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REQUEST FOR CONTINUATION FUNDING
Preschool Education Program (West Bank/ Gaza)
Grant # AID/NE-G-1633

Submitted to
United States Agency for International Development
NE/TECH/SARD

Holy Land Christian Mission International
2000 East Red Bridge Road
Kansas City, Missouri 64131

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Program Description

I Purpose of Grant

The general purpose of the Grant is to provide partial support to the Grantee to ensure expanded, uninterrupted operation of early childhood education programs for Palestinian refugee children of the West Bank and to enable the Grantee to assist similar preschool programs in the Gaza Strip in implementing a comprehensive kindergarten curriculum developed under the Grant.

II. Background

During the 1974-75 school year, the Grantee initiated a program of child care centers for five-year-old refugee children in six UNRWA refugee camps on the West Bank. The program was established in response to severe conditions in the refugee camps which restricted opportunities for the early childhood development of refugee children. Facilities within the camps were stark and primitive and early childhood experience was devoid of playthings and games. Patterns of education tended toward rote learning, with little awareness of individual progress. Though the refugee children and their parents placed a high value on educational services and were well motivated, the UNRWA educational system did not accept children before the first-grade level.

In 1979, A.I.D. financed the establishment of an experimental in-home program under which mothers in the six refugee camps were trained to teach a structured pre-school program to their four-year-old children. The mothers' program was operated in conjunction with the kindergarten program and was intended to increase the readiness of four-year-old children for the kindergarten experience to follow.

The preschool education program achieved considerable success despite factors such as high teacher turnover and inadequate professional training of teachers which tended to limit its effectiveness. To minimize these difficulties, the Grantee undertook the development of a structured program to guide teachers and administrators by means of a documented curriculum providing direct, simple and easy-to-understand steps to be followed by both teacher and student in carrying out each day's activities. In 1981, additional funding was provided by A.I.D. for this purpose and a team of educational specialists from the United States was employed to prepare the curriculum.

The new curriculum was implemented on a trial basis during the 82/83 school year, offering a developmental approach to early childhood education including group instruction in general subjects, small-group instruction using structured lessons aimed at giving a head start in basic school readiness and a variety of free-play choices appropriate to the developmental levels of the individual refugee children.

Four hundred and eight (408) students were enrolled in the program during the 82/83 school year. Two classes, containing 30 pupils each, are

conducted in eight preschool centers located in six West Bank refugee camps. Classes are held six days per week over the course of the 35-week program.

The kindergarten program is complemented by a 25-week mother's training program which provides a structured, developmental course for four-year-olds. Specific printed lessons and support materials are supplied to 368 mother-child units annually. Twenty-three part-time teachers working under the supervision of the head teacher in each refugee camp introduce new lessons and materials to participating mothers in weekly visits to their homes. Children who complete the mothers' program are registered in the preschool center kindergarten program the following year.

III. Specific Objectives

- A. To assist the Grantee in providing a comprehensive program of structured, developmental education for five-year-old children in six Palestinian refugee camps on the West Bank--benefiting 400 children annually.
- B. To train refugee mothers in their own homes to teach a structured, preschool program to their four-year-old children--benefiting 368 mother/child units annually.
- C. To refine and further evaluate the documented kindergarten curriculum introduced during the 82/83 school year and to begin dissemination of curriculum materials to Palestinian preschool centers in the Gaza Strip.
- D. To transfer operational control of the eight preschool centers supported by the Grantee to qualified indigenous personnel.

IV. Implementation

Program activities directed toward the accomplishment of these objectives will be implemented in three phases. The attached chart outlines specific activities planned for the 1983/84, 1984/85 and 1985/86 school years.

The Grantee currently maintains preschool centers in Arroub, Deir Ammar, Shufat, Aida, Dheisheh and Fawwar refugee camps on the West Bank and assists 15 UNRWA preschools in the Gaza Strip through emergency financing provided under a separate A.I.D. grant.

As noted above, two distinct but complementary educational programs are provided by the preschool centers--a kindergarten program to prepare five-year-old children for admission to UNRWA elementary schools and a mothers' training program to assist mothers in preparing four-year-old children for participation in the kindergarten program.

Field staff includes 2 American volunteers who serve under the direction of the Mission's American Bethlehem Administrator, a Palestinian field coordinator responsible for assisting with overall management and serving as the immediate supervisor of the Palestinian teacher corps, a head teacher and assistant for each of the eight preschool centers and thirty*part-time teachers who conduct weekly in-home training sessions for those participating in the mothers' program.

All employees of the preschool centers, with the exception of the American volunteers, are local Palestinian women and the preschool center program represents a considerable and important employment and career-development opportunity for women in the local communities. Many of the part-time teachers are university students earning money to continue their academic training and their participation in the mothers' program provides valuable work experience which enables them to perfect their teaching skills. The structured, sequential or "developmental" approach to early childhood education embodied in the program will be reflected in the teaching methods these teachers utilize throughout their professional careers, thereby ensuring the long-term nature of the improvement in Palestinian educational methods which is the primary goal of the program.

Ongoing maintenance of the preschool facilities is a substantial task for the American coordinators and the head teachers in each camp. Security fencing has been installed to prevent vandalism and to provide a measure of control over access to outside play areas, but, given the nature of the situation and the atmosphere in a refugee camp setting, problems inevitably and understandably arise. In addition, stocks of teaching materials, many of which are in the form of worksheets used by the children, must be regularly replenished and this represents both an ongoing expense and an additional task for the teachers and assistants in preparing and organizing the materials.

The few paragraphs above describe the program as it is currently operated. With A.I.D. assistance, it has evolved over the last three years to the point that it is now a potentially significant factor in the improvement of early childhood educational practices on the West Bank. The Grantee requires additional financial assistance to ensure continued operation of the program over the next three years, a critical period during which the advantages of the program will be further consolidated and efforts will begin to make technical and material assistance available to other Palestinian preschool centers.

Phase I. With regard to Objectives A and B, Phase I of the implementation plan calls for continuation of the program essentially "as is."

The documented kindergarten curriculum referred to in Objective C has only recently been finalized after a full year of modification-in-use. It will be tested further during the 1983/84 school year with continuing teacher input leading to final modifications at the end of the second full year of utilization. The practice of fine-tuning new curriculum materials over a two to three year period is standard in the United States and especially when, as in this case, the curriculum represents a major change from previous teaching methods, it is essential to allow sufficient time for testing and modification. At the end of Phase I, or during the summer of 1984, final revisions will be made in the curriculum and it will be placed in a permanent, printed format.

Also, during this period preliminary arrangements will be made for utilization of the curriculum in the 15 preschools in the Gaza Strip. The West Bank and Gaza Strip preschool programs are already closely related. The mothers' training program used in the West Bank was modeled after a similar program initiated by the American Friends Service Committee in the Gaza Strip. If possible, pre-enrollment and year-end testing of

students' progress will be scheduled during Phase I in a number of Gaza Strip kindergartens in order to provide baseline data for future evaluation of the use of the curriculum in Gaza. The administrator of the UNRWA program in Gaza will also be provided copies of curriculum materials in their current form and will be apprised of developments in connection with use of the curriculum on the West Bank during Phase I.

Regarding Objective D, transfer of control of the program to indigenous personnel, the tour of duty of the current American volunteer coordinators has just expired. Efforts are underway to recruit additional volunteers to oversee management of the program for two more years. During Phase I, the present assistant coordinator, an American-educated Palestinian, will be promoted to Field Coordinator and will be given progressively more responsibility for management of the program. During this time, the American volunteers will be available to assist in managing the day-to-day operations, but they will be increasingly involved in the technical aspects of curriculum documentation and finalization as well as coordination with the Grantee's U.S.-based management staff, A.I.D. and, preliminarily, with the administrator of the Gaza Strip program.

Phase II. During the 1984/85 school year, the West Bank kindergarten and mothers' programs will continue to operate according to the standard procedures which have been established. The curriculum, completed during Phase I, will be in use in its final, printed format and for the first time the teachers will be able to rely on it to assist them in working with the children without devoting valuable time and attention to the curriculum itself. Sufficient additional copies of the curriculum and support materials will have been printed during the summer to supply the 15 kindergartens in the Gaza Strip.

Implementation of the curriculum in Gaza will involve the American volunteers in close coordination with the administrator of the Gaza program in the training of teachers, testing of students' progress, etc. Consequently, the Palestinian field coordinator of the West Bank preschool program will exercise nearly complete control of the daily activities of the eight West Bank centers, furthering her management skills while retaining access to the administrative back-up of the American volunteers. And, further, she will be able to concentrate on the routine functioning of the preschool center programs in a manner consistent with her future responsibilities without having to attend to the many bureaucratic and technical details of transferring new techniques to outside programs.

Phase III. During the last phase of the existing program, covering the 1985/86 school year, the American volunteer coordinators will be removed from the scene and the program will continue to operate under the complete control of indigenous personnel according to standard procedures established during Phases I and II. The West Bank preschool centers will remain under the general administrative authority of the Grantee's Bethlehem Administrator on a par with other programs supported by the Grantee, such as the Mission Children's Home and Elementary School and the Mount of David Crippled Children's Hospital--all of which are headed by Palestinian administrators.

With regard to the future use of curriculum materials documented under this Grant by the Gaza Strip preschool centers, it should be noted that the Gaza Strip program is not administered by the Grantee and it is therefore not possible for the Grantee to make commitments concerning future policies of the Gaza program. However, comments from returning volunteer coordinators

of the West Bank program indicate. first, that acceptance of the structured educational format and comprehensive curriculum materials of the Grantee's program is so high that they would continue to be used without further prompting by the Grantee and, second, that there is evidence of interest on the part of other West Bank educators in applying the techniques demonstrated in the Grantee's program to their own classrooms and teacher-training programs. It is expected, therefore, that after having received technical assistance in the implementation of the curriculum as well as practice in its use during the previous year, teachers and administrators in the Gaza Strip will be enthusiastic about its continued use. Also during Phase III, the Grantee will make complete copies of the curriculum available to other interested parties including those involved in conducting the teacher-training program at Bethlehem University.

V. Evaluation and Reporting

Evaluation of the program will be based on the Kindergarten Bi-Yearly Evaluation prepared by the educational specialists from the Elgin, Illinois School District for use in conjunction with the preschool curriculum, a copy of which is attached. It is designed to measure basic readiness skills necessary for a child to begin the academic work of first grade, including physical skills, social and emotional development, language development, reading readiness and arithmetic readiness.

Children will be tested at the beginning, middle and end of each year's program and the results will be charted by the head teacher in each center so that individual attention can be given in small-group sessions to the areas in which the children may be deficient.

Narrative progress reports will be submitted to A.I.D. at mid-year and at the end of each school year, covering progress in the achievement of Grant objectives and reporting the cumulative results of the academic testing of the children.

VI. Procurement

1. Funds provided hereunder will be used to purchase one U.S.-made, General Motors Van. This will be used to distribute materials among the various refugee camp centers, to transport teachers and children to special events and to transport project administrators between child-care centers on the West Bank for supervisory purposes and to and from the Gaza Strip for the purpose of coordinating implementation of the documented curriculum in the 15 UNRWA kindergartens operated there.

2. A photocopier of U.S. origin will be purchased locally for use during Phase I in duplicating curriculum modifications, new worksheets and learning aids. Every duplicating task requires the preparation of multiple copies and a photocopier with automatic sorter is needed.

3. Source and origin for the purchase of materials and supplies will be the United States, if available, and small or miscellaneous items will be purchased locally. Cost estimates for both the vehicle and the copy machine include import fees and the local value-added tax.

VII. Budget projections to support the Child Care Centers, Mothers Teaching Programs, kindergarten curriculum finalization and transition to Palestinian management, for the period beginning October 1, 1983 and ending September 30, 1986, are shown as follows:

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>Total</u>
<u>Total Budget</u>				
Direct Expenses:				
A. <u>Supervision</u>				
1. Travel (air fare, annual return to U.S., \$ 1200 x 2 volunteers)	\$ 2,400	\$ 2,400		\$ 4,800
2. U.S. Oversight (air fare for 1 visit to project by U.S. staff annually)	1,200	1,200	1,200	3,600
B. <u>Staffing</u>				
1. Salaries for 30 part-time teachers at \$ 2,621 per mo. (plus 10% annual inflation increment)	31,456	34,601	38,061	104,118
2. Salaries for kindergarten teachers and aides (16 persons) at \$ 2,943 per mo. (plus 10% annual inflation increment)	35,318	38,848	42,732	116,896
C. <u>Facilities, Supplies and Equipment</u>				
1. Repairs (painting and general upkeep, \$ 1,000 x 8 centers per year)	8,000	8,000	8,000	24,000
2. Regular supplies (crayons, paint, paper, books, clay, etc.) (\$13.75 x 400 students per year + 10% ann. inc.)	5,500	6,050	6,655	18,205
3. Vehicle (1 GMC Van)	30,000*	--	--	30,000
4. Photocopier (with accessories)	15,000*	--	--	15,000
D. <u>Curriculum Materials</u>				
1. On-site translator (\$490 per mo. x 1 yr.)	5,880	--	--	5,880
2. Printing --curriculum (Eng. & Arabic) 1165 pgs. at \$1.80 per 100 shts. (100 copies)	2,097	--	--	2,097

* including Duty and VAT

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>Total</u>
2. Printing (cont.)				
--worksheets for Kindergartens (500 copies x 85 sheets)	575	575	575	1,725
--worksheets for Mothers' Program (500 copies x 2 sheets per week x 50 weeks)	680	680	680	2,040
<u>Total Direct Expenses</u>	<u>\$ 141,104</u>	<u>\$ 95,804</u>	<u>\$ 101,853</u>	<u>\$ 338,761</u>

Indirect Contributions:

1. HLCMI overhead (audited rate of 24%)	\$ 33,865	\$ 22,993	\$ 24,445	\$ 81,303
2. Services of American volunteers (\$ 25,000 per year x 2 persons)	50,000	50,000	--	\$ 100,000
<u>Total Indirect Costs</u>	<u>\$ 83,865</u>	<u>\$ 72,993</u>	<u>\$ 24,445</u>	<u>\$ 181,303</u>

Budget Recap

Total Direct Expenses for 3-year continuation of the program:	\$ 338,761
Total Indirect Costs for 3-year continuation of the program:	<u>181,303</u>
TOTAL COST OF PROGRAM:	\$ 520,064

Total funds required for continuation of this project through September of 1986 will be \$ 520,064 of which \$ 266,000 is requested of A.I.D. Holy Land Christian Mission International's participation in this project is estimated at \$ 254,064 including management salaries and travel, expendable supplies, facility upkeep and overhead.

The A.I.D.-financed portion of the budgeted direct expenses over the three-year period is as follows:

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>Total</u>
Salaries	\$ 66,774	\$ 73,433	\$ 80,793	\$ 221,000
Procurement				
--Vehicle	30,000			
--Photocopier	15,000			
	<u>\$111,774</u>	<u>\$ 73,433</u>	<u>\$ 80,793</u>	<u>\$266,000</u>

Attachment I

PRESCHOOL EDUCATION PROGRAM (WEST BANK/GAZA)

Grant # AID/NE-G-1633

IMPLEMENTATION CHART (September, 1983 to June, 1986)

Phase I -- 83/84 School Year	Phase II -- 84/85 School Year	Phase III -- 85/86 School Year
A) Continue operation of preschool centers --employment of staff --adequate supervision --facility upkeep and equipping	A) Continue operation of preschool centers --same --same --same	A) Continue operation of preschool centers --same --same --same
B) Continue Mothers' Program --staffing (part-time teachers) --materials --supervision	B) Continue Mothers' Program --same --same --same	B) Continue Mothers' Program --same --same --same
C) Kindergarten curriculum --pre-enrollment testing (West Bank & Gaza) --teacher input --mid-year testing --year-end testing --final rewrite and printing	C) Kindergarten curriculum --continue pre-enrollment, mid-year and year-end testing of students' progress --introduction of curriculum into Gaza Centers	C) Kindergarten curriculum --continue pre-enrollment, mid-year and year-end testing --full-year use of curriculum in Gaza Strip preschool centers
D) Transfer of control to indigenous personnel --promotion of assistant to field coordinator --complete transfer of day-to-day supervision of West Bank centers --American volunteers provide general oversight	D) Transfer of control to indigenous personnel --Palestinian coordinator in control of day-to-day activities --American volunteers provide general oversight and technical assistance to Gaza centers	D) Transfer of control to indigenous personnel --transfer to Palestinian control complete --American volunteer coordinators removed from scene

8

DIRECTIONS FOR TESTING

- When marking the report and explaining it to parents remember that the same form is used for midyear as well as the end of the year. By midyear children are not expected to have completed all the tasks listed on the evaluation sheets. There will be many tasks that will be recorded to show that the children are beginning to grasp the concept but do not consistently demonstrate it.
- The skills listed represent basic readiness skills necessary to begin the academic work of first grade. It is anticipated that the children will learn much more than the evaluation reflects.
- Be sure to inform the parents that the last day of each week during small group time will be devoted to individual review of items not passed on the midyear evaluation.
- It is a good idea to have a parent meeting explaining the evaluation process before you give them their children's report.
- Testing sessions should last no longer than 20-30 minutes at a time. If a child seems tired or bored don't continue because the remaining testing will not reflect his abilities properly.
- Usually no more than one area of the test should be administered at a time.
- Some of the test items are best observed when the child is doing them in a group activity.
- If there is any doubt as to whether the child can complete the task do not pass him. You need to have an accurate record of tasks the child is unable to complete for individual work sessions with him.
- Individual testing can be done during routine group activities where the teacher aide could take charge (see week 17 day 6 for more details) This should only be done when the teacher aide is able to direct the large group with ease.
- Try to set up a corner for testing that is as quiet as possible. It would also be beneficial to create a few visual barriers (book case, cabinet) so that the child who is being tested can concentrate to the best of his ability.
- During familiar group games or activities let the aide lead and you sit down and record observations on children. Select 3 or 4 children each time you do this and observe whether or not they take turns, follow the rules, complete large muscle tasks, etc. Remember, don't just use the one observation time to record certain behaviors such as social skills. Be sure you sit down with paper and pencil. Don't trust your observations to memory - you'll forget!
- Testing should be completed over a 2 week period so that the reports should be given to the parents on the beginning of the 20th week. For end of the year, wait until the last week to give them to parents.

Teacher's name _____

Date _____

PHYSICAL SKILLS

Large Muscle Co-ordination

+	±	-

- Hops 10 times on each foot in stationery position.
- Gallops smoothly
- *Skips (5 times or more)
- Walks up to and kicks a ball.
- Throws a ball at a target
- Catches a ball
- *Consistently points to left/right side of body upon teacher command.
- Uses either right or left hand consistently
- Moves his body in a co-ordinated manner to complete day to day activities.

Small Muscle Co-ordination

- Colors solidly and within the lines of a drawing.
- Cuts out a simple object.
- Pastes neatly
- Draws shapes ○, □, △, ▭.
- Folds paper in half, thirds, diagonally
- *Prints first name
- *Prints a few letters other than in name

Child's name _____

SOCIAL AND EMOTIONAL DEVELOPMENT

This area of evaluation is based over long periods of observation by school personnel. No one incident is used to evaluate major behavior patterns.

Social Skills

+	±	-

- Follows classroom rules
- Shares toys
- Cleans up toys
- Offers verbal information in large and small groups.
- Listens without interrupting.
- Works independently 5 minutes
- *Works independently 15 minutes.
- Comments:

Emotional Development

- Appears happy at school
- Avoids extreme behaviors (passiveness/agressiveness)
- Demonstrates eagerness for new tasks and challenges.
- Comments:

* - This means the task is not expected to be passed until the end of the year.
 + - This means that the behavior or skill has been completed.
 ± - This means that the behavior or skill is beginning to be established.
 - - This means that the behavior or skill is not yet present.

CHECK OFF WHEN A SPECIFIC SKILL HAS BEEN LEARNED

Date _____ CHILD'S NAME _____

	large muscle	small muscle	language dev.	reading readiness	arithmetic readiness	social emotional
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2.						
3.						
4.						
5.						
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