

# Project Title

Organization Logo  
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Promotion and protection of the Rights of Children with Disability

Reporting Period	May1st-31st 2010
Date Report is submitted	June 8th 2010
Organization Name	Bethlehem Arab Society for Rehabilitation (BASR)
Author of the report	Ghada Farraj, program officer

Section I: Organization General Information

<b>Name of Organization</b>	<b>Bethlehem Arab Society For Rehabilitation (BASR)</b>
<b>Mailing Address</b>	<b>PO Box 100 Bethlehem – West bank Palestinian Territories</b>
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<b>Organization's Contact Person</b>	<b>Rima Canawati Director of program Development</b>
<b>Grants Tracking Number</b>	<b>0103</b>
<b>Title of Activity</b>	<b>Promotion and protection of the Rights of Children with Disability</b>
<b>Start Date of Reporting Period</b>	<b>May 1<sup>st</sup> 2010</b>
<b>End Date of Reporting Period</b>	<b>May 31<sup>st</sup> 2010</b>
<b>Date Report is Submitted</b>	<b>June 8th 2010</b>

Section II: Reporting Period Background:

*(Please provide a brief summary on the reporting period including: background, a summary of planned activities, implementation location, number of beneficiaries, and the staff responsible for overseeing the implementation of each activity)*

1.1 The psychologist and social workers administer 100 individual counseling sessions for 50 children with and without disability during May.

1.2 The social workers organize 18 therapeutic group activities for 44 children with and without disability during May.

1.3 The community physiotherapist and occupational therapist evaluate the rehabilitative needs of 12 children with disability during May to identify those in need of technical devices.

2.1 600 children with and without disability play freely at the four toy libraries during May.

2.2 The education officer and the animators of the toy libraries organize 8 integrated internal pedagogical / recreational activities for 100 children with and without disability inside the four toy libraries during May.

2.3 The animators of the toy libraries organize 5 integrated external pedagogical / recreational activities in different neighborhoods of El-Khader, Nahalin, Obeidieh and Deheisheh for 70 children with and without disability during May.

3.1 The psychologist and social workers conduct 2 training days on "communication skills" for 18 CBR workers in May.

3.2 The social workers conduct 8 case discussions for the animators of the four toy libraries in El-Khader, Nahalin, Obeidieh and Deheisheh during May for capacity building purposes.

4.1 The social workers organize 11 awareness raising sessions on child rights and child protection issues for 250 school students in public schools during May.

4.2 The social workers organize 4 awareness raising sessions for 30 parents at Obeidieh, EL-Khader and Deheisheh centers during May.

4.3 The education officer organizes 3 awareness activities on child rights for 20 children (1 activity for 10 children at Nahalin Center and 1 activity for 10 children at EL-Khader Center and 1 activity for 15 children at Obeidieh center during May.

4.4 The social workers organize 5 awareness sessions for 43 children from Nahalin center.

5.1 The psychologist organizes 1 case discussion about children with disability for the program social workers during May.

5.2 The social workers receive 2 individual supervision sessions each during May.

**Section III: Outputs Achieved during this Reporting Period**

*(Please provide a detailed account of each output achieved during this reporting period)*

▪ *Output 1:*

A. *127 children (78 males, 49 females) received psychosocial intervention services provided by the program psychologist and social workers as follows:*

*\* 75 children (42 males, 33 females) received 165 individual counseling sessions.*

<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>	<b>16-18</b>
<b>Total: 5</b> Males: 4 Females: 1	<b>Total: 17</b> Males: 9 Females: 8	<b>Total: 22</b> Males:15 Females: 7	<b>Total: 19</b> Males:8 Females: 11	<b>Total: 12</b> Males: 6 Females: 6

*\* 52 children (36 males, 16 females) were involved in 21 psychosocial group activities.*

<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>	<b>16-18</b>
<b>Total: 3</b> Males:2 Females: 1	<b>Total: 44</b> Males: 30 Females: 14	<b>Total:2</b> Males: 2 Females: 0	<b>Total: 3</b> Males: 2 Females: 1	<b>Total: 0</b> Males: 0 Females: 0

*\* 15 of those children (12 males, 3 females) were involved in both individual counseling sessions and psychosocial group activities.*

\* **Total Number of children with disability involved:** 49, 29 males & 20 females.

4-6	7-9	10-12	13-15	16-18
<b>Total:4</b> Males: 3 Females: 1	<b>Total: 13</b> Males: 7 Females: 6	<b>Total: 15</b> Males: 11 Females: 4	<b>Total: 11</b> Males: 7 Females: 4	<b>Total: 6</b> Males: 1 Females: 5

*B. 14 children with disability (10 males, 4 females) were evaluated by BASR's part time physiotherapist and occupational therapist (4 from Halhoul, 3 from Harmala, 3 from Husan , 1 from Batteer,1 from Beit-Fajjar,1 from El-Khader and 1 from Dar-Salah.*

0-3	4-6	7-9	10-12	13-15	16-18
<i>Males: 3</i> <i>Females: 2</i>	<i>Males: 4</i> <i>Females: 0</i>	<i>Males:1</i> <i>Females:2</i>	<i>Males: 0</i> <i>Females: 0</i>	<i>Males: 0</i> <i>Females: 0</i>	<i>Males:2</i> <i>Females: 0</i>

- *9 of the children assessed in the field were referred to BASR for physiotherapy (sitting balance, gait training, head control, functional activity and bed mobility), speech and language therapy for feeding evaluation, occupational therapy and audiology assessment.*
- *13 children need technical devices (wheelchairs, electrical wheelchair, seating casts, rollators, Botox injection, K walker, left ankle foot orthesis, bilateral ankle foot ortheses, bilateral light ankle foot ortheses and bilateral hand function splints).*
- *6 children (4 males, 2 females) received 28 physiotherapy sessions, and 4 children (1 male, 3 females) received 24 occupational therapy sessions at BASR.*

## **Output 2:**

\*. 842 children with and without disability (390 males, 452 females) had access to free play at the four toy libraries of El-Khader, Nahalin, Obeidieh and Deheisheh during May, through a total of 2527visits to the toy libraries.

3-6	7-9	10-12
<b>471</b>	<b>218</b>	<b>153</b>

\*100 children (33 males, 67 females) participated in 14 integrated internal pedagogical / recreational activities organized by the education officer and the animators inside the toy libraries.

\* 76 children (23 males, 53 females) participated in 6 integrated external pedagogical / recreational activities organized by the animators of the toy libraries in different neighborhoods of El-Khader, Nahalin, Obeidieh and Deheisheh.

**The presence of the groups was as follows:**

Location	Number of children distributed by gender	Number of children distributed by age group	Number of disabled children, m and f.	Type of activity	Number of groups	Type of group
El-Khader	Total :84 M:35 F:49	3-6:38 7-9:30 10-12:16	Total:28 M:21 F:7	Free play in the toy library	8	Internal
Nahalin	Total :120 M:61 F:59	3-6:85 7-9:20 10-12:15	Total :16 M:8 F:8	Free play in the toy library	11	Internal
Obiedieh	Total :217 M:123 F:94	3-6:136 7-9:68 10-12:13	Total :18 M:12 F:6	Free play in the toy library	14	Internal
Dehiesheh	Total :123 M:52 F:71	3-6:71 7-9:39 10-12:46	Total :19 M:12 F:7	Free play in the toy library	11	Internal
<b>Total:</b>	544 M: 271 F: 273	3-6:330 7-9:157 10-12:90	81 M:53 F:28	/	44	/

**\* Internal activities:**

Location	Number of children distributed	Number of children distributed	Number of disabled	Type of activity	Numbers of the
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	by gender	by age group	children, m and f.		activities
El-Khader	Total :14 M:4 F:10	3-6:3 7-9:5 10-12:6	Total:4 M:3 F:1	Drama Games competitions Free play	2
Nahalin	Total :7 M:2 F:5	3-6:1 7-9:5 10-12:1	Total: 0 M: 0 F: 0	Drama Games competitions Free play	1
Obiedieh	Total :53 M:18 F:35	3-6:16 7-9:23 10-12:14	Total:8 M:7 F:1	Painting Games competitions Free play	9
Dehiesheh	Total :26 M:9 F:17	3-6:8 7-9:6 10-12:12	Total :9 M:6 F:3	Music games competitions Free play	2
<b>Total</b>	100 M:33 F:67	3-6: 28 7-9:39 10-12:33	21 M:16 F:5	/	14

**\*External activities:**

Location	Number of children distributed by gender	Number of children distributed by age group	Type of activity	Numbers of the activities
El-Khader	Total: 0	3-6:0	Games competitions	0

	M: 0 F:0	7-9:0 10-12:0	Free play	
Nahalin	Total :34 M:6 F:28	3-6:16 7-9:6 10-12:18	Drama Games competitions Free play	3
Obiedieh	Total :17 M:9 F:8	3-6:17 7-9:0 10-12:0	Painting Games competitions Free play	1
Dehiesheh	Total :25 M:8 F:17	3-6:25 7-9:0 10-12:0	games competitions Free play	2
<b>Total :</b>	76 M: 23 F:53	3-6:58 7-9: 10-12:18	/	6

▪ *Output 3:*

A. 2 training days on "communication skills" for 18 CBR workers were conducted by the psychologist and social workers in May.

B. 10 case discussions were conducted by the social workers for 4 female animators of the toy libraries in El-Khader, Nahalin, Obeidieh and Deheisheh for capacity building purposes.

- *Output 4:*

A. 20 awareness raising sessions on child rights and child protection issues were organized by the social workers for 303 children(males: 129, females: 174) in 5 public schools in El-Khader, Al-Doha and Beit-Jala and for the children of Nahalin center.

4-6	7-9	10-12	13-15	16-18
<b>Total:0</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total:241</b>	<b>Total: 62</b>
Males: 0	Males: 0	Males:0	Males: 101	Males: 28
Females: 0	Females: 0	Females: 0	Females: 140	Females: 34

B. 4 awareness raising sessions were organized by the social workers for 37 parents (0 male, 37 females) in Deheisheh, Obeidieh and El-Khader centers.

C. 5 awareness activities on child rights were organized by the education officer for 35 children with and without disability (20 males, 15 females), 3 in Nahalin for 10 children and 1 in El-Khader for 10 children as well as 1 in Obeidieh for 15 children.

Location	Number of children distributed by gender	Number of children distributed by age group	Number of disabled children, m and f.	type of Activity
Nahalin	Total :10 M:7 F:3	3-6: 7-9: 10-12:10	3 M:2 F:1	Child rights awareness
Elkhader	Total :10 M:7 F:3	3-6: 7-9:4 10-12:6	/	Child rights awareness
Obeidieh	Total : 15 M:6 F:9	3-6:15 7-9: 10-12:	/	Child rights awareness

D. 5 awareness sessions for 43 children (22 males&21 females) from Nahalin center were organized by the social workers.

4-6	7-9	10-12	13-15	16-18
<b>Total:20</b>	<b>Total: 16</b>	<b>Total: 7</b>	<b>Total:0</b>	<b>Total: 0</b>
Males: 8	Males:10	Males:4	Males: 0	Males: 0
Females: 12	Females: 6	Females: 3	Females: 0	Females: 0

Output 5:

- A. The psychologist organized two case discussions about children with disability for the social workers during May.
- B. The social workers receive 2 individual supervision sessions each during May given by the consultant clinical psychologist.

Section IV: Summary of Major Accomplishments

*(Please provide a summary of major accomplishments during the quarter as well as unexpected or unplanned outputs/activities during this quarter)*

During May 2010, the psychosocial team continued implementing their planned activities, providing children with and without disability with psychosocial intervention through individual counseling and psychosocial group activities, in order to guide them into a more balanced psychological well being. They also conducted awareness sessions on child protection issues and the rights of children with disability for children, parents and teachers in 5 public schools. It is noted that the number of activities and the number of beneficiaries was less than previous months, due to the examinations in public schools and community centers.

Individual counseling sessions were administered by the psychologist and social workers in May for children with and without disability; Good commitment was noted among the majority of the beneficiaries and there was good cooperation on the part of parents who were satisfied with the noticeable improvement in their children's attitudes and well being as the sessions continued. 7 new beneficiaries enrolled in the psychosocial program during this month and 7 individual files were closed upon terminating the individual intervention, since the children made obvious progress and became more self- confident and their parents' understanding and ability to meet their needs noticeably improved.

It was generally noted that most children involved in psychosocial group activities this month were able to communicate with each other verbally and physically by sharing tools, stories and feelings and were ventilating and expressing their repressed emotions in a physical and verbal way, reflecting their emotions through drawings ; for example, the drawing of a child with disability used to be without shape and clear meaning; he now became able to draw clear shapes ; he draw a home with people around ,and was able to speak about his drawing. In addition, the social workers observed grater use of social / communication skills among children within the group. It is important to note that there was a clear improvement in the children's behaviors and psychological well being, especially those with disability, which will become more visible as the activities continue.

Some activities will stop due to the summer vacation while others will stop due to the Improvement of the wellbeing of the majority of the children who participated in these groups which led to terminating the therapy with them and referring children who need individual follow-up to our social workers or the psychologist. On the other hand, the social workers will continue working with the children who still need psychosocial group intervention at the beginning of the next New Year in September after summer vacation.

The social workers also conducted 10 case discussions for the animators of the toy libraries and their assistants in El-Khader, Nahalin, Obeidieh and Deheisheh for capacity building purposes. Cases of children with disability from those centers and ways of dealing with them while playing were discussed. Some of those children did not respect the rules of the toy libraries and some needed more individual attention. The animators had difficulty dealing with some of the preschool children's problem behaviors that were thoroughly discussed with the social workers and intervention techniques to deal with those behaviors were suggested.

The psychologist and a social worker from the psychosocial program conducted a two day training on May 5th, and 6th, 2010 regarding communication skills, including all its aspects to the community based rehabilitation (CBR) workers as well as one supervisor from the southern region. The training was intensive and comprised both theoretical as well as practical aspects, including group work with presentations and role plays as to ensure adequate and effective implementation of the skills gained. It focused on communication functions in an organization, basic communication processes, flow of communication in an organization, characteristics of written, oral and verbal communication, analysis of basic communication networks within groups, barriers in communication and suggestions of approaches to improve it, certain interview skills with clients as well as professionalism and all its aspects.

During the training, the participants exhibited visible positive interactions with the trainers as well as with each other, especially during the group work. They showed obvious interest in the material presented and were very eager to express themselves. It is important to emphasize that the majority of the examples presented during their practical work was from personal experiences they encountered in their work, which is realistic and can feel more deeply. They relayed that the information they acquired during this training upgraded their skills and expertise and will noticeably benefit them in their work with their clients, which was a priority in organizing this training.

The social workers continued administering awareness sessions for school students, grades 7-11, their parents and teachers in the same five public schools in El-Khader, Al-Doha and Beit-Jala, dealing with issues related to emotional and verbal abuse, neglect of children with disability as well as sexual abuse using the 3 T.V spots that we previously produced in cooperation with Al-Harah theatre. Each TV spot was presented separately to each class by one of our social workers in the presence of the school councilor. Overall, the school students actively participated in the discussions and showed real interest in discussing abuse, its types and affects on children.

The student's attention focused on sexual abuse. One girl Manar 15 years old said; "we were waiting for discussing this subject and asking many questions because our teachers do not allow us to ask those questions to them". Commonly, the students are more aware of child abuse issues but they have a lot of confused information. There was an effective discussion among the students which increased their background information and awareness about child abuse. Rana said" there is no law to protect the victims of sexual abuse in our country". This statement opened up a discussion of laws and the importance of having laws to protect children from abuse.

While talking about the neglect of children with disability, a child started talking badly about children with disability, how hard it is to deal with them - how demanding they are - and that most of them can't feel anything, can't recognize anything and will always be less than a normal person. One student "salah said "children with disabilities do not feel like those without disabilities". On the contrary, Taha said: "when I see someone hurting a child with a disability, I get angry and stop him; of course, I know that the person with disability has feelings like us ". After presenting the T.V. spot on neglect of children with disability to the students and the group discussion that followed, students were able to recognize the rights of persons with disabilities to participate in community life and the importance of empowering them and meeting their needs.

Eventually, the students became more aware of child abuse issues and well understood the implications of abuse, especially with regards to sexual abuse and abuse against persons with disabilities, which empowered them to protect themselves from any form of abuse. It is important to note that the awareness raising sessions for the students in the five public Schools in El-Khader, Al-Doha and Beit-Jala, will stop since the social workers covered all students in grades 7-11, thus the social workers will continue working with new schools at the beginning of the next school year in September 2010 upon coordination with the Bethlehem Directorate of Education.

As for the awareness sessions for parents of children with disability in El-Khader, Obeidieh and Deheisheh centers, the parents gave personal examples of their children, what they ask and what they do; discussed the ways and the content of answering the children, about sexual issues. One mother said "it is a new idea for me, I used to ignore the questions of my children, but now I know how to answer them". Some parents shared with the group their concerns about their children not being aware of how to protect themselves from sexual abuse and the importance of promoting the children's awareness about sexual education. In general, there was good interaction on the part of the parents who exchanged opinions about child abuse and its effects on children.

During May, the social workers implemented awareness raising sessions for children from Nahalin Center. A cartoon movie titled "very important" was screened for several groups of children; the focal point of this film is to educate children on sexual harassment and provide some suggestions and solutions to deal with situations those children may be exposed to. The children were watching the movie with high attention. Generally speaking, there was variation in children's understanding of the movie content due to some children's cognitive delay. During the discussion, a few children talked about their relatives and how they behave with them sexually.

The discussions helped the children to learn how to react in similar situations and how important to tell the parents about everything. They also became aware of the importance of not allowing anyone to touch their bodies. One child commented that "if someone touches my body, I will shout with a loud voice and run away from him; I will also tell my mother everything that happened to me, so that she could go and hit him". In fact, screening

the movie positively affected the individual intervention for some children. One 10 year old child who was sexually abused said “Salma was brave in the movie; she told her parent everything and felt comfortable, I will do the same, I do not want to conceal secrets any more; I will tell my parents everything that happened to me, so that I could feel comfortable again like her”.

During May, the education officer implemented awareness sessions on the right to play with El-Khader and Obeidieh groups. The child's right to play, the importance of play in a safe place and the benefit like fun and happiness gained from playing were discussed with the children during the activities. The children were very interested and expressed their feelings and drew their most favorite toy on a large paper. Children became aware of the right to play. As for Nahalin group, children were trained on a musical play about child rights to be performed in celebration of the end of the school year. During the training, Children showed real interest to speak about their rights. They were very interested in this activity as it allowed them to experience self-esteem, self –appreciation and reinforced their self –confidence. This was observed on the development of capabilities and interaction of Shahd and Ahmad, who have speech difficulty as they performed the song in a clear and excellent way.

During May, children with and without disability had access to the toy libraries as individuals and as groups playing freely and also participating in internal and external pedagogical activities with their teachers and friends. Some of the children liked being around the animators and their assistants; this shows good Relations between them as they have high ability to deal with children and meet their needs, are well organized and flexible; they have also developed interesting ways for attracting children. The children’s mothers in Deheisheh camp showed great interest in what their children are doing at the toy libraries; they sometimes come and play with their children. It is quite important for the parents to be with their children while they are playing, as it enables the parents to understand the children's behaviors and how to deal with them. Unfortunately, this situation is not the same in the other toy libraries. In general, each child is free to play what he or she likes in the toy library.

Integrated internal and external recreational activities were organized by the animators of the toy libraries to boost children's attendance at the toy libraries and reach out to vulnerable children who do not have access to the toy libraries for different reasons. This gave children with and without disability the opportunity to play and benefit from the toy libraries and their services. The activities varied according to children's age group and tendencies, comprising drama, story telling, contests, painting and symbolic play, in addition to free play. It is important to mention that the children’s attendance this month was affected by school exams, in addition to the fact that individual children’s attendance in the afternoon shift stopped at Obiedieh toy library due to construction work at the center.

During May, the flagship project representatives rendered a field visit to Nahalin community day-care center with the program officer to get to know the locations where the project activities are implemented and met the center director and the animator of the toy library.



Section V: Comparison of Actual vs. Planned Activities

*(Please compare actual work accomplish vs. planned activities, noting that any deviation between implementation and the agreement must be approved by Flagship Grants Manager)*

<i>Activity No.</i>	<i>Activity Title</i>	<i>Planned</i>	<i>Accomplished</i>	<i>Reason behind discrepancy</i>
1	<i>Psychosocial intervention</i>	A. 100 individual counseling sessions for 50 children.  B. 18 psychosocial group activities for 44 children.	A. 75 children received 165 individual counseling sessions.  B. 52 children were involved in 21 psychosocial group activities.	<i>The team received more referrals than expected and was able to serve more beneficiaries than planned, as their case load allowed it.</i>
	<i>Individual supervision</i>	2 individual supervision sessions for each social worker in May.	Each social worker received 2 individual supervision sessions in May.	<i>N.A</i>
3	<i>Play &amp; pedagogical activities</i>	A. 600 children play freely at the four toy libraries.  B. Organizing 8 integrated internal pedagogical activities for 100 children.  C. Organizing 5 integrated external pedagogical activities for 70 children.	A. 842 children had access to free play at the four toy libraries through a total of 2527 visits.  B. 100 children participated in 14 integrated internal pedagogical activities.  C. 76 children participated in 6 integrated external pedagogical activities in different neighborhoods of El-Khader, Nahalin, Obeidieh and Deheisheh.	<i>More children attended the toy libraries and participated in the internal and external activities, as they enjoyed play.</i>
	<i>Provision of technical devices</i>	The community PT & OT evaluate 12 children with disability to identify those in need of technical devices.	<i>14 children with disability were served by PT &amp; OT.</i>	<i>More beneficiaries were reached by the PT &amp; OT in the field, as we expected the minimum.</i>

5	<i>Capacity building for child professionals</i>	<p>A. The psychologist and social workers conducted 2 training days on "communication skills" for 18 CBR workers in May</p> <p>B. Conducting 8 case discussions for the animators of the four toy libraries of El-Khader, Nahalin, Obeidieh and Deheisheh.</p>	<p>A. 2 training days on "communication skills" for 18 CBR workers in May</p> <p>B. 10 case discussions were conducted for 4 animators of the toy libraries in El-Khader, Nahalin, Obeidieh and Deheisheh.</p>	<i>The animators require more skills regarding how to deal with children with disability at the toy libraries.</i>
	<i>Awareness on child rights and child protection</i>	<p>A. Organizing 11 awareness sessions for 250 children in 5 public schools.</p> <p>B. Organizing 4 awareness sessions for 30 parents at Obeidieh, Deheisheh, and EL-Khader centers.</p> <p>C. Organizing 3 awareness activities on child rights for 20 children at El-Khader and Nahalin.</p> <p>D. The social workers organize 5 awareness sessions for 43 children from Nahalin center.</p>	<p>A. 20 awareness sessions were organized for 303 children in public schools.</p> <p>B. 4 awareness sessions were organized for 37 parents in Obeidieh, El-Khader and Deheisheh Centers.</p> <p>C. 5 awareness activities on child rights were organized for 10 children at Nahalin Center and 10 at El-Khader and 15 children at Obeidieh center.</p> <p>D. 5 awareness sessions for 43 children from Nahalin center.</p>	<p><i>A. The schools selected different classes for the awareness sessions from the ones previously agreed upon which caused the increasing number of participating children.</i></p> <p><i>B. N.A</i></p> <p><i>C. The education officer's schedule was flexible which allowed her to work also with children at Obeidieh Center upon their request.</i></p>

Section VI: Monitoring and Evaluation Tracker

Objective	Result	Indicator	Output/Outcome	Data Source	Frequency	Responsible Person/Team	Baseline Value and Date	Target Value and Date	Actual Value and Date	Disaggregated by
<b>To promote the rights of persons affected by the ongoing violence, especially children and young people including those with disability to access rehabilitation and psychosocial support services adapted to their needs.</b>	<p>A. The most vulnerable had been accessed to provide quality psychosocial services that would promote their well being, resilience and effective integration. The needed</p> <p>B .rehabilitation services and technical devices to children with disability had been provisioned to improve their living conditions and promote their full participation in society which will in turn promote social and community development</p>	<p>A. Number of children with and without disability involved in individual counseling sessions</p> <p>B. Number of children's families involved in individual counseling sessions</p> <p>C. Number of children with &amp; without disability involved in psychosocial group activities.</p> <p>D. Number of children with disability evaluated and followed up by PT &amp; OT – number of technical devices provided .</p>	<p>A. 75 children165 sessions.</p> <p>B. 75 families in 165 sessions.</p> <p>C. 52 children participated in 21 activities.</p> <p>D. 14 children evaluated by PT &amp; OT.</p> <p>* 6 children received 28 PT sessions and 24 OT at BASR.</p>	Database – Individual files – reports	Monthly	Psychologist – social workers  PT & OT	<p>A. 0 B. 0 C. 0 D. 0</p> <p>01/05/2010</p>	<p>A. 50 children in 100 sessions.</p> <p>B. 50 families involved in 100 I.C sessions.</p> <p>C. 44 Children in 18 Activities</p> <p>D. 12 children evaluated by PT &amp; OT.</p> <p>01-31/05/2010</p>	<p>A. 75 children in 165 sessions</p> <p>B. 75 families in 165 sessions</p> <p>C. 52 children in 21 activities</p> <p>D. 14 children evaluated by PT &amp; OT</p> <p>01-31/05/2010</p>	<b>See output 1</b>
<b>To promote the right of children with disability to access integrated play and</b>	1.2 Children with disability, had increased opportunities for free and structured play, expression and interaction with	A. Number of children with and without disability benefit from free play and pedagogical and recreational	A. 842children, total of 2527 visits to the toy libraries.  B.100 children participated in 14	Database – Individual files – reports	Monthly	Education officer	<p>A. 0 B. 0 C. 0</p> <p>01/05/2010</p>	<p>A. 600 Children</p> <p>B. 100 children in 8 internal activities</p>	<p>A. 842 children</p> <p>B. 100 children in 14 internal</p>	<b>See output 2</b>

<p><b>pedagogical services in a safe and enriching environment.</b></p>	<p>peers in a safe and enriching environment, which will promote their optimal development and well being</p>	<p>activities organized at four toy libraries in El-Khader, Nahalin, Obeidieh and Deheisheh</p> <p>B. Number of children with and without disability per center participates in one-off integrated activities, such as community celebrations and fun days at the community centers of El-Khader, Nahalin, Obeidieh and Deheisheh</p>	<p>internal activities</p> <p>C. 76 children participated in 6 external activities</p>			<p>Animators and their assistants</p>		<p>C. 70 children in 5 external activities</p> <p>01-31/05/2010</p>	<p>activities</p> <p>C. 76 children in 6 external activities</p> <p>01-31/05/2010</p>	
<p><b>To improve the capacity of child professionals to implement activities contributing to the protection and promotion of the well being and rights of children with disability.</b></p>	<p>The skills and capacities of child professionals in promoting children's well being and rights were developed which would lead to the sustainability of the action and to the empowerment of vulnerable children to understand and defend their rights</p>	<p>A. Number of teachers, animators, CBR workers and other child professionals benefited from training, guidance and support services provided by BASR's psychosocial team</p> <p>B. Number of training sessions</p> <p>C. Percentages of</p>	<p>A. 2 training days for 18 CBR workers</p> <p>B. 10 case discussions for 4 animators.</p>	<p>Database – Reports</p>	<p>Monthly</p>	<p>Psychologist - social workers – education officer</p>	<p>A. 0 B. 0 C. 0 D. 0</p> <p>01-31/05/2010</p>	<p>22 child professionals</p> <p>01-31/05/2010</p>	<p>22 child professionals</p> <p>01-31/05/2010</p>	<p><b>See output 3</b></p>

		the child professionals were satisfied with the training								
To raise the awareness of young people, parents teachers and community members on child rights and child protection issues.	The awareness had been increased as well as the common understanding of child rights, disability rights and child protection at different levels in the community.	A. Number of awareness sessions  B. Number of theatre shows  C. Number of children involved in awareness activities	A. 30 awareness sessions  B.0  C. 381 children, 37 parents.	Database – Reports	Monthly	Social workers & education officer	A. 0 B. 0 C. 0  01/30/5/2010	A. 19 awareness sessions  0  C. 328 children, parents 30.  01-31/05/2010	A. 30 awareness sessions  B. 0.  C. 381 children, 37 parents.	See output 4

## Section VII: Outstanding Issues and Solutions

*(Please indicate any outstanding issues and implementations problems faced during the implementation periods and options for resolving these issues and problems)*

Activity	Challenges/Issues/Problems	Factors that contributed to challenges/issues/problems	Possible Solutions
Psychosocial intervention	N.A	N.A	N.A
Play & pedagogical activities	Lack of appropriate space for children's play when organizing external activities in the neighborhoods	Crowded neighborhoods & lack of play spaces	The animators had to manage the activities as effectively as possible
Capacity building	Training cancelled	USAID vetting regulations.	We send the trainees' names & Ids to be vetted and had to wait for USAID response.
Awareness raising	Lack of the needed equipment for presenting the TV spots in schools as well as lack of sufficient ones at BASR	Lack of funds to purchase the needed equipment (LCD projector & screen, laptop or DVD)	The social workers had to rotate in using the only portable LCD projector pertaining to BASR and organized their field schedule accordingly.

## Section VIII: Sustainability of Efforts

*(Please indicate how your organization plans on sustaining the efforts achieved during this project and the status towards achieving sustainability)*

This type of intervention is basically almost totally focused on social aspects. The development of social or cultural beliefs is a quite long term process, which demands an integrated approach. In this case, BASR's intervention, even though with a different connotation, has started a long time ago and will continue as long as the need requires it. Increased awareness and common understanding of child rights, disability rights and child protection at different levels in the community will promote the socio-cultural sustainability of the action, since capacity building for child professionals as well as awareness raising for children's care givers and the public on child protection issues and the rights of children with disability supports the community and families to expand the protective sphere for children with disability, fosters positive attitudes towards them, promotes their effective integration in all aspects of community life and helps these adults develop alternative forms of behavior to physical and emotional violence and abuse, which in turn contributes to the strengthening of the network of care around these children and improves their quality of life in the long run.

At the end of the funding period, BASR will ensure the functional sustainability of the outreach program; as through the initiation of the organizational development process at BASR, it will be developing a realizable Fundraising Plan based on a number of donors and various revenue generating models, ensuring core funding sources are secured through diversification strategy.

As for the technical sustainability of the program, it will be ensured through the continuous education / training of the psychosocial intervention and rehabilitation team and other child professionals, which will guarantee the development of local capacities and sustainability of the actions.

As for the tools used for measuring the impact of these activities on the beneficiaries, we focused at this stage on the team members' observations and reports which demonstrated the progress made by beneficiaries against their intervention plan and objectives. At the end of the project, focus groups and surveys will be administered in order to evaluate the satisfaction level of the beneficiaries.

#### Section IX: Beneficiaries

*(Please use the below format to list direct beneficiaries)*

<i>Activity Title</i>	<i>Number of beneficiaries according to gender</i>	<i>Name of town, village, or refugee camp</i>
<b>Psychosocial intervention :</b>  - Individual counseling sessions  - Psychosocial group activities  - Evaluation and follow up by PT & OT	- 127 children (78 males,49 females)  - 75 children (42males, 33 females)  52 ( 36 males, 16 females)  14 children ( 10 males, 4 females)	Aida refugee camp, Al-Doha, Azza camp, Batteer, Beit-Jala, Beit-Sahour, Beit-Fajar, Bethlehem, Deheisheh camp, El-Khader, Gaza, Hebron, Husan, Irtas, Jenin, Jab'aa, Jericho, Jerusalem, Khalayel El Loz, Nablus, Nahalin, Obeidieh, Ramallah Tekooa, Tul-Karem, Al-Walajeh, Wad Fukin, Wad Rahal, Zatar.  El-Khader, Obeidieh, Nahalin and Deheisheh camp  Halhoul, Marah Rabah, Harmala, Husan, Batteer, Beit- Fajjar, El-Khader and Dar - Salah.
- Play & pedagogical activities - Integrated internal activities - Integrated external activities - fun days	- 842 children (390 males,452 females)  - 100 (33 males, 67 females)  - 76 (23 males, 53 females)	El-Khader, Nahalin, Obeidieh, Deheisheh camp & Bethlehem.

<ul style="list-style-type: none"> <li>- Awareness raising sessions on child rights and child protection issues in public schools</li> <li>- Awareness raising sessions on child rights and child protection issues for parents</li> <li>- Awareness activities on child rights for children</li> <li>- Awareness raising sessions on child rights and child protection issues for children from Nahalin center.</li> </ul>	<ul style="list-style-type: none"> <li>- 303 school students (129 males, 174 females) in 5 public schools</li> <li>- 37 parents (male 0, 37 females)</li> <li>- 35 children with &amp; without disability (20 males, 15 females)</li> <li>- 43 children with and without disability (22 Males, 21 females)</li> </ul>	<ul style="list-style-type: none"> <li>- El-Khader, Al-Doha &amp; Beit-Jala.</li> <li>- Deheisheh, Obeidieh &amp; El-Khader</li> <li>- Nahalin, Obeidieh&amp;El-Khader</li> <li>- Nahalin</li> </ul>
<p style="text-align: center;">Individual supervision for the social workers</p>	<p style="text-align: center;">5 social workers (0 males, 5 females)</p>	<p style="text-align: center;">--BASR</p>

#### Section X: Impact on participants/beneficiaries

*(Please assess the impact these implemented activities have had on the participants/beneficiaries and the tools used for their measurement.)*

The children receiving psychosocial intervention were making noticeable progress and became more self confident and their parents' understanding and ability to meet their needs was noticeably improving. Most children involved in psychosocial group activities this month showed positive social interaction which was built as the sessions continued. They expressed their feelings through drawing. The drawing of a child with disability used to be without shape and clear meaning; and with the social worker's intervention, he became able to draw clear shapes, e.g. He drew a home with people around and he was able to speak about his drawing. In addition, the social workers observed greater use of social / communication skills among children within the group; they became able to interact with each other verbally and physically, sharing tools and ideas as they were given the opportunity to express their repressed emotions, which was reflected in their drawings.

The community based rehabilitation (CBR) workers exhibited visible positive interactions with the trainers as well as with each other, especially during their work in groups. They showed obvious interest in the material presented and were very eager to express themselves. It is important to emphasize that the majority of the examples presented during their practical work was from personal experiences they encountered in their work, which is realistic and they can feel more deeply. They relayed that the information they acquired during this training upgraded their skills and expertise and will noticeably benefit them in their work with their clients, which was a priority in organizing this training.

During May, children with and without disability had access to the toy libraries as individuals and as groups playing freely and also participating in internal and external pedagogical activities with their teachers and friends. Some of the children liked being around the Animators and their Assistants which shows good Relations between them; the animators and their assistants have high ability to deal with children and meet their needs, are well

organized and flexible and have developed ways for attracting children. The children's mothers in Deheisheh camp were very interested in what their children are doing in the toy libraries; they sometimes come and play with their children. It is quite important for the parents to be with their children while playing, since playing enables them to understand their children's behaviors and how to deal with them. Unfortunately, this situation is not the same at the other toy libraries. In general, each child is free to play what he or she likes in the toy library which represents the safe haven for them where they can develop their creativity and imagination and shape up their own world.

During May, the education officer implemented awareness sessions on the right to play with El-Khader and Obeidieh groups. The child's right to play, the importance of play in a safe place and the benefit like fun and happiness gained from playing were discussed with children during the activities. The children involved were very interested and expressed their feelings freely and drew their most favorite toy on a large paper. Children became aware of the right to play. As for Nahalin group, children were trained on a musical play about child rights to be performed by them in celebration of the end of the school year. During the training, Children showed real interest to speak about their rights and were very interested in this activity as it allowed them to experience self-esteem, self-appreciation and reinforced their self-confidence. This was observed on the development of capabilities and interaction of Shahd and Ahmad, who have speech difficulty; they performed the song in a clear and excellent way.

During the awareness sessions in schools, the students' attention was mostly focused on sexual abuse. One girl Manar 15 years old said; "we were waiting for the opportunity to discuss this subject and ask many questions because our teachers do not allow us to ask such questions". The students were more aware of child abuse related issues but they have a lot of confused information. There were effective discussions among the students involved, which increased their background and awareness about abuse of children. Rana said "there is no law to protect the victims of sexual abuse in our country". This statement opened up a discussion of laws and the importance of having laws to protect children from abuse.

While talking about neglect of children with disabilities, a child started talking badly about children with disabilities, how difficult they are, how demanding they are and that most of them can't feel anything, can't recognize anything and will always be less than a normal person. One student, Salah, said "children with disabilities don't feel like other children". But Taha said: "when I see someone hurting a child with disability, I get angry with him and stop him; of course I know that the person with disability has feelings like us ". After presenting the T.V. spot on neglect of children with disabilities and the group discussions that followed, students were able to recognize the rights of persons with disabilities and the importance of meeting their needs and giving them the opportunity to participate in community life. In general, the students understood the negative affects of emotional abuse and inquired about positive ways for alternatively dealing with others which indicates that the students' awareness level is improving.

Parents showed real interest in discussing the topics of abuse and effects on their children, asked many questions and gave personal examples of their children, what they ask and what they do and discussed the ways and content for answering the children's questions about sexual issues. One mother said "it is a new idea for me; I used to ignore the questions of my children, but now I know how to answer them". In general, there was good interaction on the part of the parents who exchanged opinions about child abuse and its effects on children; and there was real interest among these parents in discussing the topics dealt with, as they asked many questions and shared their personal experiences.

During May, the social workers implemented awareness raising sessions for children from Nahalin Center. A cartoon movie titled "very important" was screened for several groups of children. The focal point of this film is to educate children about sexual harassment, and provide some suggestions and solutions to deal with situations that children may be exposed to. Generally speaking, there was variation in children's understanding of the movie content due to some children's cognitive delay. The children were watching the movie with high attention. During the discussion, a few children talked about their relatives and how they behave with them sexually. The discussions helped the children to learn how to react in similar situations and the importance of telling the parents about everything. They became aware of the importance of not allowing anyone to touch their bodies. One child commented that "if someone touches my body, I will shout with a loud voice and run away from him; I will also tell my mother everything that happened to me so that she could go and hit the guy". In fact, screening the movie positively affected the individual intervention for some children. One 10 year old child who was sexually abused said "Salma was brave in the movie; she told her parent everything and felt comfortable; me too, I do not want to conceal secrets any more; I will tell my parents everything that happened to me so that I could feel comfortable again like her".

#### Section XI: Beneficiaries Reaction

*Please describe the reaction of beneficiaries and include quotes*

The children receiving psychosocial intervention were making noticeable progress and became more self confident and their parents' understanding and ability to meet their needs was noticeably improving. Most children involved in psychosocial group activities this month showed positive social interaction which was built as the sessions continued. Children started to listen to each other, their expressive skills improved and greater use of social communication among children in the group was noticed. They became able to interact with each other verbally and physically by sharing tools and personal experiences, which gave them the opportunity to express their repressed emotions, using social communication skills among the group. This was reflected in their drawings.

During May, children with and without disability had access to the toy libraries as individuals and as groups playing freely and also participating in internal and external pedagogical activities with their teachers and friends. Some of the children liked being around the Animators and their Assistants; this shows good Relations between them; the animators have the ability to deal with children and meet their needs, are well organized and flexible and have also developed ways for attracting children. The children's mothers in Deheisheh camp were very interested in what their children are doing at the toy libraries; they

sometimes come and play with them in the toy library. It is quite important for the parents to be with their children while playing, as playing enables the parents to understand the children's behaviors and how to deal with them. Unfortunately, this situation is not the same at the other toy libraries. In general, each child is free to play what he or she likes in the toy library to develop their potential and shape up their own world.

The (CBR) workers showed obvious interest in the material presented during the training and were very eager to express themselves. It is important to emphasize that the majority of the examples presented during their practical work was from personal experiences they encountered in their work, which is realistic and they can feel more deeply. They relayed that the information they acquired during this training upgraded their skills and expertise and will noticeably benefit them in their work with their clients, which was a priority in organizing this training.

During the awareness sessions in schools, the students' attention was mostly focused on sexual abuse. One girl Manar 15 years old said: "we were waiting for the opportunity to discuss this subject and ask many questions because our teachers do not allow us to ask those questions". The students are more aware of child abuse related issues but they have a lot of confused information. There were effective discussions among the students which increased their background and awareness about child abuse. Rana said "there is no law to protect the victims of sexual abuse in our country". This statement has opened up a discussion of laws and the importance of having laws to protect children from exposure to abuse.

While talking about neglect of children with disabilities, a child started talking badly about children with disabilities, how difficult they are, how demanding they are, and most of them can't feel anything, can't recognize anything and will always be less than a normal person". One student, Salah, said "children with disabilities don't feel like other children". On the other hand, Taha said: "when I see someone hurting a child with disability, I get angry with him and stop him; of course I know that the person with disability has feelings like us". After presenting the T.V. spot on neglect of children with disabilities and discussing it within the group, the students involved were able to recognize the rights of persons with disabilities and the importance of meeting their needs and giving them the opportunity to participate in community life. In general, students understood the negative affects of emotional abuse and inquired about positive ways for alternatively dealing with others which indicates that the students' awareness level is improving.

Parents mainly focused on this issue in relation to children with disability. They shared their feelings and expressed their fear and concerns especially towards sexual abuse, asked many questions, gave personal examples of their children, what they ask and what they do and discussed ways and content of answering the children about sexual issues. One mother said "it is a new idea for me; I used to ignore the questions of my children, but now I know how to answer them". There was good interaction on the part of the parents who exchanged opinions about child abuse and its affects on children.

**Quote 1:** Rana said" there is no law to protect the victims of sexual abuse in our country".



**Quote 2:** Manar, 15 years old, said: "we were waiting for the opportunity to discuss this subject and ask many questions because our teachers do not allow us to asking those questions".



**Quote 3:** Shahd said: "I felt very happy and interested; I learned that I have rights and duties".



Quote 4: Ahmad said" I enjoyed so much the activities of child rights and learned that we shouldn't hit each other". "



### Section XIII: Impact Story Tracker

(This tracker is to be used by the grantee staff to track potential written, video and multimedia impact stories that will show the positive affect that project interventions are having on our beneficiaries. This tracker should be submitted to the Flagship Project)

<i>Project Activity</i>	<i>Story Description</i>	<i>Key Messages</i>	<i>Key Interviewees/Contact information</i>	<i>Communication Tools (e.g. written success story, video, radio, press release, etc)</i>
Psychosocial intervention	<p>Ahmad is a six year old boy who lives with his parents and seven older sisters in a village in the Bethlehem district. He was a product of nine months pregnancy and uncomplicated hospital delivery with normal developmental milestones as well as no major medical complications. He is enrolled in the kindergarten at El-Khader center with atypical adjustment difficulties.</p> <p>In February 2010, Ahmad was referred by his mother to BASR's psychosocial intervention program due to the fact that he was suffering from encopresis, anxiety, fear, aggression towards others as well as school avoidance. This program is part of the flagship project activities funded by USAID and implemented by BASR to help meet the psychosocial needs of psychologically affected persons mainly children with and without disabilities through individual counseling sessions and therapeutic group activities to promote their well being, resilience, and effective integration in society.</p> <p>The mother reported that Ahmad's problems began since he was enrolled in kindergarten at the beginning of this school year and the disturbances were exacerbating. She relayed that he is the only male among her children and is very spoiled by his extended family members, but at the same time he is severely physically abused by the majority of them. In</p>	<p>Children suffering from emotional or behavioral problems can have a balanced psychological well being and live a pleasant life if they have the opportunity to find the right individuals to assist them.</p> <p>Creating awareness among family members of troubled children and involving them in their child's intervention program has positive implications for the healing process.</p> <p>- Every child has the right to lead a happy life no matter who he is or where he lives.</p>	6 year old male child from Alkhader village. His contact information is confidential.	Written success story

fact, she gave an example that when he was three years old and he "wet his pants", she burned him with a hot fork on his body, which left a clear scar. These emotional and behavioral features are affecting many aspects of his life including, his social, academic and, most importantly, adequate integration with his family.

Ahmad was enrolled in therapeutic intervention in February 2010 by one of the program social workers. He was intervened with on a weekly basis with the presence of his mother due to his age and his request for his mother to be with him. It was found that he was suffering from generalized anxiety as well as separation anxiety. Play Dough and painting were utilized as intervention tools. In the first sessions, Ahmad was impulsive, hesitant and restless with low frustration tolerance, but as the sessions progressed, he became more comfortable, more into the sessions and expressive of his feelings regarding his paintings; he expressed his fears, also his anger towards being beaten by his family members, saying that "they don't love me".

Through the therapeutic intervention, Ahmad was able to ventilate his internalized anger and managed to find simple coping strategies for everyday obstacles. Moreover, the mother gained better understanding of her son's problems and gained guidance on how to deal with him, which positively contributed to his healing process. She reported that the encopresis stopped and he now goes to the kindergarten regularly, particularly after the family's aggressiveness towards him noticeably decreased.

Ahmad generalized anxiety visibly declined and considerable progress is clearly noted in his psychological well being. Therefore, his intervention sessions will be decreased and he will be seen once a month for follow up as well as family psycho education.

Ahmad made good progress in such a short intervention period and USAID and BASR are assisting him in making a positive change

in his person to enable him to live a fruitful  
pleasant life, which is the right of every child  
no matter who he is or where he lives.

### Section XIII: Media Coverage

*(Please include a summary of any press articles, radio, or TV interviews)*

N.A
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#### Annexes

*(Please note that a minimum of five copies of any publication must be included, publications constitute books, brochures, newsletters, bulletins, video cassettes,; and single copies must be included for other products such as newspaper clippings, project announcement, and audited financial statements)*

- 1. Trainer Reports**
- 2. Training Manuals**
- 3. Printed Material (ex: brochures, posters, flyers)**
- 4. Pictures**
- 5. News Paper Articles**
- 6. Other : questionnaires, tools, etc**

## **PSYCHOSOCIAL PROGRAM**

### **COMMUNITY BASED REHABILITATION training REPORT**

The program psychologist and one social worker conducted two day training on May 5<sup>th</sup>, and 6<sup>th</sup>, 2010 regarding communication skills, including all its aspects targeting the community based rehabilitation (CBR) workers as well as one supervisor from the southern region. On the first day the training encompassed 18 CBR workers and on the second day it included 16 CBR workers and one supervisor.

The training was intensive and comprised both theoretical and practical aspects, including group work with presentations and role plays to ensure adequate and effective implementation of the skills gained. It focused on communication function in an organization, basic communication processes, flow of communication in an organization, characteristics of written, oral and verbal communication, analysis of basic communication networks within groups, barriers in communication and suggestions of approaches to improve it, certain interview skills with clients as well as professionalism and all its aspects.

During the training, the participants exhibited visible positive interactions with the trainers as well as with each other, especially during the group work. They showed obvious interest in the material presented and were very eager to express themselves. It is important to emphasize that the majority of the examples presented during their practical work was from personal experiences they encountered in their work, which is realistic and they can feel more deeply. They relayed that the information they acquired during this training upgraded their skills and expertise and will noticeably benefit them in their work with their clients, which was a priority in organizing this training.

Like all trainings, the participants expressed certain issues that they felt could augment the quality of the training, which included:

- The training premises were small, which hindered certain activities, such as group work, to be implemented more comfortably. The recommendation to solve this issue is to have the future training at BASR's headquarters, which has much larger premises and will be more suitable for training a large number of participants.
- Few of the participants relayed that the training be held on more days with shorter number of hours. For financial reasons this could not be possible, but regardless the various techniques used in the training made the training run smoothly without knowledge overload.

Certain suggestions from participants for future trainings:

- Ventilation techniques.

Overall, the training was successful in achieving its goals and empowered the participants to be more effective in performing their work, thus creating better life for their clients.

The following tables show the evaluation results of the participants who conducted the training:

Table1. Illustrates the evaluation results related to the trainer's capabilities:

#	Item	Excellent	V.Good	Good	Acceptable	Weak
1.	The trainer's professional qualification and knowledge of the training topics	16.5%	83.5%	-	-	-
2.	The trainer's teaching and presentation style	39%	61%	-	-	-
3.	the trainer's interaction and responsiveness with the participants	78%	22%	-	-	-

Table2. Illustrates the evaluation results related to the training content.

#	Item	Excellent	V.Good	Good	Accepted	Weak
1.	The level of Coherence and consistency of the training topics	39%	61%	-	-	-
2.	The acquired skills & knowledge	67%	33%	-	-	-
3	The extent to which the training topics are related to the participants' work	55.5%	28%	16.5%	-	-
4	The possibility of applying the acquired knowledge & skills in the participants' work	39%	61%	-	-	-
5.	Duration of the training	-	55.5%	44.5%	-	-