



Ghirass Cultural Center -Bethlehem

Annual report for the year 2010

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Introduction

Description of Ghirass Cultural Center- Bethlehem

Ghirass Cultural Center is an educational, cultural and leisure Center that gives the children of Bethlehem district a safe place to learn, play, meet friends and develop into young adults. It addresses the needs of the children of Bethlehem district, from birth to sixteen years. The Center is affiliated to Bethlehem Arab Society for Rehabilitation.

The Centre opens its doors to children from nine in the morning until four in the afternoon, six days a week. Children younger than six years are accompanied.

A historical overview of the establishment of Ghirass Cultural Center:

The idea of establishing the Ghirass Cultural Center was conceived in 1990 at the height of the first Palestinian intifada. On the one hand were school closures, curfews and the widespread arrests of parents. This meant that children were the victims of the arbitrary actions of the occupation taking place on the street in front of them, and resulted in the deaths of many children.

On the other hand, the educational system and philosophy, which dominate Palestinian society, give priority to education and academic skills at the expense of art and creativity.

A third party was necessary to support educational institutions by filling this void, through the creation of activities and events that contribute in developing the capabilities of the child in all aspects of his physical, mental, emotional and social development.

At that time a number of specialists in Bethlehem Arab Society for Rehabilitation and those interested in the field of childhood development, advanced the idea of creating a cultural center for children. The idea was welcomed and the society's old building, located in Bethlehem - St. Paul, was suggested as a suitable location, with easy access from all areas.

The building has a children's park with an area for recreational games. The center needed a lot of maintenance and repair, as well as furniture and accessories. A few of these things were provided and so the Ghirass Cultural Centre was launched in Bethlehem in October 1993, initially under the name of the Children's Cultural Centre.

The name was changed in November 2005 to the 'Ghirass Cultural Center' owing to the multiplicity of centers bearing the name of 'cultural center'. This had led to confusion among many people on the location of the Center and the activities taking place there. So the new name was chosen to reflect the objectives and philosophy of the Ghirass Cultural Center.

In 1993 it welcomed the first group of children (20 boys from the ages of 4-16 years) from the city of Bethlehem and the villages and camps of its environs. The Center has gradually adapted and expanded over the years to encompass the needs of the children attending, until the present day.

Goals and objectives

Main Objectives

- To promote children's rights and provide equal opportunities for children with and without disability, without prejudice to social class, gender, religion, etc.
- To promote the cognitive, emotional, social and physical development of children.
- To enhance the children's sense of responsibility, self-confidence and encourage mutual co-operation.
- To promote and strengthen the position of women. Girls are very involved in the Center and activities are for both sexes, which strengthen the self-confidence, awareness and potential of the girls.
- To promote cultural exchanges between Palestinian and overseas children and young people.
- To raise awareness of the importance of reading, starting at an early age, and to promote reading in local communities

The main Beneficiaries from Ghirass Cultural Center during the year 2010

All departments continued with their programs on a daily basis throughout the year 2010, while the work of maintenance and modernization, which included many parts of the Centre and the garden in particular, carried on. Children continued to attend and participate in the activities as usual. Successive generations return to the center, new children arrive, and others begin their careers in life, taking their secondary school certificate examination. The year concludes with the majority of children present in the center having very happy and positive memories.

Analysis of child beneficiaries of the cultural activities of the Ghirass Cultural Center in 2010

Category	Number of children in 2010	Target locations	Internal and external activities of the Ghirass Cultural Center
The number of beneficiaries of the internal activities of the Centre	1,310	Cities, villages and camps	Library, Special Education Program, the Computer Section, Fine Art Department, Educational Games, Folklore, Celebrations and Festivals, Cultural and Entertainment Program, Summer Camp, Cultural Exchange Program and Psychological and Social Support.
The number of beneficiaries of the out reach program	768	Villages only	Enlightenment Reading Program in kindergarten, a Campaign Promoting Reading in Schools, following up the implementation of the training program in kindergarten and schools.
Total	2,078		

Beneficiaries and distribution of in-house programs:

1. Distribution of the number of beneficiaries of the in-house programs by gender:

females	51%
males	49%.

The increase in the proportion of female beneficiaries is due to the involvement of larger numbers of mothers in the center's programs compared to that of fathers.

2. Geographic distribution of beneficiaries focusing on those taking part in the in-house activities of the center:

a. Bethlehem, Beit Jala, Beit Sahour:	44%
b. Villages surrounding the city of Bethlehem:	38%
c. Refugee camps in the city of Bethlehem (Dheisheh, Aida, Dignity),	18%

This approximately reflects the population distribution in the province of Bethlehem.

3. Outreach program: 768 from the kindergarten and targeted schools in the villages of Battir, Al Khader, Al Khas and Al No'man, and Zakaria.

Modernization and Development of Ghirass Cultural Center, in co-operation with the DED Association and Foundation:

1. Completion of maintenance work within the Centre in addition to the completion of the supply of furniture, office and electrical equipment, which began in the third quarter of 2009.
2. Support for the Games Department and the addition of many educational games relevant to particular age groups.
3. Support for the Center's library, including nearly one thousand three hundred children's books with an emphasis on books for preschool children.
4. Professional development through teacher training, aiming to improve the quality of education in primary schools and kindergartens with particular regard to the integration of work between school , home and community.
5. Development of a program of Enlightenment and Reading aimed at preschool children in kindergarten under the motto 'I was Born to Read ... Read to me'.
6. Development of a program to encourage reading for students in primary school years 1-6 under the motto 'I was Born to Read ... Read to me'.
7. The development of a cultural program for the community in general.
8. The development of a literacy program focusing on women.
9. The landscaping of the garden of Ghirass Cultural Center on the west and south sides.
10. Continuation of the work to increase support for the Ghirass Cultural Centre by liaising with the German Foundation for Development (DED), which aims to develop and support human resources at the Center.

Departments and Programs in Ghirass Cultural Center

The Ghirass Cultural Center has adopted an efficient system and routine, which is flexible and adaptable to the needs of the children and sudden changes in the community. We are pleased in this part of the report, to review some of the activities held in Ghirass Cultural Center.

Library and Cultural Activities

Reading is the main element by which Ghirass Cultural Center develops the child's personality. This is done by encouraging library activities such as reading and creative writing through the development of the cognitive abilities of the child and their enrichment in a collaborative environment.

This year was significant in that we increased the focus on the role of parents reading to their children through the program *'I was Born to Read ... Read to Me*, which encourages parents to start reading to their children at an early age in order to encourage the child's relationship with books from childhood and enrich his language and cognitive skills. The success of this program is clear from the good attendance, in particular by children who suffer from difficulty with reading.

Many homes and schools lack books and suitable reading material and there was a demand from marginalized children to borrow books to take home.

The library contains at the present time around 6,483 children's books in Arabic and English, with the addition to the library in 2010 of around 1,352 specialist children's books.

The most important activities undertaken by the library on a regular basis in 2010:

1. Efforts have been made to motivate children to borrow books and help them to pick stories about which the children can have brief discussions of simple events. This helps to confirm the amount of benefit, which the child is receiving.
2. Discussions about novels and stories take place with small groups of boys and girls between the ages of four to twelve years, particularly those under the age of eight who suffer from reading difficulties, in order to focus on the skill of listening.
3. The involvement of children in a set of group games that require a focus of attention, such as characters in games, silent motor expression, expressive drawing, and using these games to increase children's cooperation and sense of being part of a team.
4. The Library Department set up a competition for Ramadan, in which a question was written on the wall for the child to save in a special book until the end of the month. Community activities such as painting exhibitions, and other cultural activities were carried out in other institutions.

Remedial Program for children with Learning Difficulties

The Center established five courses for the treatment of learning difficulties, which included in each an average of 110 boys and girls. These were a follow on from previous years when staff were working with around 350 children. Some of the children renewed their session automatically because of their continuing need for this service. This program is meant for children with learning difficulties, which have delayed their progress in school, preventing them from reaching their potential. Through this

special education program we aim to improve their performance in school and help them to reach their full potential.

In 2010 participants in this program came from nearly 45 schools, both public, private and those belonging to the UNRWA (United Nations Relief and Works Agency), from villages, refugee camps and the City of Bethlehem, as well as some children from Jerusalem and Hebron.

English Language Program

Approximately 150 children took part in 2010 in English language courses, which are held on the same system as the treatment program for learning difficulties. Children are arranged in small groups of 3-4, which provide the required facilities for a child to pursue the skills in the Center that are learned at home.

Computer department

In the Computer Department children use computers supervised by a competent teacher. Training workshops take place periodically to familiarize children with the use of computers and to take advantage of some of the educational and cultural web sites. Workshops for parents were also held to instruct them on the use of computers for education and to highlight the dangers of children using computers without direction and guidance. In addition, many mothers took part in the sessions to improve their keyboard and computer skills, as did many of the staff at the center. The number of beneficiaries of the computer department was 1,230, which included children, parents and staff.

Music and Palestinian Heritage.

In addition to creating a choir, Ghirass Cultural Center has had great success particularly in the education of Palestinian popular heritage and in its work to spread the concept of Palestinian popular heritage among children. This section attracts increasing numbers, who want to learn the traditional Palestinian Dabka dancing as well as Palestinian singing.

Many members of *Hakaya* (the dance group belonging to Ghirass Cultural Center) teach Palestinian heritage in their schools.

Hakaya for Folk Arts in 2010 consisted of 60 children between the ages of 8-16 years representing the city, villages and refugee camps of Bethlehem. The Department of Music and Folklore interacts with other departments and programs in various activities. The number of beneficiaries of this section was 250 children.

'Hakaya' participated in many festivals in 2010, among them:

1. Festival of Palestinian Child's Day.
2. Festival of Battir Habitat.
3. Festival of Children's Villages.
4. A Presentation for Bethlehem Arab Society.
5. Christmas celebrations.
6. Summer Camps celebrations.
7. A Celebration of the Fair Trade program of the University of Bethlehem.
8. A Presentation to the President and Members of the Municipality of Cologne in Germany.

Art and Handicraft department

- Throughout 2010 nearly 450 children benefitted from workshops, learning about the types and use of color, and drawing.
- This year was distinguished by the involvement of parents in technical workshops with their children as well as art workshops, in which a group of children took part in completing a single painting. Techniques were used for the integration of children with learning difficulties.

An exhibition of paintings and handicrafts took place in 2010 in collaboration with the Directorate of Education, which included 370 students of graphics from private schools, government and UNRWA.

- An exhibition of the joint work of the Ghirass Center and school students was held for a week during Palestinian Child's Day.

• Educational games department

This section includes several educational games suitable for children of all ages in the Center and in 2010 1,200 children took part. These games help to enhance the mental processes of attention, perception, memory, language, and thinking, as well as improving social and emotional skills. The presence of the supervisor with the children ensures that all benefit from the activities.

Summer camp 2010

- a summer camp under the name '*Ghirass Palestine*' included 170 children from all areas in Bethlehem. The camp began on June 26 and ended July 24, 2010.
- the camp was attended by many children with special needs, including a blind child, others with hearing disabilities and many others with learning difficulties. A priority for the Ghirass Cultural Center is equal opportunities for all.
- The camp program included indoor activities for three days a week and over the whole period of the camp included drama, crafts, music, singing, dancing, cultural activities, etc.
- In addition to outdoor activities there was a day each week of swimming and walking trips to visit the following locations: Irtas, Peter and Cremisan within the province of Bethlehem.

Cultural Exchange Program

- in 2010 a total of 16 person were received from Norway and the British foundation Bethlehem Link, the cultural exchange programs with the Ghirass Center. Two members of the Norwegian Foundation FO, were hosted by Palestinian families for a period of ten days.

Psycho-Social Support Department

- This department includes a specialist and a social worker, as well as a volunteer in the field of psychology from Germany, who worked in part with mothers and children. The number of beneficiaries of this section is approximately 509, who participated in the programs of family education, youth leadership, guidance for individual children, individual counseling to mothers, and individual consultations.
- The problems suffered by children and parents have political, educational, economic and social dimensions. The presence of the social worker is to promote the role of parents and involve them more in the process of education and follow-up of their children. Ghirass Center

makes every effort to use all of its potential to provide a secure environment and support for the child and his family in an atmosphere of acceptance, equality and equal opportunity.

Teachers' Training Program (from schools and kindergartens):

This program includes three courses for teachers in public, private, and UNRWA schools:

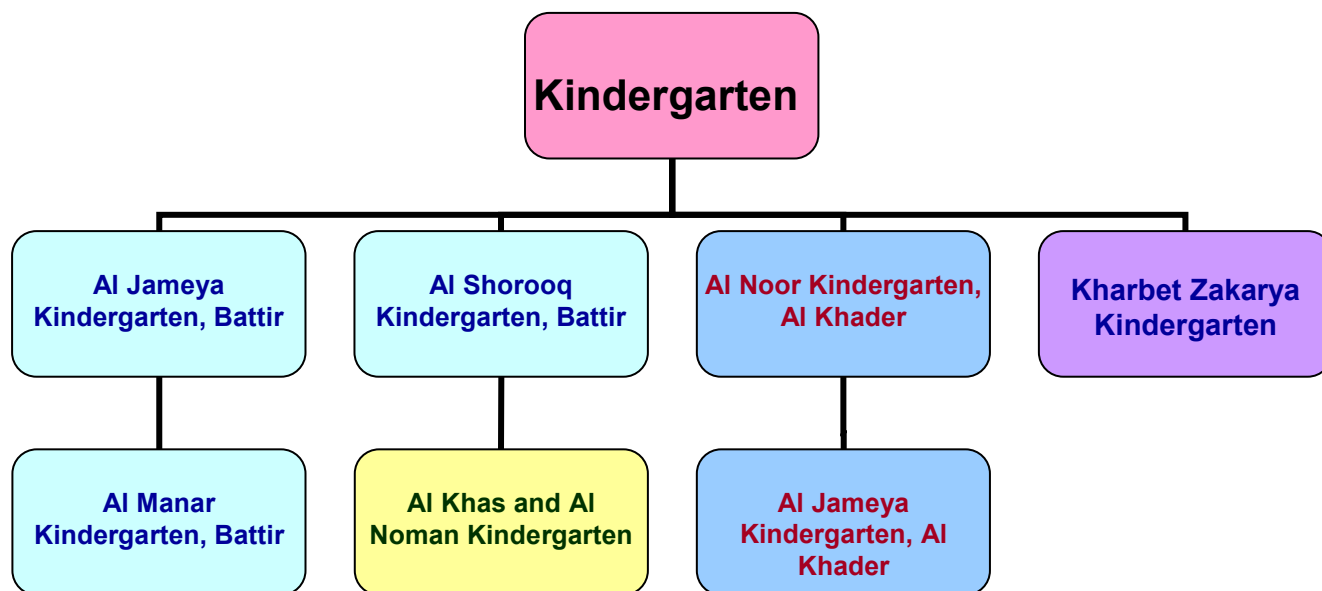
- The program started at the beginning of October 2010 and is a training program for the treatment of learning difficulties and delay mode (3 cycles). Approximately 75 teachers participated, with a focus on teachers of stages 1 to 4 in the following locations:

Battir, Al Khader, Beit Fajar, Za'tara, Wade Al Nees, Ras El Wad, Thabra, Tekoa', Khalet of the Prophet Zechariah, as well as teachers from schools in the city of Bethlehem. Under the title of *'Improving the Quality of Education - integration of work between home, school and the community'*.

- Workshops took place in skills needed by the child before entering school and the importance of language development in learning to read, in addition to the skills of reading. 20 kindergarten teachers took part in the workshops.
- Follow-ups were made in schools in Battir, Al Khader and Kholat Zechariah, as well as Al Khas and Al Nu'man in order to support the implementation of the program in their schools. Mobile libraries and collections of books, commensurate with the numbers and ages of the target group in grades 1-4 were also provided as well as work on involving parents in the program through the meetings in all targeted schools.

Enlightenment Reading Program in Kindergarten ('Born to Read, Read to me'):

Work started in October 2010 and the following table shows how the Centre provided the schools with books appropriate in quantity and quality as well as a mobile library, as part of its program. Teachers of the Center make periodic visits to follow up the program, the workshops and meetings with the mothers of all children in the kindergarten target.



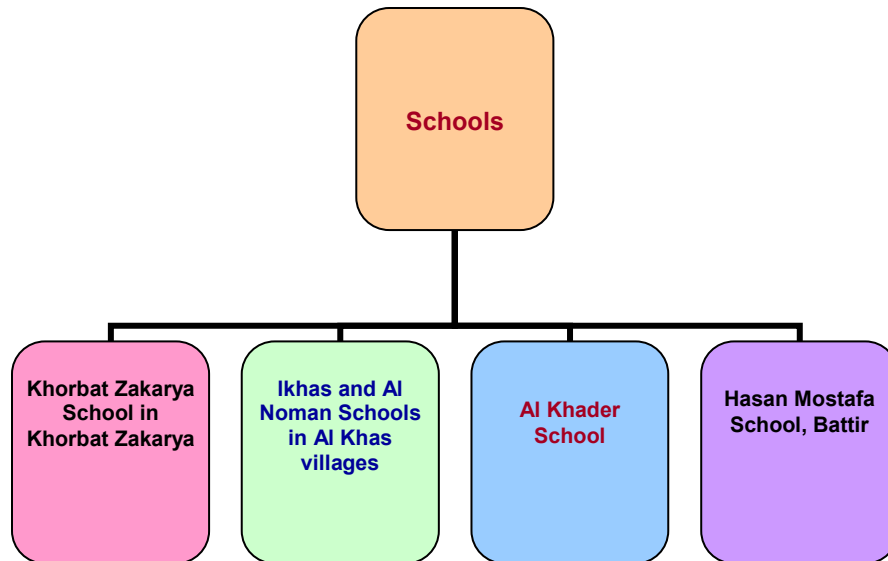
Numbers of Children in the Kindergarten Enlightenment Program to Encourage Reading (Total 347 children)

almanar kindergarden batter	kindergarden batter	alshoroog kindergarden batter	alnoor kindergarden alkhader	aljameya alkhader kindergarden	alkhas and alnoman kindergarden	al profit zakarya kindergarden
35	16	78	117	45	50	6

Campaign to Promote Reading in Schools:

This campaign, which supports the training program for teachers and students, takes place in the field. The vocabulary is closely linked to the level of fluency in reading.

Numbers of pupils in targeted schools in the Enlightenment Program to Encourage Reading (421 pupils)



Hasan Mostafa School 6-1	Al Khas and Al No'man School-1 6	Al Khader Boys' school 1-4	Zakarya School 1-8
154	111	125	31

Literacy Program:

The Ghirass Cultural Center Literacy Program

The common factor among the majority of children who suffer from learning disabilities and delayed mode at the Ghirass Cultural Centre is the limited education of parents, especially mothers. Many mothers suffer from inability or poor ability in reading and writing, and are weak in mathematical skills. They therefore lack the skills to follow up their children in the Center's treatment program for learning difficulties, which is based largely on involving parents in the education of their children. In addition, the program to promote reading for children *'Born to Read / Read for Me'* depends on the role of parents in reading to their children. The aim of the literacy program is as follows:

1. Enable this group to acquire the basic skills in reading, writing and arithmetic.
2. Raise awareness among this age group so that it becomes a nucleus for other women and helps them to join the centers of literacy and adult education.
3. Develop and improve the status of women socially and culturally to meet the needs of themselves and the community.
4. Provide ongoing support to these women by providing literacy materials for a follow-up stage.

	Numbers of families	Age of marriage	Living place	Level of education	Age
1	5	15	Doha	5	26
2	6	Single	Zakarya	7	17
3	11	Single	Irtas	10	17
4	10	Single	Irtas	7	18
5	14	Single	Al Khader	6	40
6	9	14	Zakarya	2	46
7	5	15	Irtas	4	25
8	4	19	Zakarya	1	34
9	4	17	Doha	7	38
10	7	18	Bet Fajar	4	50

Some notes about the schedule

1. The number of family members includes parents.
2. Most of the members have finished the fourth grade and above, however they do not recognize the characters for reading and writing and their knowledge in the skills which precede reading and writing is weak. This gap had not been monitored by the teachers and so they did not construct a program for it. Each member is of a normal level of intelligence and enjoys an especially high level of social intelligence.

Cultural Program Directed at the Local Community

This program is intended to enhance communication within the community and includes the following activities:

1. A clarinet performance by the artist Fadi Ghoul, to an audience of nearly one hundred.
2. A concert by the Awtar Band, with songs of Sheikh Imam, to an audience of approximately one hundred.
3. A workshop of storytelling skills given by the teacher of the target kindergartens in the outreach program, to 20 teachers.
4. A concert by the artist Albert Mor'eb from Haifa, to an audience of about 80.

External Entertainment Program:

This program included the following series of events:

1. A trip to the city of Nablus for 55 mothers of children participating in the Center.
2. A trip to the Ramallah area with 55 children from Jericho, members of *Hakaya* and volunteers in the Centre, in recognition of their efforts and loyalty to the Center.
3. A trip for the participants of the children's program on the Treatment of Learning Difficulties to areas of Ramallah and Jericho, attended by 110 boys and girls.
4. A walking tour for children and parents starting from Cremisan to the village of Battir, attended by approximately 100 children and their families.
5. A relaxing day out with the children of Zakaria and Al Khader Center for Special Education to the Degol pool for nearly one hundred children and mothers.

Improving the role of parents in working with their children

- 1- Ghirass Cultural Center continued its strategy of encouraging , supporting and involving the parents in various activities at the Center, and involving them in the education of their children in a way which is fun and productive.
- 2- The outreach program, directed primarily to parents was started to encourage them to read to their children and to increase the interaction between them and their children in kindergartens and target schools.
- 3- The Center has held five bi-monthly meetings for parents in 2010. The meetings are also workshops to discuss a specific topic proposed by the parents
- 4- Discussion groups are held with parents on the importance of reading to their children from an early age, even those aged less than one year, in order to create a relationship with them.
- 5- Meetings are held with individual parents every two months, to discuss matters concerning each child.
- 6- The Center not only welcomes the involvement of parents in special education and English courses, but it also views the parents as its best partners, on whom it can depend. Cooperation with the parents is always seen to be permanent and effective.

- 7- Parents participated in all the celebrations, which took place during the holidays, such as the Spring celebrations, the Palestinian Child's Day celebrations, Summer Camp celebrations, etc..
- 8- In the spring of 2010, parents, accompanied by their children, participated in a walking tour of the area visiting the villages of Batir and Cremisan where they were introduced to the environment and nature in Palestine. They expressed their feelings of comfort and joy in this activity.
- 9- Mothers participated in the trip to Nablus as part of the entertainment program. 55 mothers were accompanied by the teachers at the Centre.

Enhancing the skills of professional staff by involving them in many of the workshops

Ghirass Cultural Center staff continued their professional development through several courses and workshops in 2010 including the following:

- A session to improve computer skills, under the supervision of the Ghirass Centre.
- Follow-up sessions in the treatment of learning disabilities, under the supervision of the Centre and the Directorate of Education.
- A workshop on games.
- A workshop with Katan.
- A workshop with the Tamer Institute.
- A workshop with the Directorate of Youth and Sports.
- A course on Trauma with the German Foundation (Wings of Hope), in cooperation with Dar Al Nadwa in Bethlehem.
- Encouragement of a love of reading in children, under the supervision of the Tamer Institute.
- A course to develop children's skills through music and singing, under the supervision of the Foundation 'Music without Borders'.
- A workshop conducted by the Centre on storytelling skills under the supervision of Khaled Massou.

Volunteer work at the Ghirass Cultural Centre in 2010

- In addition to the children and staff of the Centre and the people who continuously participate in voluntary work, the Center encourages the local community and foreigners to volunteer in the center.
- 15 students from the University of Bethlehem volunteered at the center for the Community Service Course (5 hours per week over four months).
- A number of foreigners volunteered in the Center's section in music, painting, crafts and drama. The Foundation 'Musicians without Borders' took part in the summer camp.

- Many of the younger children depend on the support of volunteers from previous generations, who have returned to the Center to help. Ten older volunteers were very active and helpful with the summer camp.
- The commitment of the older children in helping the younger ones draws attention to the Centre's role in the personal development of children who will become our future.

Improving public relations in Ghirass Cultural Center

- 1- The staff of the Ghirass Cultural Center makes a great effort to present it as a platform and a center for discussion for people in this area of specialization and services.
- 2- The Ghirass Cultural Center liaises with all local centers and institutions in order to provide the best for its children without discrimination and seeks permanent and continuing support from Bethlehem Arab Society for Rehabilitation and its various specific programs of intervention in times of crisis. Children have a two-way transfer from the Center to the General Assembly of BASR and the children there participate in activities located in the Center.
- 3- Ghirass Cultural Center collaborates with several representatives of UNRWA schools, many private and public schools, the University of Bethlehem, the village children, Tamer Institute and Education Foundation. It participates in various institutions and seeks to co-operate in education in all possible areas.
- 4- The Center has agreed a partnership with the Directorate of Education in Bethlehem to include a staff training program, the Enlightenment Reading in Kindergarten and a program to encourage reading in public schools.
- 5- Many of the celebrations of the Centre are presented on local television stations.
- 6- The current team at the Center helps to establish a good reputation in the local community so that the Center's name is appreciated and respected.
- 7- The program of Reading Enlightenment and the campaign to promote reading in schools and kindergartens was founded by the Ghirass Cultural Center.
- 8- A visit to the Gaza Strip by the Director of the Centre and the DED Foundation led to a discussion on ways to co-operate and co-ordinate with institutions such as the Islamic University, the Mental Health Association and Save the Children Foundation.
- 9- Trips for relaxation encourage and increase communication with parents.
- 10- Most services are provided at a very reduced fee.
- 11- Communication takes place through audio-visual, written and online news media agencies and newspapers.
- 12- An opportunity is provided for many institutions to use the programs and facilities of the Center for the implementation of their activities, such as the Tamer Center and French language course, etc..
- 13- The Center aims to develop facilities which provide the best services, by advertising and promoting voluntary work in order to encourage communication with the public and maintain the Centre as a source of education, information and entertainment.

- 14-The electronic web page reports news about the ongoing activities of the Centre and its activities
- 15-There are various events, such as concerts, for those of a more intellectual nature.
- 16-The annual and the permanent gallery attract people who are interested and concerned.

The impact of the current situation on the work of the Centre

- 1- The political situation in Palestine still has a major impact on the economic situation for most of the population. Many people do not have access to employment, especially the working class who rely heavily on work in "Israel" as they are the majority of the unemployed.
- 2- This economic, social and political situation creates an additional burden on the Centre.
- 3- The main objective of the Ghirass Cultural Center is to be flexible and available to all children regardless of their social and economic level or any other differences. It considers each case on its own merits .The aim is to integrate children into society in an effective manner and develop their social, mental and emotional abilities. For this reason we are liaising more with external organizations.

Closing notes

Ghirass Cultural Center aims to carry out all activities to the highest standards, providing equal opportunities in education and encouraging the healthy development of children. It regards as of prime importance the integration of all children equally, regardless of any differences, by providing activities which help to increase their potential.

Achievements during 2010 will have an impact on:

1. the improvement of activities with children and their parents by providing a better atmosphere and better resources
2. the possibility of arranging more training courses, workshops and events, with the advantage of modern equipment now owned by the Ghirass Center.
3. an increased opportunity to expand existing programs and add new programs, particularly one to involve parents and the community more in the activities of the Centre.
4. the happiness and pleasure of parents and staff at the Ghirass Cultural Centre as they watch the process of modernization and development at Ghirass Cultural Center and its cultural programs. The Center has always belonged to the community and wishes the best for the children and their families.
5. job opportunities, which have been created and are so important to families, particularly the head of a family who has suffered from unemployment.
6. society in general, which is thrilled to see the new modern look of the Center, knowing the impact this will have on all current beneficiaries and beneficiaries in the future for many years.

7. the spirit of the staff and the community, seeing that the Center is always well maintained and up to date.

From the viewpoint of those who work in the center it has been wonderful to see children grow and develop as personalities in their social behavior, academic skills and positive attitude to life. We hope that their future will be a happy one, with joy and optimism in their lives and ours, and that the difficulties of the past will be reduced through the vision of progress and development.

Please accept our assurances of appreciation and respect

Ibtisam Ilzghayyer,
Director of Ghirass Cultural Center

Total activities in the departments and programs for Ghirass cultural center in 2010

Activity	Start date	End Date	Number of beneficiaries	Notes
Cultural activities in the library.	2010\1\1	2010\12\31	1,200	Loan of books, discussion about stories, competitions.
Training of teachers and teachers of kindergartens and librarians.	2010\2\10	2010\12\1	100	Teachers of government schools + private schools + UNRWA schools. In addition to the kindergarten teachers.
Special courses for children	2010\1\2	2010\12\30	350	Treatment program for children with learning difficulties over five sessions. Each session takes place over two months.
English courses for children	2010\1\2	2010\12\30	150	Five sessions. Each session takes place over two months.
Meetings with individual for parents	2010\3\10	2010\12\31	250	Meetings every two months.
Literacy program	2010\8\5	2010\12\31	10	Women from different locations.
Art gallery competition	2010\2\12	2010\4\10	370	Included artwork from private schools, government, and UNRWA.
Art department and handcraft	2010/1/1	2010/12/31	450	Children of the Center.
Music department and heritage	2010\1\1	2011\12\31	250	Hakaya band for dabka + singers, in addition to activities with children at the Center.
Campaign to promote reading and the Enlightenment Program	2010\1\1	2010\12\31	768	Kindergarten children and the target schools.
Educational play department	2010\1\1	2010\12\31	1200	Children of the Center.
Computer department	2010\1\1	2010\12\31	1230	Children of the Center, mothers and the staff of the Center.
Summer Camp program	2010\7\1	2010\8\1	170	Children from districts , villages and camps of Bethlehem.

Psychological and social support program for children	2010/1/1	2010/12/31	509	These activities included: family awareness, youth leadership, guidance for individual children, guidance for individual mothers and individual consultations.
External entertainment program	2010/1/1	2010/12/31	300	Special trips for children in the Center and their mothers, walking trip to Battir.
Cultural program directed to the local community.	2010/1/1	2010/12/31	350	Clarinet performance; concert by the Awtar Band, a concert by the artist Albert Mor'eb to the songs of Sheikh Imam, a concert by the Edward Saed Band.
Palestinian Child's Day festival	2010\4\5	2010/4/5	500	Children, families and friends of the Center.
Cultural exchange	2010\4\1	2010\12\30	18	Bethlehem link + Fo Telemark Members' visits.