palestinian children, by achieving the following outcomes:

1. Improve the socio-emotional well-being & academic performance of Palestinian children (in the 2nd, 3rd, 4th, 5th, and 6th grades) living in marginalized areas in Palestine.
2. Increasing the educational cadres' knowledge, skills and capabilities (principals, teachers, and counselors) to deal with the changing social and psychological conditions.
3. Improving the academic and social performance of students with low academic achievement through summer or remedial classes.



### Strategic Objective 3

#### Citizenship

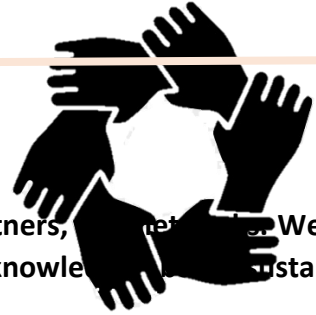
Enhancing the engagement and influence of Palestinian youth in the social change.

The last strategic objective focuses on the youths' rights to access quality and inclusive education in addition to active participation in local communities and work on civic education issues in Palestinian society, by achieving the following outcomes:

1. Enhance participation of local communities and citizens especially youth and women in civic, political, and social life.
2. Develop an integrity and transparency national environment which refuses corruption in the Palestinian community.
3. Empowering the Palestinian Youth on civic values and human rights standards, citizenship projects, general policies, and social-gender audits.
4. Enhance the citizenship values among youth as a fundamental pillar in the sustainable development of the social, economic, and political aspects – nationally.



## 1.5 Donors, Partners, and Networks



Teacher Creativity Center is proud to collaborate with a range of donors, partners, and networks. We were able through these collaborations and partnerships, to leverage local knowledge, foster sustainable engagements, and expand our impact.



شبكة المنظمات الاهلية الفلسطينية



ARAB HOUSE FOR ADULT EDUCATION & DEVELOPMENT



WORLD SOCIAL FORUM



وزارة التربية والتعليم



الشبكة العربية للتربية المدنية Arab Network for Civic Education

GLOBAL CAMPAIGN FOR EDUCATION UNITED STATES



الائتلاف الفلسطيني للإعاقة The Palestinian Disability Coalition (PDC)



AMAN Transparency Palestine



AIYAL FOUNDATION FOR EDUCATION



LUXEMBOURG AID & DEVELOPMENT



NORWEGIAN REFUGEE COUNCIL



OPEN SOCIETY FOUNDATIONS



# Annual Statistics



**12,800 Beneficiaries:**

952	Educational Cadres
9578	Students
1454	Parents
635	NECs members
181	Members of community committees, and civil society institutions



**111 Schools**



**3 Manuals**



**Targeted Locations: Jerusalem, WB, GS**



**4 Position Papers**  
**46 Videos and Episodes**  
**3552 kits**

# Achievements



## First Strategic Objective:

Promoting commitment to SDG4 in Palestine & MENA region as a main vehicle for the promotion of quality education outcomes that constitute the essence of the right to education.

## Main Achievements at the National Level:

### ➤ In partnership with the Palestinian Education Coalition TCC reached the following achievements:

- ✓ 20 active members of the community committees of the Palestinian Education Coalition were trained on the skills of preparing policy papers, with the aim of empowering them with mechanisms through which they can influence Palestinian educational policies.
- ✓ 8 seminars about citizenship education were held with 91 participants from civil society organizations, university students, academics, educators, and human rights defenders, with the aim of enhancing the production of knowledge related to citizenship education in Palestine, shedding light on the role of youth and the educational curricula in promoting these values, contributing to monitoring the reality of citizenship in these curricula and how they can be developed, and creating dialogue among participants on different issues to raise awareness about citizenship.
- ✓ Two workshops were held on accountability tools in education and the preparation of the spotlight report with the participation of 25 persons of the member institutions of the Palestinian Education Coalition and the Palestinian Consultative Commission for the Development of Non-Governmental Organizations with the aim of building their capacities about employing the accountability tools in education and preparing a spotlight report on some issues related to education in Palestine.
- ✓ A webinar about financing education and the prospects of financing public education in Palestine, Yemen, Tunisia and Sudan, was organized, with the participation of the Education Coalitions members from these four countries, to raise their awareness about the local resources that can be used to enhance domestic funding of education, in order to face the external pressures on funding.
- ✓ A press conference about the International Day to Protect Education from Attack was organized, with the aim to raise awareness about the negative effects of attacks on the educational process, and draw the attention and intervention of the international community to reduce these attacks.
- ✓ Participation of the Palestinian Education Coalition in the 2022 Global Action Week. The Coalition's participation focused on raising awareness about promoting the right to education for all, and participated in many campaigns and initiatives that focused on the accessibility of students and people with disabilities to education, education in emergencies in Palestine, etc.
- ✓ The participation of the Palestinian Education Coalition in the Transformative Education Academy within the activities of the Arab Campaign for Education. The academy discussed the five tracks of transformative education, which in turn contributed to raising the awareness of the members of the Coalition about these tracks and how they can be developed within the Palestinian context in order to achieve the fourth goal of the sustainable development goals in Palestine and promote the right to education for all.
- ✓ In cooperation with the Ministry of Education, a working group was formed to prepare a document on the integration of citizenship education in Palestinian curricula in order to institutionalize the concepts of citizenship in education.

➤ **Achievements in the field of improving the infrastructure of the educational environment:**

- ✓ Rehabilitation of 40 science labs in the Palestinian territories to improve the quality of science education and the school environments.
- ✓ 40 science teachers were trained on modern strategies and methodologies for teaching science in addition to new techniques and ideas for conducting science experiments.
- ✓ 20 school principals were trained to monitor, evaluate and support science teachers in their schools in order to improve the science education.
- ✓ 3,527 students received home science experiment kits with manuals, so they can conduct experiments at home, and have more effective science learning.
- ✓ More than 240 students participated in the science clubs at 40 targeted schools and conducted science experiments by themselves.
- ✓ 2782 students and 116 teachers participated in recreational and debriefing activities.
- ✓ Filming 24 videos of science experiments from the fifth and sixth-grade curriculum and sharing them on TCC YouTube channel and social media platforms to be a reference for other science teachers.

➤ **TCC as an educational reference in the education sector reached the following achievements:**

- ✓ RESULTS organization recognized TCC as one of the pioneering organizations in the education sector in Palestine, based on this TCC provided a report on the status of education in 2022, which prepared in partnership with the Palestinian Education Coalition, and it contained priorities, challenges, and recommendations for improving the reality of education in Palestine.
- ✓ TCC is effectively present in 6 thematic working groups within the MoE that promote the right to education in Palestine:
  1. Education in Emergencies
  2. Quality of Education
  3. Life Skills
  4. Improving the Infrastructure
  5. Education in Jerusalem
  6. Inclusive Education
- ✓ TCC contributes to the education cluster in monitoring the Israeli violations in area C schools, in addition to the advocacy actions to protect the right to education in the marginalized areas in Palestine.

## Main Achievements on the Regional and International Level

### ➤ TCC general director as a GCE president participated in the following events which contributed to promoting the commitment to SDG4 and quality education outcomes:

- ✓ The Second Global Disability Summit which mobilizes efforts for the implementation of the UN convention on the rights of persons with disabilities (CRPD) and inclusive education.
- ✓ The International Day of Education to present some points related to the right to education like; financing, inequality, quality of education, educational policies, transformative education, and human rights.
- ✓ Attending all meetings with the Yemen Development Partner Group, and LEG, which discussed several issues related to developing education like transformative education.
- ✓ “Protect Education in Emergencies (EiE) Now” and emphasized the importance of investing in education, civil society, multilateral organization, and governments’ role in promoting rights, dignity, and solidarity.
- ✓ The “Perspectives on the UNESCO Global Education Monitoring Report (GEM) on Non-state Actors in Education” webinar, which focuses on the important role of non-state actors in education.
- ✓ As the president of the GCE, he has renewed the collective commitment to education as a pre-eminent public good, that intends to provide a platform to mobilize action, ambition, solutions, and solidarity to recover COVID-19-related learning losses; reimagine education to be fit for the future; and reignite global efforts to achieve the education-related Sustainable Development Goals by 2030.
- ✓ TCC director is a member of the advisory committee of TES which make him responsible to make the Arab Region members in the GCE, active and involved in the TES. Based on this the MoE in Palestine invited him to be part of the preparatory meetings for their participation in TES.

He is also an active participant in the TES 5 tracks workshops for Arab coalitions, these 5 main tracks are:

1. Inclusive, equitable, safe, and healthy schools.
  2. Learning and skills for life, work, and sustainable development.
  3. Teachers, teaching, and the teaching profession.
  4. Digital learning and transformation.
  5. Financing of education.
- ✓ He is a member of the WCECC program committee that provides direction and advice on the preparation of the content of the WCECE, and guides the preparatory process for the conference program, participation, and other substantive matters.
  - ✓ He participated in two of the side events organized by GCE on the margins of the HLPF:
    1. One of these side events was entitled “The voices of the people: Civil Society Spotlights reports on VNR” which was organized in cooperation with ANCEFA, ASPBAE, CLADE, ACEA, and ENACE. At this event, he presented the Arab Region Spotlight Summary.
    2. The other event was entitled “The new normality in a broken world” which was co-organized between GCE and Academia Stakeholder Group about the right to education and lifelong learning in which he intervenes talking about Education for Peace and Recovery.
  - ✓ He attended many conferences, celebrations, and seminars in many regions around the world that discussed many topics about education.

- ✓ CONFITEA VII: The Seventh International Conference on Adult Education 2022 was organized in Marrakesh, Morocco during the period June 15-17, 2022. Historically this conference has taken place every 12-13 years since the late 1940s, and is the first one to take place after the adoption of the SDGs, and considered to be the most significant event for the international ALE community.

As GCE, a parallel workshop entitled “Transformative Adult Learning and Education for Inclusion, Participation and Sustainability” was organized in partnership between ASPBAE, CLADE and ACEA with ASPBAE as leading organizer. The workshop was very successful, and TCC director did a presentation about ALE in the Arab Region.

- ✓ He attended the regular meetings of the ECW High Level Steering Group, and recorded a video with statement to support the ECW High Level Financing Conference launched by ECW.
- ✓ He was a speaker in the third international conference on learning and teaching in the Digital World that was organized by An-Najah National University in Palestine.
- ✓ He participated in the regional symposium on the future of education in the Arab countries: policies, approaches and directions of work, that was organized by the Arab Institute for Human Rights in Tunis.
- ✓ He was an active participant in the strategic planning for the AHAED organization in Jordan.
- ✓ As a general secretary of GCE he contributed for the ECEA to be eligible member in the EOL.

➤ **In a partnership with TCC, ACEA reached the following achievements:**

- ✓ ACEA has started working with its education coalitions on the first step towards preparing a code of conduct containing rules of conduct and procedures that will ensure improvement of the internal environment of the coalitions, governance and development of their membership system.
- ✓ About 600 of the Arab NECs’ employees and volunteers attended 5 intellectual seminars through the online hub to promote understanding of and commitment to SDG4 and all international conventions and treaties on education. These seminars contributed to spreading awareness of the concept of transformative education and its five tracks.
- ✓ 15 new member organizations, representing marginalized sectors and areas, joined NECs.
- ✓ More than (50) meetings of Learning Collaboratives were held, where each group prepares specific tools and mechanisms that help civil society organizations to promote the concept of transformative education.
- ✓ The NECs applied 4 democratic practices after the adoption of ACEA criteria:

1. Communication Level: There is a good flow of information between coalition coordinators and members during the past three months.

2. Active Regional and International Representatives of the NECs: Coalition representatives have become convinced of the need to improve the internal environment and governance within the coalitions, and these new trends have been positively reflected in the activities of the coalitions during the past two months.

3. Policies Level: The NECs agreed to follow a general code of conduct that includes all ACEA members and criteria.

4. Membership is now open for new members to join the NECs.

- ✓ Around 35 people from many Arab countries participated in the “Transformative Education & S.A Mechanisms” academy which consists of two main parts:
  1. Theoretical Part: 6 sessions were held by two professors (specialized in education and philosophy), where they introduced the concepts of transformative education and transforming education to the participants in a dialectical way.
  2. Practical Part: a preparation session was conducted to conclude the intellectual discussions held during the past sessions. Participants agreed on preparing a policy paper (which includes the 5 action tracks, transforming education in the Arab Region), and on working with other educationalists in each country to come up with an action plan regarding transforming education.

***The presence of TCC in these regional and international spaces as a leading educational institution contributed to influencing global educational policies, and opened the opportunity of mutual learning for different educational coalitions to exchange experiences and spread knowledge that supports them and builds their capacities.***



## Second Strategic Objective:

Improving the socio-emotional and academic performance of children who are facing difficult circumstances.

### Main achievements:

- ✓ 86 teachers, supervisors and principals were trained on the social-emotional learning methodology, its basic skills and the mechanisms of employing it inside and outside the classroom, who in turn transferred this knowledge to 346 other teachers in their schools to adopt the theory and apply it in their work with students.
- ✓ 11 trainers from the National Institute for Educational Training were trained on the social-emotional learning theory, as they are responsible for training the new teachers who join the Ministry of Education. This training will contribute to the adoption of the theory and its applications as a basic curriculum that is used by teachers in Palestine.
- ✓ 2992 copies of the brochure about the social emotional learning theory were printed. The brochure contains the role of teachers and parents in the application of the theory, and it was distributed to teachers and parents participating in the various activities of the center.
- ✓ The National Award was awarded to 7 teachers who won the prize of (The Best Teacher who applied the Social-Emotional Learning Theory). This prize aimed to motivate teachers to adopt and apply the theory.
- ✓ The first virtual academy on the social-emotional learning theory was held to open the opportunity for the rest of interested teachers, who did not participate in the activities and trainings of the center. The 40 teachers who participated said that they benefited well from the academy. They indicated that they will apply what they learned, in their practical life.
- ✓ 6 model classes and 6 other episodes were filmed and published on the center's YouTube channel and social media platforms, about the mechanism of applying the social emotional learning theory, to be as a reference for other teachers when applying the theory.
- ✓ The social-emotional learning services were provided by the trained teachers, to 710 students by applying the SEL skills in classrooms and school initiatives, with the aim of empowering those students with the social-emotional learning skills and improving their academic outcomes.
- ✓ 73 awareness workshops were conducted for 4,145 parents of students who participated in the social-emotional learning activities, with the aim of introducing them to the basics of theory, positive parenting skills related to the theory, and learning by playing skills. The workshops also aimed to increase their awareness of their children's different needs in order to deal with them based on these needs, in addition to the positive effects of applying this theory on the students' academic and social-emotional performance inside and outside the school.
- ✓ "Naseej" was launched and broadcasted on YouTube and the social media platforms. It is formed of 10 episodes, which aimed at raising the community awareness about the positive parenting mechanisms that they should follow with their children and the importance of understanding their needs and feelings.
- ✓ Increasing the membership of the SEL teachers' e-forum to about 273 new members during 2022 and trained them on how to use it, so that they can document their work within the SEL program and exchange their experiences with other teachers.

- ✓ A study entitled "The Effectiveness of the Social Emotional Learning Skills Program in Palestinian Schools" was conducted to study the effectiveness of applying the social emotional learning skills program in Palestinian schools and its impact and benefits to students, teachers, parents and the school environment as a whole. The study also evaluated the program during the past three years and its most important outputs and effects on all the beneficiary groups. An external evaluation of the program for the past three years was prepared. It evaluated the program based on the OECD DAC evaluation criteria. Both the evaluation and the study, agreed that the program was beneficial to teachers, students, principals, supervisors, parents and the school environment as a whole, as it contributed to improving relationships between these groups, and developed the social-emotional skills and academic performance of students with social-emotional learning challenges.
- ✓ 3 periodic mutual learning workshops were held for 156 of the teachers' forum members in order to exchange their experiences and share the lessons learned.
- ✓ 2 troubleshooting sessions were held for 83 teachers who implement SEL theory, Golden 5, and the methodology of learning through entertainment in their work, to present the main success stories and exchange the experiences with other teachers and schools.
- ✓ 17 teachers, supervisors and principals were trained on the methodology of the social-emotional learning theory, the Golden Five and the methodology of learning through entertainment, with their basic skills and mechanisms of employment inside and outside the classroom, who in turn transferred this knowledge to 118 other teachers in their schools to adopt the theory and apply it in their work with students.
- ✓ Printing and distributing 180 copies of the training manual on the SEL theory, Golden 5, and learning through entertainment methodologies, to 180 teachers from different schools in order to be a reference for them when apply these methodologies with students.
- ✓ 159 students with social problems and low academic achievement, participated in remedial classes, where the main subjects (Arabic, English, and mathematics) were passed to them through interactive activities based on the SEL theory, the Golden Five, and learning through entertainment methodologies, to enhance their numeracy, literacy, social-emotional wellbeing skills.
- ✓ 4 recreational days were carried out for the staff and students of 4 schools that were subjected to the violations of the occupation, with the aim of psychological debriefing and initial support. This event included activities such as drawing, playing and music. Those activities helped both teachers and students to express and communicate more with themselves.



### **Third Strategic Objective:**

Enhancing the engagement and influence of Palestinian youth in the social change.

#### **Main achievements:**

- ✓ A training for 25 members of community committees, to empower them and increase their awareness on the concepts of integrity, accountability and transparency, in order to enhance their capacities in community participation and influencing the government policies.
- ✓ A training for 20 members of community committees on policies concept, mechanisms for preparing position and policy papers, and advocacy mechanisms, in order to enhance their participation in influencing and developing the educational policies.
- ✓ Building the capacity of 158 teachers, principals and educational supervisors on the concepts related to integrity clubs and social audit methodology (integrity, good governance, social accountability, transparency). These trainees in turn supervised 36 community initiatives that were carried out by 2160 students from preparatory classes in different schools in Palestine, with the aim of educating and involving them in community issues, developing their knowledge and skills about citizenship and social auditing, and increasing their belief in the ability to community change, so that they become more active in their communities.
- ✓ 48 citizenship and integrity clubs were established in different schools in Palestine under the supervision of a teacher or the school principal. Participation was open for students who wish to learn the basic skills of social auditing and citizenship and conduct community initiatives.
- ✓ Producing a training tool kit on social auditing that is responsive for people with disabilities within the project that was implemented in partnership with the Coalition for Accountability and Integrity – AMAN and the UNRWA schools. 25 kits were distributed to the targeted schools.



## **Fourth Strategic Objective:**

Achieving the operational excellence of the Center administratively and financially

### **Main Administrative Achievements:**

- ✓ Holding four different trainings to build the capacities of the center's staff on the following topics: (Good Governance in Palestinian Civil Society Organizations), (The Right to Education), (Skills of Preparing the Spotlight Reports on Education Issues), and (The Procurement System of Save the Children).
- ✓ Development of four administrative systems: The Administrative System, The Procurement System, The Job Descriptions, and Volunteers.
- ✓ Contracting 83 suppliers in order to support the programs in achieving their objectives and implementing their activities.
- ✓ Holding four meetings for the Board members.
- ✓ Holding the annual meeting of the General Assembly and electing a new Board of Directors.
- ✓ Winning of the GCE presidency by the General Director of the center.
- ✓ Reviewing and amending the Child Rights Policy to be adopted within the work of the Center.
- ✓ Providing the Palestinian Central Bureau of Statistics (PCBS) with the activities of the center that were implemented during 2022.

## Right to Education Program Success Story

### “The little Scientist”

Since he was little, student (M) dreamt of being a scientist. He always keen to conduct experiments and interactions inside a science lab. However, his dream was impossible because his school lacks a science lab or even the needed material or equipment. This school is located in a marginalized area, where funding is hard to reach and the village has a poor local community, that can't support the school with an equipped lab. It can only help with some small things.

After the rehabilitation of the science lab at the school by TCC right to education program, Student (M) was very pleased. Now he can have his science classes in a lab. He and his classmates always wait for the science classes in order to conduct experiments with their teacher, he's also have the opportunity to conduct the science experiments at home by the kit.

“I am now very happy and enjoy my time in the science lab. My dream has become true.”



## Psychosocial Support Program Success Story

### “Everything has changed”

Student (S), 9 years old, His smile now does not leave his face after he was always frowning. He was suffering from (introversion, shyness, and learning difficulties (reading and writing)).

At the beginning of the SEL intervention, he was avoidant and refused to participate saying clearly: “I don't like to play, and I don't want to play”.

With the encouragement and motivation that focusing on his personality and enhancing the simple skills that he has. He began to participate calmly in the educational and social-emotional activities and games with the other students. And step by step he changed completely. His skills in reading and writing improved clearly, he also became more interactive with his environment inside and outside the school and able to express his feeling comfortably and positively.

His mother also mentioned the project impact on her son, as she noticed a great change in his personality at the educational, social and psychological levels, and how much became enthusiastic about studying and love for school.

The application of the social-emotional learning skills restored his self-confidence. He began to overcome the difficulties that he once thought will not leave him. And when he was asked What changed for you? He answered without hesitation: “Everything was changed”.





### **Citizenship Program Success Story**

#### **“From the isolation caused by bullying to interactive space”**

Bullying is one of the most prominent types of violence that has become a widespread phenomenon in Palestinian society and the school environment, it began to expand and spread very clearly after the Covid-19 pandemic.

Student (O) had a difficult experience when he moved from the school where he grew up, to a new school, after completing the fourth grade. "Overcrowding made my parents prefer to transfer me from my school" he explained and was upset with this decision because he wanted to stay with his friends.

When he moved to the new school, he did not find acceptance from his peers, and exposed to bullying which led to a decline in his academic performance and isolation even at his home. He started to asking his mother to move him back to his old school among his friends, but his mother advising him to be patient and friendly with others.

Student (O) spent two years in his current school being alone and feeling upset, but the matter at the beginning of the third year changed slightly when he participated with his classmates in the seventh grade in the citizenship initiative "No for bullying". At the beginning of the initiative student (O) realized that he had been bullied since he came to school. He started searching more with his classmates about this phenomenon and how they can work to reduce it within the school community.

This initiative empowers the students with many skills that make them more positive and interactive in the school environment, they learn about the negative impact of bullying and raised the awareness about it among their peers in order to reduce bullying within the school environment.

After participating in this initiative, student (O) starts feeling positively in the school as the interaction between him and his peer became friendly and supportive, he also builds new healthy friendships and the school became his second home.



# 5

# Challenges

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- Conditional funding and the changing funding priorities of some donors have led to limited education-related funding.
- Late approvals of amendments and proposals by donors hindered and postponed the implementation of some activities.
- The continuous structural changes at the Ministry of Education, and the changing the of contact person several times, needed more effort to explain the project process to each new person.
- Deteriorating political and security conditions in Palestine resulted in the closure of some areas for a period of time and the obstruction of movement between the governorates by the occupation, which hindered some of the Program's activities.
- The UNRWA's bureaucracy system and its difficult procedures, whether in terms of coordination of meetings to make decisions or obtain information.
- The teachers' strike which delayed some programs' activities.



# 6

# Lessons Learnt

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- Involvement of all parties of the educational process, increases its success rate.
- The need to increase the involvement of the stakeholders in the project planning process.
- Coordination and planning at the level of decision-makers at the Ministry of Education makes the results and outcomes of programs more effective and efficient.
- Lobbying and advocacy campaigns should be designed using the evidence-based approach.
- The use of learning by doing methodology and the extracurricular activities, helps students consolidate concepts and knowledge and acquire social and life skills.