Ghirass Cultural Center-Bethlehem

Annual report for the year 2015
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**Attachments**
- Schedule of activities in the departments and programmes for Ghirass Cultural Center during 2013
- Successful stories
1. 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 regardless of their sex, religion, social class or political issues.

It addresses the needs of the children, their parents and teachers of Bethlehem district. The Center opens its doors to children from eight in the morning until four in the afternoon, six days a week. Children younger than six years are accompanied.

The Center is affiliated to Bethlehem Arab Society for Rehabilitation, one of Palestine’s leading nonprofit organizations.

2. Goals and objectives

Since the Ghirass Center was established it continues to work on achieving several goals:

- 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 and strengthen the position of women. The girls are active in the Center, and all activities are for both sexes, which strengthen the self-confidence, knowledge and possibilities of and for the girls.
- To promote the cognitive, emotional, social and physical development of children.
- To enhance the children’s sense of responsibility, self-confidence and mutual cooperation.
- To promote cultural exchange experiences among 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.
- Contribute to the support of the Palestinian community in enhancing its capabilities in education, culture and the arts field.
Mission & Vision

Mission Statement:
Adopt a comprehensive approach in dealing with children and their families, specialization in the provision of services through using a multi-disciplinary staff group with parents playing a fundamental role.
Constantly strive to ensure the leading role of the Center as a national reference point. This includes maintaining Palestinian identity through cultural, educational and social means.
We develop the exchange of knowledge and experience to produce a generation capable of carrying humanitarian and national responsibility.

Vision:
To improve the quality of life for children and their families in accordance with Children’s and Human Rights conventions.

Our Values
• Child focus — we consider the rights and needs of our children in everything we do.
• Integrity — we act openly, honestly and ethically.
• Collaboration — we develop innovative and effective working relationships with our children and their families, stakeholders and partners.
• Learning — we encourage innovation and strive to continuously improve our services.
• Accountability — we are accountable for our decisions and actions.
All departments continued with their programs on a daily basis throughout the year 2015. 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.

**Table shows the beneficiaries from Ghirass Center activities during the year 2015**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Children</th>
<th>Number of Parents</th>
<th>Number of Teachers</th>
<th>Number of Beneficiaries</th>
<th>Target Locations</th>
<th>Internal and external activities of the Ghirass Cultural Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of beneficiaries of the internal activities of the Center children, adult and teachers training.</td>
<td>1316</td>
<td>250</td>
<td>80</td>
<td>1646</td>
<td>Cities, villages and camps</td>
<td>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, Psychological and Social Support and teachers training course.</td>
</tr>
<tr>
<td>The number of beneficiaries of the outreach program</td>
<td>3273</td>
<td>1043</td>
<td>75</td>
<td>4391</td>
<td>Cities and villages in Bethlehem</td>
<td>Enlightenment Reading Program in kindergarten, a Campaign Promoting Reading in Schools, following up the implementation of the training program in kindergarten and schools in villages (Battir, Alkhas and Alno’man, Zakarya, Wad elnees, Alkhader, T’ou’, Beit Fajar, Husan, Alobedya, Nahaleen, al Ma’sara, Joret Al Sham’a, Marah Mo’ala and Wadi Fokeen).</td>
</tr>
<tr>
<td>Total</td>
<td>4589</td>
<td>1293</td>
<td>155</td>
<td>6037</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. The main Beneficiaries of Ghirass Cultural Center during the year 2015
Analysis of child beneficiaries of the cultural activities of the Ghirass Cultural Center in 2015

1. Distribution of the number of beneficiaries programs by gender:
   - Females 52%
   - Males 48%

The increase in the proportion of female beneficiaries is due to the involvement of larger numbers of mothers in the Center's programmes compared to that of fathers. And the teachers’ training course has more females than males.

2. Geographic distribution of beneficiaries focusing on those taking part in the activities of the Center:
   - a. Bethlehem, Beit Jala, Beit Sahour and Aldoha: 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: the number of beneficiaries was increased to 4391 from the kindergarten and targeted schools in the villages only (Battir, Alkhas and Alno’man, Zakarya, Alkhader, Tqou’, Beit Fajar, , Nahaleen, al Ma’sara, Joret Al Sham’a, Marah Mo’ala,Wadi Fokeen and Husan). Other new locations were added by the request of the Ministry Director as in Beit Fajar kindergartens.
Ghirass Cultural Center has adopted an efficient system and routine, which is flexible and adaptable to the needs of the children and to unpredictable events in the community. In this part of the report we review some of the activities held in the Center during the year 2015.

1- Library and Cultural Activities “reading is the spiritual food and the key of knowledge”

Ghirass Cultural Center considers that reading is the main element which develops the child’s personality. This is done by encouraging library activities such as reading and creative writing through the development of children’s cognitive abilities and their enrichment in a collaborative environment. The number of children that visited the library with their parents was 1646.

This year was significant in that we increased the focus on the role of parents reading to their children through the program “Born to Read ... Read to Me”. This program encourages parents to start reading to their children at an early age in order to encourage the child's relationship with books and enrich his/her language and cognitive skills. The success of this program is clear from the good attendance, in particular by children who are living with learning difficulties and underachievement problems.

Many homes and schools lack books and suitable reading material. The library has 9000 books in both languages Arabic and English books, most of it children's books.
The most important activities undertaken by the library on a regular basis in 2015:

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 degree of benefit gained by the child. Around 3500 books were borrowed throughout 2015.
2. Encouraging children to use their imagination by drawing after reading and discussing stories.
3. Hosting many parents to show how important reading is and for them to read to their children as well as train them on storytelling skills. It has been noticed that many children come weekly to the library with their parents or by themselves, share in the library activities and borrow books.
4. Cooperation with the Tamer Institution and the Center involved its campaign, "one book donation" for all kindergarten and schools.

2- Remedial Program for children with Learning Difficulties

These are the points that were worked on through working with parents and their children in the remedial teaching

- Children will not have to leave their schools and can stay with their class mates by supporting them outside the school and at home. No child has to leave.
- The children showed improvements in the academic skills as (reading, writing, English and mathematics), it was obviously clear in their results in school and some of them obtained higher marks than were expected in the year 2015.
- Self esteem and the social aspects increased in most of the children through their coming to the Center. They became able to play and have contact with every one without fear or being aggressive.
- The relationship between parents and their children is improved, parents develop the right strategy in how to deal with their children without being aggressive. It was obviously through the activities and the parents’ notes.

During the year 2015 the Center established five courses- each for two months- for the management of learning difficulties. Each course included an average of 110 boys and girls. These followed on from previous years when staff were working with around 327 children and parents. Some of the children renewed their sessions automatically because of their continuing need for this service. This program is meant for children whose learning difficulties have delayed their progress in school, preventing them from reaching their potential. Through this special education programme we aim to improve their performance in school and help them to reach their full potential emotionally, socially and academically.

In 2015 participants in this program came from nearly 45 schools, 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 few from Jerusalem and Hebron.

No child has been transferred to any Center, they all stayed with their class mates in the normal schools. Most of the children showed their improvement in academic skills, it was clear from their evaluations in their schools in addition to their parents’ satisfactions.
The beneficiaries from remedial and delayed development school program during the year 2015

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Students</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Governmental schools</td>
<td>UNRWA schools</td>
<td>Private schools</td>
<td></td>
</tr>
<tr>
<td>1-</td>
<td>Numbers of children with learning difficulties</td>
<td>98</td>
<td>23</td>
<td>47</td>
<td>92</td>
</tr>
<tr>
<td>2-</td>
<td>Number of new children that did the required evaluations for cognitive structure</td>
<td>42</td>
<td>31</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>3-</td>
<td>Parents that benefit from the course</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>4-</td>
<td>Number of schools</td>
<td>24</td>
<td>6</td>
<td>15</td>
<td>-</td>
</tr>
</tbody>
</table>
**English Language Program**

In 2015, approximately 82 children and their parents took part in English language courses, which are held using the same system as the management 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. Working with children depends a lot on their parents and working at home so as a condition, an adult must come with the child to apply what they have learnt at home. Most of these children achieved high marks and beneftitted from this program to such an extent that it helps the parents to continue with it.

**Music and Palestinian Heritage**
Ghirass Cultural Center has had particular success in its work to widen the knowledge of and enhance the education of children in Palestinian popular heritage. This section attracts increasing numbers who want to learn traditional Palestinian Dabka dancing as well as Palestinian

The Hakaya groups (the dance and singing groups belonging to Ghirass Cultural Center) are considered among the best in Bethlehem area; they are highly professional and motivated, and have been rated number one in many national and local competitions. The Hakaya group’s costume is the traditional dress for the Bethlehem area.

Many members of Hakaya teach Palestinian heritage in their schools where the number of direct beneficiaries reached 270 children.

- First dabka band has 12 members male and female, ages between 14-16.
- Second dabka band has 13 members male and female, ages between 12-13
- Third dabka band has 13 members male and female, ages between 8-9.
- 5 girls take part in the Cultural song band.
- The Choir was established by cooperation with the Amwaj Institute. It had 60 children.
Hakaya’ had many performances in 2015, among them:

- Celebrating the Palestinian Child’s Day
- Gaza’s festival in the Russian Center that had 350 visitors.
- Christmas celebration with 300 visitors.
- Celebrating the Palestinian heritage day with 700 visitors.
- 5 Presentations for guests from abroad in Ghirass center.
- A festival in Britain on the Curve stage, there were about 250 spectators.
- 9 performances in Leicester schools, there were 1350 participants.

Art and Handicraft Department

Throughout 2015 nearly 423 children and nearly 46 parents benefited from workshops, learning drawing and the types and use of color. This department cooperates with other departments to achieve the required goals, such as working with Hakaya band and children with the learning difficulties program. This activity is considered as a major section of the summer camp where, at the end, an art exhibition of the children’s work and handicrafts is held. Children also drew art on the garden walls.
Educational Games Department
This section includes suitable games for all ages. 1279 children and 67 parents benefited from the activities of this department.

The main outputs that have been worked on:

- Enhancing the mental processes of attention, perception, memory, language, and thinking for children
- Increasing the social skills for children
- Parents being aware of the importance of play in the child's development.

This department has around 390 educational games.
Psycho-Social Support Department

According to the annual and weekly plans and reports that were implemented in 2015, it worked on these following outcomes in the weekly and daily program:

* Parents knowledge about the appropriate ways in how to deal with their children is increased.
* Children have the motivation to come to the Center and share in its different activities.
* Hakaya members are more aware of their self esteem and communication skills with others.
* The staff developed the right skills to express their emotions besides discussing their job satisfaction achievement.
The number of beneficiaries of the computer department was 450, including children, parents and staff. The following activities were done during the year 2015:

- update the Center’s website in both the Arabic and English version with publishing news continuously.
- Carry out maintenance work for the computers and the website.
- children used the computers for both entertainment by playing with games and learning by using the learning websites. On the other hand, they took part in some activities that were held during the year.
Outreach program in schools and kindergarten

Work started in October 2010 and new locations were added to the programme, throughout 2015 year we reached the following outcomes:

- Increasing parents’ awareness of the importance of reading and how it affects the cognition, social and emotional aspects of their children.
- Enhancing the reading skills and discussing stories by teachers and parents.
- Enhancing the imagination and creative skills of children. They also enjoyed the story telling and taking part in all the Center’s activities.
- The language skills have improved in both language enrichment and voice awareness. That leads to improving self expression skills and increased social interaction.
- Ghirass Center became one of the most respected Centers by all the target sites.

The program did many activities to reach these results:

- Provided the target sites with sufficient numbers of high-quality books, games and stationery with the required explanation in how to work with teachers, parents and children.
- Teachers from the Center make periodic visits to follow up the program and explain the importance of reading and how it affects the children’s improvement.
- Include some cultural entertainment activities such as movement, drawing and drama.
- Study trips to the Palestinian folk museum for students from schools who are members in the outreach.
- Following up and supporting the teachers by holding a learning disabilities course.
The following table shows the number of benefits in the targeted kindergartens

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Nahaleen</th>
<th>Avael</th>
<th>Alhokoma</th>
<th>Zahrat almadar</th>
<th>Wad folkeen</th>
<th>Marah mo'ala</th>
<th>Joret sharm'a</th>
<th>Masara</th>
<th>Alworood</th>
<th>Alnunor</th>
<th>Alkhader society</th>
<th>Obedeya</th>
<th>zakareya</th>
<th>Batir society</th>
<th>Alshoroq</th>
<th>Almanar</th>
<th>Khas and no'man</th>
<th>Aljeel aljadeed</th>
<th>Ahla alam</th>
<th>Banaelm</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children books</td>
<td>35</td>
<td>50</td>
<td>53</td>
<td>52</td>
<td>20</td>
<td>25</td>
<td>13</td>
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<td>5</td>
<td>15</td>
<td>1</td>
<td>56</td>
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<td>Visits</td>
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<td>5</td>
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<td>5</td>
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<td>5</td>
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<td>107</td>
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<td>107</td>
</tr>
</tbody>
</table>

Web site: www.Ghirass.org  TEL-FAX : 2742617  Email: info@ghirass.org  Page 17
The following table shows the number of benefits in the targeted schools

<table>
<thead>
<tr>
<th>School</th>
<th>Nhaleen</th>
<th>Hureya</th>
<th>Husan</th>
<th>Wadfokeen</th>
<th>Marahmo'tala</th>
<th>Beit fajar</th>
<th>Zakarya</th>
<th>Tqo'</th>
<th>Beit fajar</th>
<th>Khas no'man</th>
<th>Obedeya</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>35</td>
<td>400</td>
<td>354</td>
<td>102</td>
<td>90</td>
<td>277</td>
<td>37</td>
<td>130</td>
<td>439</td>
<td>102</td>
<td>149</td>
<td>2115</td>
</tr>
<tr>
<td>Teachers</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>Books</td>
<td>200</td>
<td>400</td>
<td>445</td>
<td>150</td>
<td>155</td>
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<td>151</td>
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<td>6</td>
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<td>6</td>
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<tr>
<td>Story discussion</td>
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<td>5</td>
<td>3</td>
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<td>Drawings</td>
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<td>5</td>
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</tr>
<tr>
<td>Parents meetings</td>
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<td>76</td>
<td>42</td>
<td>4</td>
<td>45</td>
<td>-</td>
<td>21</td>
<td>70</td>
<td>115</td>
<td>32</td>
<td>64</td>
<td>504</td>
</tr>
</tbody>
</table>
أنشطة داخلية وخارجية
، شاركت فيها كافة أقسام المركز

Outreach
Activities performed by Ghirass in collaboration with all its sections:

These activities were held on different occasions throughout 2015. They were covered by local media and were reported on the Center's website and on Facebook.

- 250 children and parents Celebrated Christmas on 15th of January. It's an annual tradition that the Center keeps since its establishment.
Ghirass Center was delighted to welcome a group of visitors from France, Belgium, Germany, UK and Norway. Our Hakaya group danced for them and the visitors very much enjoyed this exciting show.

- On April 4th, Ghirass Center celebrated the Palestinian Child's Day. Around 350 children and parents came to the celebration; they were from different locations and schools. Some new foreign visitors from Germany and Switzerland also took part.
- On April 20th Ghirass Center took part in the Palestinian Land Day in Alquuds University. 700 persons watched the dabka band’s exciting performances.

- Celebrating the folk tales day on April 22nd, Ghirass center hosted Tamer Institute and Bethlehem University to share in this day and participate in its activities related to reading.
On May first, Ghirass Cultural Center organized a hiking to Battir for 120 children and their families. This activity takes place every year and gives the children an opportunity to understand the natural world that surrounds them. It also organized another trip with SAWA to Nablus in the north, 30 children took part in this trip.

On April 3rd, Ghirass Center was delighted to welcome a group from the FO from Norway (Ghirass partner). The visit lasted for 8 days, our guests were welcomed into the family homes of some of our students. Our Hakaya group danced for them and the visitors very much enjoyed this exciting show. These foreign visitors to Ghirass Center come in response to the cultural exchanges which take place between the Center and other organizations as Leicester Friends.
- On April 3rd Ghirass Center was delighted to welcome 20 people from Norway. Our Hakaya group danced for them and the visitors very much enjoyed this exciting show.

- 350 persons took part in the educational conference that Ghirass held with the Ministry of Education and funded by GIZ. The conference was part of the outreach program. It also showed the Center’s experience in learning disabilities for the last 15 years.
- 150 children participated in the summer camp in the period between 2th to 16th of June 2015. The age group was between 6-13 years old. The children were divided into 6 groups according to their age. Each group visited every sector in the Center and the sectors are: computer, library, art, educational games, drama dabka and outdoors games that includes swimming and trips to gardens in Bethlehem area. It concluded with a ceremony that 200 children and their parents took part in.
- Ghirass Center was very happy and excited to welcome twenty children and three teachers from Gaza in August. GIZ funded the activity -our German partner- and supported Ghirass Center in building a relationship with Gaza.

The Center introduced the guests to its sectors and activities. Together with Ghirass children they visited historical places in the West Bank such as the Nativity Church in Bethlehem, Dome of the Rock in Jerusalem, Prophet Moses and Al Ibrahim mosque in Hebron. They especially enjoyed the swimming pool in Battir.

Children spent the entire week in host families’ houses and built deep relations. This visit concluded with a huge ceremony to welcome the guests in Bethlehem. They felt deep gratitude for the time they spent together and were sure to keep in touch in the future.

- The Hakaya Band visited the cities of Leicester and London in the United Kingdom. During the visit the band had the chance to demonstrate Palestinian heritage and culture. 11 host families welcomed all visitors with love and respect and invited them to spend the two weeks with them as members of their families. The band did several activities in 6 schools for about 1350 children.
Since August 2015, Ikedo training for children in Ghirass started once a week for two groups each with 12 boys and girls.

- 17-11-2015 was a special day for the Ghirass girl’s football team. There was a major girl’s football team competition between 4 teams from Salwan, Shofat, Balata and the Ghirass Center.
It was organized by the German Institute “GIZ” for both boys and girls at the beginning of September 2015. They all trained and were well qualified to participate in this competition.

50 children from both Hebron and Bethlehem joined in the Winter Camp carols on Friday 16th January 2016 in Jericho over three days. Amwaj is the name of the carol singers who were established 3 months ago by the director and coordinator Michael. They gave several performances in Dabka, singing, drama and other activities.
At the beginning of December the Center concluded a training course in learning disabilities for around 75 teachers in both schools and kindergartens. During the course they took part in many workshops in Art, Story discussions and educational games, so they can also work in this field.

Many unique and various activities have been done with both children and their parents, spread across three sectors: Art, library and Educational toys.
- Ghirass organized 10 visits to Solomon’s pools and the Museum for around 400 children (all from schools in the outreach program), it also included visits to Ghirass center with activities such as story telling and movement activities.

- On December 27th, psychosocial section in Ghirass held a workshop on psychological trauma for 11 journalists and a group of students in the media sector.
- 10 children from Ghirass Center took part in the Ikedo workshop in Ramallha on January 8th and 9th 2016 under the supervision of the advisor Andre Ramble. Other children from different locations such as Silwan, Shufat and Balata took part in this workshop which was held in a suitably quiet place in the countryside in order to help children to relax and learn. All children received a certificate for their commitment in this workshop: they were all happy and looking forward to the next workshop.
1- Ghirass Cultural Center continued its strategy of encouraging, supporting and involving 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- Since the outreach program was started, directed primarily at parents, to encourage them to read to their children and to increase the interaction between them.

3- The Center held five meetings every two months for parents in 2015. The meetings were also workshops to discuss a specific topic proposed by the parents.

4- Group discussions are held with parents on the importance of reading to their children from an early age, even to those aged less than one year, in order to create a relationship with them.

5- The Center not only welcomes the involvement of parents in special education and English courses, but also views parents as its best, most dependable partners. Cooperation with parents is always seen to be permanent and effective.

6- Parents participated in all the celebrations which took place during the holidays, including the Christmas celebration, the spring celebrations, the Palestinian Children’s Day celebrations, and Summer Camp celebrations that the Center held during the year 2015.

7- Working with four groups for the Preparation Program, there were 70 parents. Its goals are to help in how to educate their children and have solutions for social and educational problems.

8- 250 children and their parents shared in an entertainment and cultural trip to Jericho and Ramallah.
Ghirass Cultural Center staff continued their professional development through several courses and workshops in 2015 including the following:

- A session to improve computer skills, under the supervision of the Ghirass Center
- Follow-up sessions in the management of learning disabilities, under the supervision of the Center and the Directorate of Education.
- Workshops were held under the supervision of the Tamer Institute, including the librarian and the person responsible for the games department, showing the importance of reading.
- A course to develop children's skills through music and singing, under the supervision of the Foundation ‘Music without Borders’, including the librarian, the person responsible for the games department and from the outreach program, the kindergarten teachers.
- The staff attended 36 meetings in the Center about writing plans during the year 2015, reports and preparation for the activities that the Center holds annually.
- Participating in two workshops (about 14 hours) about conflict management and planning skills under the supervision of the GIZ.
- Participating in a course training (about 12 hours) for 8 employees. Subjects discussed included personal satisfaction, relaxation, stress and the emotional intelligence.
In addition to the children and staff of the Center and the people who continuously participate in voluntary work, the Center welcomes volunteers from the local community and overseas.

- 15 students from the University of Bethlehem volunteered at the Center for the Community Service Course (5 hours per week over four months) which totaled 50 hours for each volunteer.

- A number of people from abroad volunteered in the Center’s section in music, painting, crafts and drama. The Foundation ‘Musicians without Borders’ took part in the Rap songs.

- 10 young volunteers help in the Center’s work, representing a previous generation of Ghirass. They were also very active and helpful with the Summer Camp. The effort and commitment of these volunteers show how much the Center has had an effect on these generations, enhancing their personalities and self esteem and promoting their social and educational skills, and their patriotism.

- The commitment of the older children in helping the younger ones demonstrates the Center’s role in the personal development of children who will become the adults of the future.
1. The staff of the Ghirass Cultural Center make great efforts to present it as a platform and a center for specialized discussion and services for people in the area.

2. Ghirass Cultural Center liaises with all local and foreign centers and institutions in order to provide the best for its children without discrimination. It receives permanent support from Bethlehem Arab Society for Rehabilitation (BASR) through various programs of intervention in times of crisis, the CBR program and the therapy and optics program. Ghirass Center cooperates with several local rehabilitation centers in (Alkhader, Nahaleen, Duhesha and Alebedeya), in order to participate in activities at the Center.

3. Participating in SAWA SAWA and held several activities for the football team so that the Center won the cup.

4. Participating with We'am for teaching the Ikedo for children.

5. Participating with Amwaj Institute for teaching Choir skills.

6. The Center has drawn up a partnership agreement with the Directorate of Education in Bethlehem to include a staff training program, Enlightenment Reading in Kindergarten and the reading campaign.

7. 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.

8. The Center works to promote reading in schools and kindergartens through the Enlightenment Reading campaign. This help introducing Ghirass and its activities to schools and kindergartens. It concentrates on the villages in Bethlehem area.

9. Most services are provided at much reduced fees which enable all to benefit.

10. Strengthen the communications between parents and Ghirass through the entertainment trips.

11. Communication takes place through audio-visual, written and online news media agencies and newspapers. About 31 activities have been publicized by the Ma’an agency, on the Center’s website and the on Facebook.

12. An opportunity is provided for many institutions to use the Center and its facilities for the implementation of their activities, such as the Tamer Center, Inad Theater, musicians without borders, schools and kindergartens that participate in the Outreach Program, and the community service program that leads to qualified university students through working in the psycho social department.

13. The Center aims to develop facilities which provide the best services, through advertising and by promoting voluntary work encouraging communication with the public and maintaining the Center as a source of education, information and entertainment.

14. The Center’s web page is regularly updated with reports and news about the ongoing activities at the Center. It reaches 540 people monthly in different locations in Palestine, Britain, Norway, France, Germany and Belgium and others who care about the Center’s activities.
The impact of the current situation on the work of the Center

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 are the majority of the unemployed and rely heavily on work in "Israel".

2- The schools strike was a big burden on the center, it obstructs reaching schools in the outreach program. In addition, there is the increasing number on the waiting list of children in the remedial teaching program.

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 increasingly liaising with external organizations.
Ghirass Cultural Center aims to carry out all its activities to the highest standards, providing equal opportunities in all its activities and encouraging the healthy development of children. It regards as of prime importance the integration of all children and their families equally, regardless of any differences, through the provision of activities which help to increase their potential.

All participants show their satisfaction with the Center’s activities, children, families, schools and kindergartens that take part in the Ghirass center and in the outreach program and other supporting institutions.

The Center evaluates its work and activities continuously, whether they are activities for the children, parents, teachers and even the partner institutions. So that helps to know strengths and weaknesses.

Ibtisam Ilzoghayyer,
Director of Ghirass Cultural Center
### Total activities in the departments and programs for Ghirass Cultural Center in 2015

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of beneficiaries</th>
<th>Start Date</th>
<th>End Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural activities in the library</td>
<td>1646</td>
<td>1-1-2015</td>
<td>21-12-2015</td>
<td>Children, parents and teachers</td>
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<tr>
<td>Remedial teaching</td>
<td>327</td>
<td>1-1-2015</td>
<td>21-12-2015</td>
<td>Children and parents</td>
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<tr>
<td>English course</td>
<td>82</td>
<td>1-1-2015</td>
<td>21-12-2015</td>
<td>Children and parents</td>
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<tr>
<td>Computer lab</td>
<td>450</td>
<td>1-1-2015</td>
<td>21-12-2015</td>
<td>Children, parents and the staff</td>
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<tr>
<td>Music department and heritage</td>
<td>270</td>
<td>1-1-2015</td>
<td>21-12-2015</td>
<td>Children</td>
</tr>
<tr>
<td>Art department and handcraft</td>
<td>423</td>
<td>1-1-2015</td>
<td>21-12-2015</td>
<td>Children, parents and teachers</td>
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<tr>
<td>Cultural exchange</td>
<td>30</td>
<td>1-1-2015</td>
<td>21-12-2015</td>
<td>20 children shared in the trip to Britain for 17 days, a visit for the FO group for one week.</td>
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<tr>
<td>Psychological and social support program for children and parents</td>
<td>532</td>
<td>1-1-2015</td>
<td>21-12-2015</td>
<td>Children, parents, the staff and the local society.</td>
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<tr>
<td>Outreach program in schools and kindergartens in 15 villages</td>
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<td>21-12-2015</td>
<td>Children, parents and teachers</td>
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<tr>
<td>Training courses for teachers</td>
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<td>1-1-2015</td>
<td>21-12-2015</td>
<td>Kindergartens, private, governmental schools and UNRWA</td>
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<tr>
<td>Summer camp</td>
<td>150</td>
<td>7-6-2015</td>
<td>22-6-2015</td>
<td>Annual activity lasted for 3 weeks.</td>
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<tr>
<td>Hiking trip</td>
<td>150</td>
<td>1-5-2015</td>
<td>1-5-2015</td>
<td>Annual activity</td>
</tr>
<tr>
<td>Activity</td>
<td>Cost</td>
<td>Start Date</td>
<td>End Date</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
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<tr>
<td>External entertainment program</td>
<td>250</td>
<td>20-9-2015</td>
<td>31-12-2015</td>
<td>Annual activity</td>
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<tr>
<td>The child day celebration</td>
<td>350</td>
<td>5-4-2015</td>
<td>5-4-2015</td>
<td>Annual activity</td>
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<tr>
<td>Consulting educational conference</td>
<td>350</td>
<td>30-4-2015</td>
<td>30-4-2015</td>
<td>Cooperating with the Ministry of Education</td>
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<td>we are all Gaza</td>
<td>55</td>
<td>12-8-2015</td>
<td>18-8-2015</td>
<td>One of the projects that Ghirass did for the first time</td>
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<tr>
<td>Heritage day celebration</td>
<td>700</td>
<td>4-4-2015</td>
<td>4-4-2015</td>
<td>Annual activity</td>
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<tr>
<td>Ikedo workshops</td>
<td>30</td>
<td>1-1-2015</td>
<td>31-12-2015</td>
<td>A weekly activity</td>
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<tr>
<td>Football training team</td>
<td>20</td>
<td>1-9-2015</td>
<td>31-12-2015</td>
<td>Boys and girls teams</td>
</tr>
<tr>
<td>Coral</td>
<td>60</td>
<td>20-8-2015</td>
<td>31-12-2015</td>
<td>A weekly activity</td>
</tr>
<tr>
<td>Friends visited Ghirass Center (overseas)</td>
<td>75</td>
<td>1-4-2015</td>
<td>1-1-11-2015</td>
<td>Annual activity</td>
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