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PSYCHOSOCIAL NEEDS OF CHILDREN

Including Adolescents, Girls and Children with Disabilities in East
Jerusalem

NEEDS ASSESSMENT

Advancing the Rights of Vulnerable Palestinian Women and Children
in East Jerusalem- ENPI/2013/323-493

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LIST OF ACRONYMS

WC	War Child Holland
EJ	East Jerusalem
WB	West Bank
UN	United Nations
UNSCO	UN Special Coordinator Office
ACRI	Association for Civil Right in Israel
OCHA	UN Office for the Coordination of Humanitarian Affairs
UNICEF	UN Children's Fund
UNCTAD	United Nations Conference on Trade and Development
PCBS	Palestinian Central Bureau of Statistics
DCIP	Defense for Children Palestine
NGO	Non-Governmental Organization
CBO	Community Based Organization
PSS	Psychosocial support services
CFSSs	Child Friendly Spaces
PCC	Palestinian Counseling Center
MOE	Ministry of Education
YMCA	The Young Men's Christian Association
NDC	NGO Development Center
TCC	Teacher Creativity Center
HBS	Heinrich Böll Stiftung
FGD	Focus Group Discussion
INEE	International Network for Education in Emergencies
ISAC	Guidelines on Mental Health and Psychosocial Support in Emergency Settings

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SUMMARY

Through external consultancy with War Child Holland (WC), this needs assessment was conducted to assess the protection and psychosocial needs of children and adolescents, especially girls and children with disabilities, in targeted neighborhoods in East Jerusalem (EJ). The needs assessment is part of a three-year project funded by the EU and implemented in cooperation with HBS, "Advancing the Rights of Vulnerable Palestinian Women and Children in East Jerusalem- ENPI/2013/323-493." The project targets the following neighborhoods: the Old City, Wadi Hilweh, Wad Qaddum, Al-Bustan, Jabal Al Mukabber, At-Tur, Ath-Thori, Ras Al-Amud and Al-Issawiya. The purpose of this needs assessment is to answer to the following objectives set in the ToR:

- Investigate the psychological needs of adolescents and children, especially girls and children with disabilities affected by the on-going-conflict in the targeted areas in East Jerusalem.
- Identify and assess the current capacity of Community Based Organizations (CBOs) in implementing psychosocial services and providing Child Friendly Spaces (CFSs) in EJ, and potential and interest of CBOs in future programming.
- Assess CBO adherence to national and international standards and guidelines.
- Establish a baseline for the project to measure the goals and impact of the project.

A thorough methodology with details on tools and methods was developed to collect and analyze data that answer to all of the objectives set above. Upon finalizing data analysis, this report was formed to include the findings of the data collection, a discussion and analysis of data as well as recommendations for future work and a list of constraints faced during the study period. A list of psychosocial needs for children and adolescents was established around the following themes: protection and safety, awareness of legal rights, self-expression, communication skills and the need to be heard, qualified and resourceful caregivers, stress release and counseling sessions, topics of identity, belonging, self-esteem, community and future, recreational and fun activities, education support, socioeconomic status and vocational training, female rights and gender based discrimination, and children with disabilities. Moreover, a comprehensive list of CBOs working in the targeted neighborhoods in EJ to provide protection and psychosocial support services to children and adolescents is also included in the report.

Through the findings of this report, it was discovered that CBOs are focused around their good connections with their respective community. The credibility of CBOs within their communities gives them the ability to recruit large numbers of volunteers. According to the semi-structured interviews and the filled questionnaires, the largest type of services that the CBOs offer are in stress release and recreational programs, followed by identity and cultural programs, supportive education programs, youth and women empowerment, children's rights and legal issues, and counseling and psychosocial support programs. Very few CBOs work with children with disabilities, at the same time there is a lack of specialized inclusion programs. Within their capacity, CBOs indicated that they try as much as they can to respond to the needs of women, children, adolescents and children with disabilities. Most CBOs, however, suffer weak and inappropriate infrastructure in terms of buildings and space. They tend to be based in very tight and crowded areas, some have small spaces for

implementation of activities, and others do not have outdoor space. Moreover, CBOs' level of adherence to standards of child protection and safety varies. The levels of the standards they follow differ as well. While some CBOs follow their own codes of conduct, or local standards, others do not follow any and are unaware of their existence. Very few formulate their code of conduct to match international standards. Finally, it was found that CBOs coordinate amongst each other when designing and implementing joint activities for the purpose of achieving short- term objectives; mainly public activities, open days, and national festivals. CBOs also coordinate to overcome emergency situations such as the current escalating violence.

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CONTEXTUAL BACKGROUND: SITUATION IN EAST JERUSALEM

The aim of this background is to help understand the unique political, social and economic environment surrounding Palestinian children and adolescents in East Jerusalem (EJ). Understanding this context is paramount to understanding the factors that contribute to the rise of psychosocial problems, as well as the needs that emerge as a result of these issues. This will ultimately assist in accurately identifying the psychosocial needs of children and adolescents in EJ, especially girls and children with disabilities, and thus building effective services to support them. Based on the UN Convention of the Rights of the Child (1989), children facing traumatizing events have the right to receive the support they need for recovery: "Children affected by any form of neglect, exploitation, or abuse [...] any other form of cruel, inhuman or degrading treatment or punishment, or armed conflict are entitled to physical and psychological recovery and social reintegration."¹

Therefore, in order to contextualize the deteriorating socio-economic and political situation in East Jerusalem, reports published in the past few years with data on EJ have been reviewed and used for the formation of this section. Several of these reports have discussed the obstacles facing the over 300,000² Palestinians living there. These obstacles include: poor living conditions and threatened residency status, the separation wall, limited access to healthcare and education facilities and services, annexation of land and house demolitions and evictions, as well as political violence and detention of children and adolescents. Data on each of these obstacles is provided under the section titles below:

Living Conditions and Residency Status in East Jerusalem

A report published by UNSCO in 2015 explains that Palestinian neighborhoods in EJ suffer from high density, poor living standards and a lack of access to adequate public facilities³. Palestinians in EJ constitute 36.8% of Jerusalem's population; most of them are living below the poverty line⁴. According to a recent report conducted by the Association for Civil Right in Israel (ACRI), 75.4% of the Palestinian residents (83.9% of Palestinian children) live under the poverty line in East Jerusalem⁵.

Additionally, the risk of losing one's residency status for Palestinian residents of East Jerusalem add to the socioeconomic and political burdens of Palestinians in these areas, causing further psychological and social complications. ACRI has announced that in the time period between 1967-2012 14,084 Palestinians have had their residencies revoked and rescinded by the Israeli Ministry of Interior, and are no longer permitted to live in the city of

¹ UN Convention of the Rights of the Child (1989), Article 39.

² ACRI, (2015). "East Jerusalem 2015: Facts and Figures." [Online]. Available: <http://WC.acri.org.il/en/wp-content/uploads/2015/05/EJ-Facts-and-Figures-2015.pdf>

³ UNSCO, (2015). "Report to the AD Hoc Liaison Committee." [Online]. Available: <http://WC.unsco.org/Documents/Special/UNSCO%20Report%20to%20AHLC%20-%20September%202015.pdf>

⁴ ACRI, (2015). "East Jerusalem 2015: Facts and Figures." [Online]. Available: <http://WC.acri.org.il/en/wp-content/uploads/2015/05/EJ-Facts-and-Figures-2015.pdf>

⁵ Ibid. 4

Jerusalem⁶. Palestinians in East Jerusalem possess a permanent residency status, which means that they cannot play an active role in the Israeli government ruling over them. This residency status also means that areas in East Jerusalem are beyond the reach and control of the Palestinian Authority that governs most Palestinian communities in the West Bank.

The Separation Wall

The separation wall that isolates Palestinian neighborhoods from the urban parts of the city further exacerbates living conditions in EJ and limits Palestinian access to education and healthcare. UNSCO's report mentioned above states that more than 99,000 Palestinians in EJ are isolated behind the wall facing poor living conditions, and a "complete detachment from the city."⁷ Another report published following the United Nations Conference on Trade and Development (UNCTAD) asserts, "the matrix of policies implemented by the Israeli government has impeded the natural growth of the Palestinian population in East Jerusalem," these policies include "the separation barrier, revocation of residency rights, discriminatory family unification policies and disadvantageous allocation of the municipal budget and services between East and West Jerusalem."⁸ As a result of the separation wall, people isolated behind it suffer from severely poor infrastructure and lack basic services in their neighborhoods. 36% of households in East Jerusalem are not connected to water infrastructure and there is a shortage of approximately 30 km of sewage pipes.⁹

A map published by the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) shows areas that have been isolated by the Separation Wall, as well as areas that have been restricted through the use of road gates, checkpoints, roadblocks and earthmound. According to this map, a total of 30 new restrictions (15 checkpoints, 14 roadblocks and one earthmound) have been added to the pre-existing obstacles.¹⁰ The population in the areas targeted by WC's project have reached the following numbers in mid 2013: 22,977 in At Tur (Mt. of Olive, incl. Suwaneh), 12,751 in Ath-Thori, 21,127 Jabal Al-Mukabber (incl. Arab As-Sawahreh), 13,730 in Al-Issawiya, 18,932 in Silwan (incl. Wadi Al-Hilweh), 23,326 in Ras Al-Amud, and 36,536 in the Old City (excl. Jewish Quarter).¹¹

OCHA's map shows that Silwan and Ath-Thori are surrounded by three checkpoints, the Old City is divided by scattered Israeli settlements, At Tur is restricted in its access to a nearby hospital by a newly established roadblock, Al-Issawiya is surrounded by two new checkpoints, one new roadblock, and two pre-existing earthmounds, and one pre-existing road gate at the nearby location of the separation barrier. Ras Al-Amud is separated from the nearby settlement Ma'ale Hazeitim by two new checkpoints and one new roadblock, as

⁶ ACRI, (2012). "East Jerusalem in Numbers" [Online]. Available: <http://WC.acri.org.il/en/2012/05/16/east-jerusalem-in-numbers/>

⁷ UNSCO, (2015). "Report to the AD Hoc Liaison Committee." [Online]. Available: <http://WC.unsco.org/Documents/Special/UNSCO%20Report%20to%20AHLC%20-%20September%202015.pdf>

⁸ UN Conference on Trade and Development, (2013). "The Palestinian Economy in East Jerusalem: Enduring Annexation, Isolation and disintegration." [Online]. Available:

http://WC.un.org/depts/dpa/qpal/docs/2014Ankara/P2%20MAHMOUD%20ELKHAFIF%20gdsapp2012d1_en.pdf

⁹ ACRI, (2015). "East Jerusalem 2015: Facts and Figures." [Online]. Available: <http://WC.acri.org.il/en/wp-content/uploads/2015/05/EJ-Facts-and-Figures-2015.pdf>

¹⁰ OCHA, (2015). "New Movement Restrictions in East Jerusalem." [Online]. Available: http://WC.ochaopt.org/documents/ej_2015oct21.pdf

¹¹ MAS, (2015). "Training Provision and Employment in Palestine." [Online]. Available: <http://WC.mas.ps/files/server/20151711140259-1.pdf>

for Jabal Al-Mukabber, it is separated from the Israeli Nof Zion and East Talpiyyot areas by two new roadblocks and one new checkpoint. All of these locations are surrounded by an Israeli-declared Jerusalem municipal boundary.¹²

Access to Education and Healthcare

The poor conditions caused by the isolation of these areas especially affect vulnerable segments in the East Jerusalem population including children, persons with disabilities and adolescents. As mentioned above, 83.9% of the children in East Jerusalem live under the poverty line.¹³ These children suffer from limited access to healthcare and education. In the Palestinian neighborhoods, there are only 7 infant healthcare stations (6 operated by the Ministry of Health and one by a private contractor).¹⁴ Last February, the Humanitarian Coordinator James W.C. Rawley called for children's safe access to school in East Jerusalem (and the WB) after his visit to the Muslim Quarter in Jerusalem with diplomats from five countries and the European Union, as well as representatives from Save the Children and UNICEF. The call stated that the team "learned first-hand about the extraordinary challenges children face in accessing safe and quality education."¹⁵

UNSCO in September 2015 similarly raised concern regarding Palestinian children's access to education due to shortage of affordable classrooms as well as restrictions on access of teachers and pupils.¹⁶ Only 41% of children in EJ are enrolled in municipal schools, with a dropout rate of 26% in the 11th grade and 33% in the 12th grade.¹⁷ These numbers are alarming because when teenagers drop out of school, they become a more vulnerable targeted for settler and police harassments on the streets. It is also worth mentioning that the official municipal education system suffers a shortage of 1,000 classrooms, and that 43% of the existing classrooms are defined as inadequate classrooms.¹⁸

Annexation of Land and House Demolitions

Aside from the problems caused by harmful Israeli policies against residents in East Jerusalem, East Jerusalem residents face discriminatory policies and restrictions to build residential housing. UNSCO estimates that approximately 39% of construction carried out by Palestinians in East Jerusalem is unlicensed and is facing repeated fines, and is at risk of demolition¹⁹. It also confirms, "Obtaining a building permit is an arduous, complex and expensive process that can take many years. Haaretz confirms, "Only 7% of Jerusalem

¹² OCHA, (2015). "New Movement Restrictions in East Jerusalem." [Online]. Available: http://WC.ochaopt.org/documents/ej_2015oct21.pdf

¹³ ACRI, (2015). "East Jerusalem 2015: Facts and Figures." [Online]. Available: <http://WC.acri.org.il/en/wp-content/uploads/2015/05/EJ-Facts-and-Figures-2015.pdf>

¹⁴ Ibid. 13

¹⁵ UNICEF, (2015). "The Humanitarian Coordinator calls for children's safe access to school in the occupied West Bank, including East Jerusalem." [Online]. Available: http://reliefweb.int/sites/reliefweb.int/files/resources/hc_statement_education_26_feb_15%20%281%29.pdf

¹⁶ UNSCO, (2015). "Report to the AD Hoc Liaison Committee." [Online]. Available: <http://WC.unsco.org/Documents/Special/UNSCO%20Report%20to%20AHLC%20-%20September%202015.pdf>

¹⁷ ACRI, (2015). "East Jerusalem 2015: Facts and Figures." [Online]. Available: <http://WC.acri.org.il/en/wp-content/uploads/2015/05/EJ-Facts-and-Figures-2015.pdf>

¹⁸ Ibid. 17

¹⁹ UNSCO, (2015). "Report to the AD Hoc Liaison Committee." [Online]. Available: <http://WC.unsco.org/Documents/Special/UNSCO%20Report%20to%20AHLC%20-%20September%202015.pdf>

building permits go to Palestinian neighborhoods.”²⁰ As a result, housing and land prices are extremely high. This places a large financial burden on young families and those with limited income who have to live in the city to maintain their residency right.”²¹

Currently in East Jerusalem, only 13% of land is allocated for Palestinian development and construction, and most of it is already built on²². This has caused a population density that exceeds 300 persons/hectare.²³ The continuous annexation of Palestinian land for settlement expansion, which was discussed by the UN Human Rights Council in its 28th session in March 2015, is a major factor in the high population density in Palestinian neighborhoods. According to a report published after the 28th session, the Israeli Government has ignored calls to reverse settlement activity²⁴. The Palestinian Central Bureau of Statistics (PCBS) estimates about half of Israeli settlers live in the Jerusalem Governorate.²⁵ The above-mentioned UN report further states that demolitions in the West Bank and East Jerusalem since 2011 have remained above 600 annually, causing over 1,000 Palestinians to be displaced each year²⁶. In the time period between April- September 2015, the Israeli authorities have demolished twenty-five structures, displacing 24 people, including 8 children, and affecting 152 people, including 77 children²⁷. Demolitions in EJ are incited by harsh Israeli policies that impede Palestinians from obtaining residential building permits, or are conducted as a force of punishment against the families of Palestinians engaged in violent acts against Israelis. In this case punitive demolitions are carried out on the homes of family members. The impact of punitive house demolitions in East Jerusalem on the vulnerable segments of society were highlighted in Mr. Rawley’s call for an end to punitive demolitions, “Punitive demolitions are a form of collective penalty that punishes people for acts they did not commit [...] They render innocent people homeless. The impact on children, women and the elderly is particularly devastating”²⁸.

Political Violence and Detention

A consequence of these conditions are the riots, protests, and clashes between Palestinian adolescents and Israeli armed forces in East Jerusalem. A UN report states that the Palestinian population in East Jerusalem is young, with 64% under the age of 30 years old²⁹.

²⁰ Hasson, Nir. (2015). Only 7% of Jerusalem building permits go to Palestinian neighborhoods. [Online]. Available: <http://www.haaretz.com/israel-news/.premium-1.690403>.

²¹ UNSCO, (2015). “Report to the AD Hoc Liaison Committee.” [Online]. Available: <http://WC.unsco.org/Documents/Special/UNSCO%20Report%20to%20AHLC%20-%20September%202015.pdf>

²² Ibid. 21

²³ Ibid. 21

²⁴ Human Rights Council- Report of the Secretary-General, (2015). “Human rights situation in the Occupied Palestinian Territory, including East Jerusalem.”

²⁵ Palestinian Central Bureau of Statistics (PCBS), (2015). “On the Occasion of Land Day.” [Online]. Available: <http://WC.pcbs.gov.ps/site/512/default.aspx?tabID=512&lang=en&ItemID=1361&mid=3172&wversion=Staging>

²⁶ Human Rights Council- Report of the Secretary-General, (2015). “Human rights situation in the Occupied Palestinian Territory, including East Jerusalem.”

²⁷ UNSCO, (2015). “Report to the AD Hoc Liaison Committee.” [Online]. Available: <http://WC.unsco.org/Documents/Special/UNSCO%20Report%20to%20AHLC%20-%20September%202015.pdf>

²⁸ UNICEF, (2014). “United Nations Resident Coordinator and Humanitarian Coordinator calls for an end to punitive demolitions in the occupied West Bank, including East Jerusalem.” [Online]. Available: https://WC.ochaopt.org/documents/hc_statement_punitive_demolitions_dec_2014.pdf

²⁹ UN Conference on Trade and Development, (2013). “The Palestinian Economy in East Jerusalem: Enduring Annexation, Isolation and disintegration.” [Online]. Available: http://WC.un.org/depts/dpa/qpal/docs/2014Ankara/P2%20MAHMOUD%20ELKHAFIF%20gdsapp2012d1_en.pdf

A 2015 MAS study further confirms that around 35% of the city's Palestinian population is under the age of 14.³⁰ In the second half of 2014, 406 minors were arrested in East Jerusalem for engaging in demonstrations.³¹ 30% of these children were indicted for stone throwing, public disorder, and/or assaulting police officers³². ACRI's report states that these arrested Palestinian teenagers have reported "physical violence used against them by police officers on the way to interrogation and during the interrogation, as well as threats and intimidation; unnecessary handcuffing and blindfolding for long hours; interrogations without parental presence, in contravention of the law; and various forms of abuse, such as denying food and water and prohibiting toilet breaks."³³ Defense for Children Palestine (DCIP) confirms these violations in a recent publication where it states, "Since January 2015, Israeli police's poor implementation of the law has been depriving Palestinian children in East Jerusalem of their rights during the arrest and interrogation processes"³⁴

According to DCIP, after studying 30 Palestinian children in East Jerusalem in January 2015, 10% of these children were summoned for questioning, 90% of them were arrested from houses or nearby streets, 50% of them were arrested between midnight and 6:00 am, 90% were interrogated in the absence of a parent, 53% of them were subjected to physical violence during interrogation, and 86% of them signed documents entirely in Hebrew.³⁵ These acts are a violation of Israel's Youth Law that was set to protect minors who get in trouble with the law. DCIP explains that the violations come in the form of "exceptions" that are being "overused" by the Israeli police in the absence of the necessary conditions that allow them³⁶. Iyad Misk, DCIP attorney explains, "Israeli police employ exceptions to the Youth Law for Palestinian children and therefore do not enable them to enjoy their rights [...] systematically excluding Palestinian children from protection is a grave violation of UN Convention on the Rights of the Child, signed by Israel in 1991"³⁷

A continuation of these violations recently took place in the form of Youth Law amendments that now impose new measures on children convicted of "nationalistic-motivated" offenses and "terrorist activities".³⁸ These amendments have imposed fines on children and their families, removed social security benefits, increased the stone throwing minimum punishment, and lowered the age of jail sentencing of children from 14 to 12 years old.³⁹ DCIP and Addameer in a joint alert published end of November 2015 similarly asserted, "[We] are deeply concerned by these amendments and proposed laws aimed at Palestinian adolescents, and specifically children. While they should apply to Israeli Jews and Palestinians alike, in practice they discriminately targeted Palestinian residents of

³⁰ MAS, (2015). "Training Provision and Employment in Palestine." [Online]. Available: <http://WC.mas.ps/files/server/20151711140259-1.pdf>

³¹ ACRI, (2015). "East Jerusalem 2015: Facts and Figures." [Online]. Available: <http://WC.acri.org.il/en/wp-content/uploads/2015/05/EJ-Facts-and-Figures-2015.pdf>

³² Ibid. 31

³³ ACRI, (2015). "East Jerusalem 2015: Facts and Figures." [Online]. Available: <http://WC.acri.org.il/en/wp-content/uploads/2015/05/EJ-Facts-and-Figures-2015.pdf>

³⁴ Defense for Children Palestine (DCIP), (2015). "For Palestinian Children of East Jerusalem, the Exception is the Rule." [Online]. Available: http://WC.dci-palestine.org/for_palestinian_children_of_east_jerusalem_the_exception_is_the_rule

³⁵ Ibid. 34

³⁶ Ibid. 34

³⁷ Defense for Children Palestine (DCIP), (2015). "For Palestinian Children of East Jerusalem, the Exception is the Rule." [Online]. Available: http://WC.dci-palestine.org/for_palestinian_children_of_east_jerusalem_the_exception_is_the_rule

³⁸ Ibid. 37

³⁹ Ibid. 37

Jerusalem and Palestinian citizens of Israel.”⁴⁰ They also referenced the three cases of administrative detention in East Jerusalem that took place in mid-October, 2015. The joint alert explains that administrative detention is “the imprisonment of individuals by the state [of Israel] for prolonged periods without charge or trial.”⁴¹ Although this type of arrest is common in the West Bank, DCIP asserts that based on its documentation dating back to year 2000, there have been no such cases in Jerusalem prior to October 2015.⁴²

⁴⁰ Defense for Children Palestine (DCIP), (2015). “Israel targeteds Palestinian children in East Jerusalem with harsh policies” [Online]. Available: http://WC.dci-palestine.org/israel_targeteds_palestinian_children_in_east_jerusalem_with_harsh_policies

⁴¹ Ibid. 41

⁴² Ibid. 41

INTRODUCTION

War Child is an independent and impartial, international and non-governmental organization which has been working in the Occupied Palestinian Territory since 2004. War Child invests in order to secure a better future for children affected by armed conflict. The organization supports all children regardless of their religion, race, social status or gender. The basic premise of WC's work is the United Nations Convention on the Rights of the Child, and its primary role is providing protection and psychosocial support for children and training youth leaders on the concepts of development and child protection. During the implementation of the project "Advancing the Rights of Vulnerable Palestinian Women and Children in East Jerusalem" funded by the European Union, War Child uses its methodology that releases the potential energy in children throughout its methods characterized by creativity and participation.

Through external consultancy, War Child Holland (WC) is conducting this Needs Assessment report to assess the protection and psychosocial needs of children and adolescents, especially children with disabilities, in targeted neighborhoods in East Jerusalem. This report comes as part of WC's three-year project titled "Advancing the Rights of Vulnerable Palestinian Women and Children in East Jerusalem"- ENP/2013/323-493. The project, which has entered its second year, targets seven areas in East Jerusalem: Jabal Al-Mukabber, Ath-Thori, Wadi Hilweh, Wad Qaddum, Al-Bustan, Ras Al-Amud, At Tur, Al-Issawiya, and the Old City. The data collected for this report has focused on these same areas, and has been analyzed to meet the objectives set in the ToR.

Needs Assessment Objectives:

- Investigate the psychological needs of adolescents and children, especially girls and children with disabilities affected by the on-going-conflict in the targeted areas in East Jerusalem.
- Identify and assess the current capacity of Community Based Organizations (CBOs) in implementing psychosocial services and providing Child Friendly Spaces (CFSs) in EJ, and potential and interest of CBOs in future programming.
- Assess CBO adherence to national and international standards and guidelines.⁴³
- Establish a baseline for the project to measure the goals and impact of the project.

Questions derived from these objectives were formed to guide the data collection phase. Answers to these questions present the findings of this report and serve to meet the objectives set above.

Derived Questions:

1. What are the protection and psychosocial needs of adolescents and children, especially girls and children with disabilities in the targeted neighborhoods in EJ?

⁴³ A summary of national and international guidelines is available in Annex 1.

(Targeted neighborhoods: Jabal Al-Mukabber, Ath-Thori, Wadi Hilweh, Wad Qaddum, Al-Bustan, Ras Al-Amud, At Tur, Al-Issawiya, and the Old City)

2. What are the Community Based Organizations (CBOs) working on providing protection and psychosocial services to children and adolescents, especially children with disabilities in the targeted neighborhoods in EJ?
3. What is their current capacity in providing these services? And what is the quality of the Child Friendly Spaces, if available?
4. Are these CBOs interested and willing to provide future protection and psychosocial services in their communities? What is their potential?
5. Do these CBOs adhere to any national or international standards? In what way?
6. What is the baseline that can be useful for WC's future project implementation?

The Methodology section below details the methods and tools used to collect data to answer these questions. Further, the later sections of this needs assessment report present the findings of the data collection phase and analyses connections and observations. A map of available CBOs working on protection and psychosocial services in the targeted neighborhoods in EJ is created in the findings section, and tables and graphs have been utilized to facilitate reading of the collected data. The Discussion and Analysis section includes a discussion of the findings, connections to the contextual background in East Jerusalem as well an analysis of the needs of children and the capacities of CBOs in providing psychosocial services and programs in EJ.

METHODOLOGY- DATA COLLECTION

Upon signing the agreement of a Needs Assessment Consultancy and the Child Safety Policy with WC, the Consultant and her team of researchers began the data collection phase. Tasks and responsibilities were assigned to each team member after conducting an orientation to ensure that all members understood the objectives, guidelines and timeframe of this assignment. The questions set in the Introduction section above were used as guidelines to direct the creation of tools and methods for data collection. The following phases of data collection explain in detail the process that took place:

I. DESK REVIEW- SECONDARY SOURCES

The Consultant started the desk review phase by reviewing documents and reports (secondary sources) related to the assignment. These documents helped form the contextual background on the situation in East Jerusalem as well as the questions that guided interviews, focus group discussions and questionnaires...etc. in the data collection phase of primary sources. The desk review also included a literature review of relevant documents received by WC such as toolkits, policies and guidelines, similar reports...etc. The following list includes details of the documents reviewed in this phase:

- Literature on the situation in East Jerusalem: Recent reports published by different parties including- UN reports (UNSCO, UNICEF, UNCTAD, OCHA), as well as reports published by DCIP, ACRI and MAS.
- Convention on the Rights of the Child, INEE, IASC and CFS international guidelines.
- OCHA maps to understand the geographical distribution and physical obstacles surrounding the targeted areas.
- Documents received from WC: previous studies and reports, project documents, IDEAL Manual, WC Child Safety Policy, and CFS related documents.

Based on the literature review of the above documents, the Consultant was able to:

1. Create a contextual background on the situation in East Jerusalem.
2. Develop the data collection tools of primary sources: questions of semi-structured interviews, FGDs, workshop agendas, observation guidelines, questionnaires...etc.
3. Create a list of NGOs working on relevant programs in EJ. This list was used in the data collection of primary sources to meet CBOs working in EJ.
4. Select the sample and propose a data collection schedule.
5. Prepare and submit the inception report to WC.

II. DATA COLLECTION OF PRIMARY SOURCES

Methods and tools were created to answer the guiding questions of this report. These questions are derived from the main objectives of this Needs Assessment, as demonstrated below.

Objective 1

Investigate the psychosocial needs of adolescents and children, especially girls and children with disabilities affected by the on-going-conflict in the targeted areas in East Jerusalem.

Derived Question(s):

1. What are the protection and psychosocial needs of adolescents and children, especially girls and children with disabilities in the targeted neighborhoods in EJ? (Targeted neighborhoods: Jabal Al-Mukabber, Ath-Thori, Wadi Hilweh, Wad Qaddum, Al-Bustan, Ras Al-Amud, At Tur, Al-Issawiya, and the Old City).

Methods:

1. Focus Group Discussions (FGDs): To answer the first guiding question of this report, five focus group discussions were scheduled with different groups in different neighborhoods. The questions guiding discussions focused on a) the main problems that children and adolescents face in their surrounding environment: on the street, in their neighborhood, at school, at home, and in their community centers, b) children and adolescent relationships with friends, siblings and parents, teachers, counselors and community members, c) the discussion of these first two questions established the basis from which the Consultant moved to explore the psychosocial needs of children, adolescents and children with disabilities from the perspective and experience of each group participating in the FGD⁴⁴. To focus on the needs of girls especially, a female-only adolescent FGD was held in Jabal Al-Mukabber at Shabab Al Balad Initiative Center. Below is a table that clarifies the details of each group discussion:

GROUP	Caregivers (Mothers, Teachers, School Counselors) and Community Members		Adolescents (Age: 15-18)		CBO Staff
# OF FGDS	2 (1 in each neighborhood)		2 (1 in each neighborhood)		1 (included staff from different CBOs working in different neighborhoods)
NEIGHBORHOOD (S)	Wadi Hilweh	Old City	Jabal Al- Mukabber/ Females	Al-Bustan/ Males	Ath-Thori
HOST OF FGD EVENT	Wadi Hilweh Information Center	Arab Counseling Center (PCC)	Shabab Al Balad Initiative	Al Bustan Center	Ath-Thori Women Center

⁴⁴ List of FGD questions and guidelines available in Annex 2

COMMENTS	Sessions included caregivers of children with disabilities.	• Second FGD location was changed from initial neighborhood of Al Issawiya to Silwan.⁴⁵ • Sessions were changed from Drama to group discussions ⁴⁶	The goal of this FGD was to assess the protection and psychosocial needs of children, children with disabilities and adolescents from the work and experience of CBOs working in the targeted areas.
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TABLE 1: FOCUS GROUP DISCUSSION

⁴⁵ More information on these challenges and others are discussed in the Constraints section on page 79

⁴⁶ More information on these challenges and others are discussed in the Constraints section on page 79



2. Drawing Sessions:

- Three drawing sessions were conducted with children (ages 7-14) to discuss their psychosocial problems and needs. Workshops were conducted in the following neighborhoods:
 - ✓ Ath-Thori- at Ath-Thori Women Center
 - ✓ At Tur- at the Society Development Center. Children from At-Tur were invited to meet at this center outside of their neighborhood because it was safer for them (based on the recommendation of Abdallah Kiswani, Chairman of Jabal Al Zaytoon Club).
 - ✓ Ras Al-Amud- at Nebras Al-Quds Association for Children Special Needs.
- Initially, only two sessions were planned in Ath-Thori and At Tur neighborhoods with a 20% attendance of children with disabilities. However, due to the challenges faced to include children with disabilities in these sessions, an added third workshop was conducted with a group of children with disabilities in the Ras Al-Amud area.⁴⁷
- Workshop Activities and Agenda⁴⁸
 - ✓ Introduction and ice-breaker
 - ✓ General discussion about things that cause anxiety and sadness in the surrounding environment: on the street and in their neighborhood, at school, and at home.
 - ✓ Reflection on relationships with friends, teachers, relatives, siblings and parents and community members.
 - ✓ Discussions on things that make them feel better and happier.
 - ✓ Expression of needs through drawings

⁴⁷ Details on this challenge are explained in the Constraints section on page 79

⁴⁸ A detailed drawing sessions agenda is available in Annex 3



Children Drawing Sessions

Objective 2

Identify and assess the current capacity of Community Based Organizations (CBOs) in implementing psychosocial services and providing Child Friendly Spaces (CFSs) in EJ, and potential and interest of CBOs in future programming.

Derived Question(s):

1. Which are the Community Based Organizations (CBOs) working on providing protection and psychosocial services to children and adolescents, especially children with disabilities in the targeted neighborhoods in EJ?
2. What is their current capacity in providing these services? And what is the quality of the Child Friendly Spaces, if available?
3. Are these CBOs interested and willing to provide future protection and psychosocial services in their communities? What is their potential?

Methods:

1. Semi-Structured Interviews: semi-structured interviews were conducted with both NGOs and CBOs working in EJ as follows:
 - Ten interviews were conducted with NGOs and other parties to collect data on their psychosocial interventions in EJ, and to collect information on the CBOs they have worked with.⁴⁹
 - Eleven CBOs were targeted in semi-Structured interviews to assess their programs, capacities and willingness to work in the future on psychosocial interventions for children in EJ. A list of questions and guidelines were developed to facilitate the discussion with CBOs.⁵⁰
 - It is worth mentioning that CBOs in the targeted areas were reached directly through telephone calls to arrange for interviews and focus group discussions. CBOs in Jerusalem are divided into two groups in terms of official registration: first, CBOs registered at the Ministry of Interior under the Palestinian Authority, and obtain a permit from Israeli authorities to proceed with activities in EJ. Second, Community Centers which fall under the Jerusalem Municipality and do not have a permit from the Palestinian Authority. This report has covered CBOs working on providing PSS services to children, including counseling and recreational programs. Other CBOs that were not considered in this report are focused on sports activities for youth only.

The following table displays a list of NGOs and CBOs reached through semi-structured interviews.⁵¹ Selection of NGOs was based on the Consultant's experience in the field and on recommendations received from WC:

⁴⁹ List of interview questions and guidelines in Annex 4

⁵⁰ List of interview questions and guidelines in Annex 4

⁵¹ A complete database on targeted NGOs and CBOs is available in Annex 5

NGOs & Other Parties		CBOs	
1	UNICEF	1	Wadi Hilweh Information Center
2	MOE	2	Issawiya Community Center
3	YMCA	3	Burj Luqluq Social Center Society
4	PCC	4	Shabab Al Balad Initiative
5	Jerusalem Center	5	Al Saraya Center for Community Services
6	NDC	6	Sanabel Theater
7	SAWA	7	Ath-Thori Women Center
8	TCC	8	Spafford Children's Center
9	HBS	9	Jabal Al-Zaytoun Club
10	Palestinian Vision	10	Nebras Al-Quds Association for Children with Special Needs
		11	Society Development Center

TABLE 2: LIST OF INTERVIEWED NGOS AND CBOs

2. Tour and Questionnaire: the first section of the questionnaire was developed to assess the capacity and programs of CBOs that were not targeted in semi-structured interviews. The second section aimed at assessing the protection and CFS standards of 18 different CBOs. Some of these CBOs may have been targeted in semi-structured interviews as well to assess capacity. 11 of the 18 questionnaires distributed were filled by a Field Researcher (team member). The Field Researcher toured the CBO premise and completed the questionnaire based on observation and discussion with the accompanying CBO staff.⁵² The 7 remaining questionnaires were sent via email to CBOs to be filled and returned within a set date. The below is a list of CBOs targeted through questionnaires.

#	CBO	Completed By
1	Al Saraya Center for Community Services	Field Researcher
2	African Community (Jaleyyeh Ifriqyeh)	Field Researcher
3	Jabal Zaytoun Club	Field Researcher
4	Al Bustan Center	Field Researcher

⁵² Questionnaire is available in Annex 6

5	Wadi Hilweh Information Center	Field Researcher
6	Shabab Al Balad Initiative	Field Researcher
7	Silwan Club	Field Researcher
8	Nebras Al-Quds Association for Children with Special Needs	Field Researcher
9	Issawiya Community Center	Field Researcher
10	Issawiya Forum	Field Researcher
11	Abna' Al Quds Center	Field Researcher
12	Ansar Al Maqdisi Club	CBO staff
13	Jerusalem Youth Heritage Forum	CBO staff
14	Arab Counseling Center	CBO staff
15	Spafford Children's Center	CBO staff
16	Old City Youth Association	CBO staff
17	Community Service Center	CBO staff
18	Society Development Center	CBO staff

Table 3: List of CBOs Completed CFS Tour and Questionnaire

3. Observation: two observations of CBO activities with children were conducted by the Consultant at Al Bustan Center in Silwan and at Nebras Al-Quds Association for Children with Special Needs in Ras Al-Amud. The purpose of these observations is to assess CBO capacity in implementing psychosocial activities with children. The observation focused on the preparation for the activity and the strategies used to communicate and mobilize children according to their age and needs. In addition, the observation assessed if the activity took into account individual and gender needs and differences. Both activities selected for observation are ongoing activities conducted by CBO staff with children.⁵³

OBJECTIVE 3

Assess CBO adherence to national and international standards and guidelines.⁵⁴

Derived Question(s):

Do the targeted CBOs adhere to any national or international standards? In what way?

⁵³ Observation guidelines available in Annex 7

⁵⁴ A summary of national and international guidelines is available in Annex 1

Methods:

1. Focus Group Discussions (FGD): In the FGDs with CBO staff, the Consultant described international standards on child protection during the delivery of psychosocial services.⁵⁵ The audience of CBO staff was then asked to discuss whether or not they have heard of these standards and whether they are applied in any form to their work with children.⁵⁶
2. Semi-Structured Interviews: The guidelines for the semi-structured interviews included questions on the knowledge and application of International and national standards by CBOs working with children.⁵⁷

OBJECTIVE 4

Establish a baseline for the project to measure the goals and impact of the project.

Derived Question(s):

What is the baseline that can be useful for WC's future project implementation?

Methods:

Information for the creation of a baseline is collected through the different tools and methods used to compile data to answer to the objectives and derived questions discussed across the different sections of this report. Quantitative data is integrated throughout the findings and are organized in the Findings section as well as in the Baseline section to help present a summary of quantitative findings in an accessible way. The remaining data of qualitative nature is also presented throughout the different sections of Findings below.

III. SAMPLING

The sample was selected to ensure credibility of data and a comprehensive response to the objectives of this report. Despite time limitation and political tensions in Jerusalem, the report has managed to cover a diverse sample that can most accurately represent the targeted groups and areas of the project. Our aim was to select a sample that covers all the neighborhoods targeted by WC's project on one hand, and to represent the targeted segment of children keeping in mind the age groups identified in the ToR. In the data collection phase, our objective in selecting the sample was to target all CBOs providing PSS services to children in the targeted neighborhoods. CBOs, caregivers, community members, children and adolescents were thus targeted to achieve credible results on the psychosocial needs of children in EJ.

The table below summarizes the sample selected for the report as well as the areas targeted and the tools used for data collection.

⁵⁵ A summary of standards is available in Annex 1

⁵⁶ FGD questions and guidelines in Annex 2

⁵⁷ Interview questions and guidelines in Annex 4

OBJECTIVE	TARGETED AREA	TARGETED GROUP	# REACHED	TOOL USED
Assess psychosocial needs of children and adolescents, especially girls and children with disabilities	Wadi Hilweh & The Old City	Caregivers (parents, teachers, counselors) and community members	36	2 FGDs
	All areas of project	CBO Representatives	12	1 FGD
	Al Bustan & Jabal Al-Mukabber	Adolescents (Age:15-18)	22	2 FGD
	At Tur, & Ath-Thori & Ras Al-Amud	Children (Age: 7-14)	52	3 Drawing Sessions
	All areas of project	NGOs and other parties	9	Semi-structured Interviews
Identify and assess the current capacity of Community Based Organizations (CBO's) in implementing psychosocial services and providing Child Friendly Spaces (CFSs) in EJ, and potential and interest of CBO's in future programming.	All areas of project	CBOs ⁵⁸	12	Semi-structured Interviews
	All areas of project	CBOs ⁵⁹	18	Tour and Questionnaire
	Al Bustan & Ras Al-Amud	CBOs (Al Bustan Center and Nebras Al-Quds Association for Children with Special Needs)	2	2 Observations
Assess CBO adherence to national and international standards and guidelines.	All areas of project	CBO Representatives	12	FGD
	All areas of project	CBOs	12	Semi-structured Interviews

TABLE 4: SAMPLE OF STUDY AND DATA COLLECTION TOOLS

⁵⁸ Please visit Table 2 above for a complete list of CBOs targeted in semi-structured interviews

⁵⁹ Please visit Table 3 above for a complete list of CBOs targeted with a tour and questionnaires

FINDINGS

As explained in the previous sections of this report, guiding questions have been derived from the set objectives of this Needs Assessment to guide the data collection phase and to assist in the presentation of findings. These findings were gathered through the tools and methods established and explained in the Methodology section above from targeted groups living in the project targeted neighborhoods in EJ.⁶⁰ Below is the list of derived questions with information acting as a response to each question.

I. PSYCHOSOCIAL NEEDS OF CHILDREN AND ADOLESCENTS IN EJ

What are the protection and psychosocial needs of children and adolescents, especially girls and children with disabilities in the targeted neighborhoods in EJ?

As apparent in the above question, the first objective of this report is to assess the psychosocial needs of children and adolescents (especially girls and children with disabilities) in the targeted neighborhoods in East Jerusalem. These neighborhoods are: Jabal Al-Mukabber, Ath-Thori, Wadi Hilweh, Wad Qaddum, Al-Bustan, Ras Al-Amud, At Tur, Al-Issawiya, and the Old City. To answer to this objective, the Consultant developed tools and methods to collect data on the psychosocial needs in EJ.⁶¹ Based on the methods developed, six different groups were targeted to assess the needs of children and adolescents, especially girls and children with disability. These groups are: NGOs (as well as UNICEF and MOE)⁶², CBOs⁶³, caregivers and community members, children, adolescents and children with disabilities. From these groups, a comprehensive list of psychosocial needs was created.⁶⁴ Below is a list of themes that were derived from the needs collected in the data collection phase. Using thematic analysis, the list of themes was created in the data analysis phase to group similar psychosocial needs together under one title. Each theme signifies several needs that have been expressed by the six groups.

These themes are:

1. Protection and Safety
2. Awareness of Legal Rights
3. Self Expression, Communication Skills & the Need to be Heard
4. Qualified and Resourceful Caregivers
5. Stress Release and Counseling Sessions
6. Topics of Identity, Belonging, Self-esteem, Community and Future
7. Recreational and Fun Activities
8. Education Support
9. Socioeconomic Status and Vocational Training
10. Female Rights and Gender Based Discrimination

⁶⁰ See Table 4 for information on sampling and data collection tools

⁶¹ See methodology section above for more information on tools and methods used to collect data on psychosocial needs.

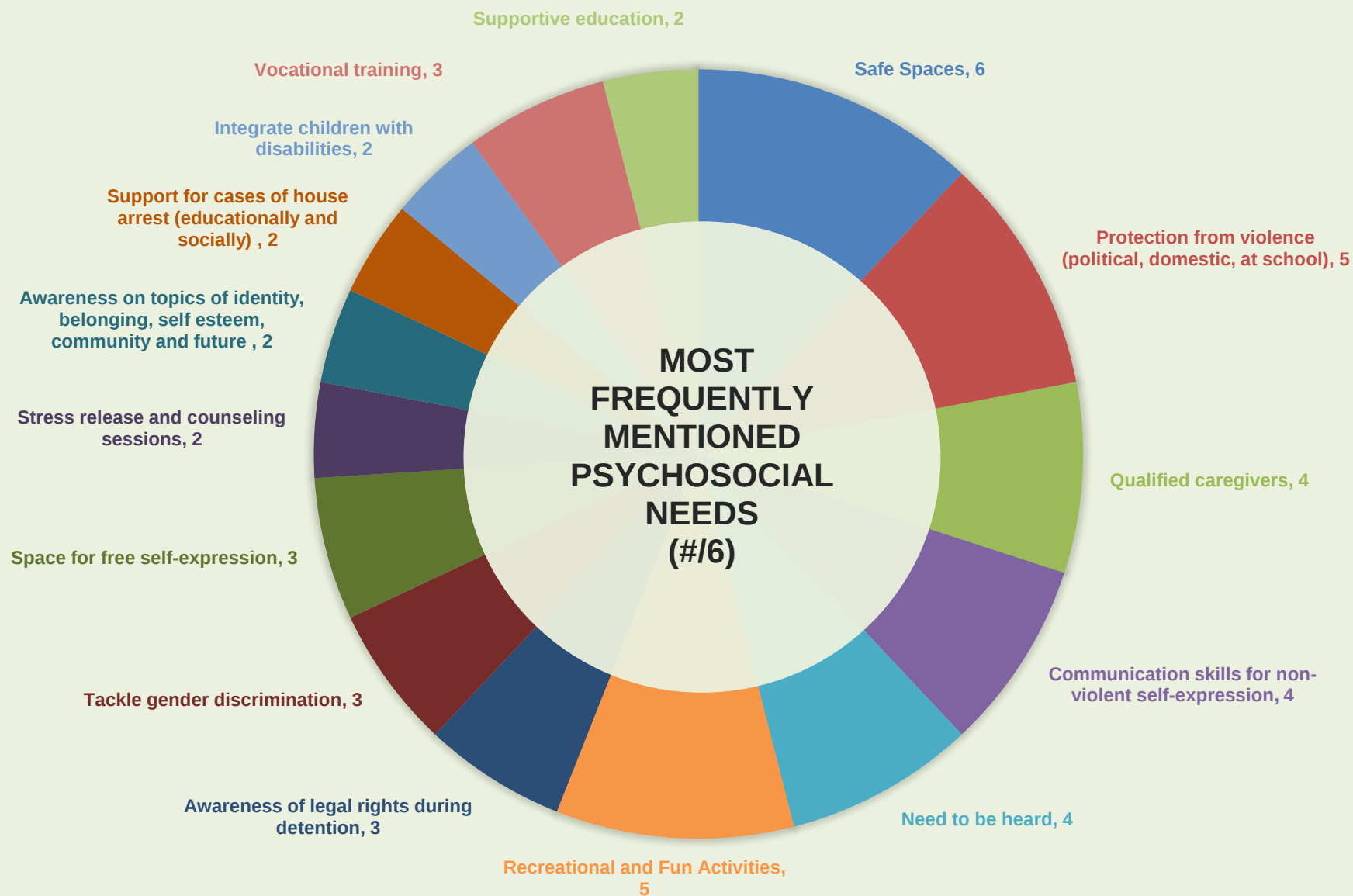
⁶² Complete list of NGOs targeted in semi-structured interviews available in Table 2

⁶³ Complete list of CBOs targeted in semi-structured interviews available in Table 2

⁶⁴ See Annex 8 for a complete list of needs. Needs are color coded to reflect information in Graph 1.

11. Children with Disabilities

Many of the needs falling under each of the above themes were mentioned by more than one of the six groups. **Graph 1** demonstrates the most frequently mentioned needs. Each need in the graph is designated a number to reflect its share of frequency mention (# of group mention/ total number of groups). Concrete numbers of mentioning and accurate statements are expressed in **Annex 8**.



GRAPH 1

II. CAPACITY OF CBOS AND QUALITY OF CFS

What are the Community Based Organizations (CBO's) working on providing protection and psychosocial services to children and adolescents, especially children with disabilities, in the targeted neighborhoods in EJ?

The following map is an adapted version of OCHA's 2015 "New Movement Restrictions in East Jerusalem" map.⁶⁵ OCHA's original map shows new and old obstacles surrounding neighborhoods in EJ. This adapted version adds CBO icons to present the geographic distribution of CBOs providing protection and PSS services to children and adolescents working in the project targeted neighborhoods in EJ and the obstacles surrounding the areas where they exist. Other CBOs may exist in these locations as well but are not presented in the map because they were not targeted in this study or they do not offer PSS services and activities for children. A detailed database with contact information of CBOs is presented in Annex 4. According to our findings, a total of 23 CBOs work in the targeted areas in EJ. The most concentration is in the Old City, where 10 CBOs are located. Silwan is the second most populated neighborhood with CBOs, with 5 CBOs in the area. Al-Issawiya, Jabal Al-Mukabir and At-Thori are home to two CBOs each. At-Tur and Ras Al-Amud on the other hand are each home to one CBO only as demonstrated in the following map.

⁶⁵ Map adapted from OCHA. OCHA, (2015). "New Movement Restrictions in East Jerusalem." [Online]. Available: http://WC.ochaopt.org/documents/ej_2015oct21.pdf

List of CBOs based on location:

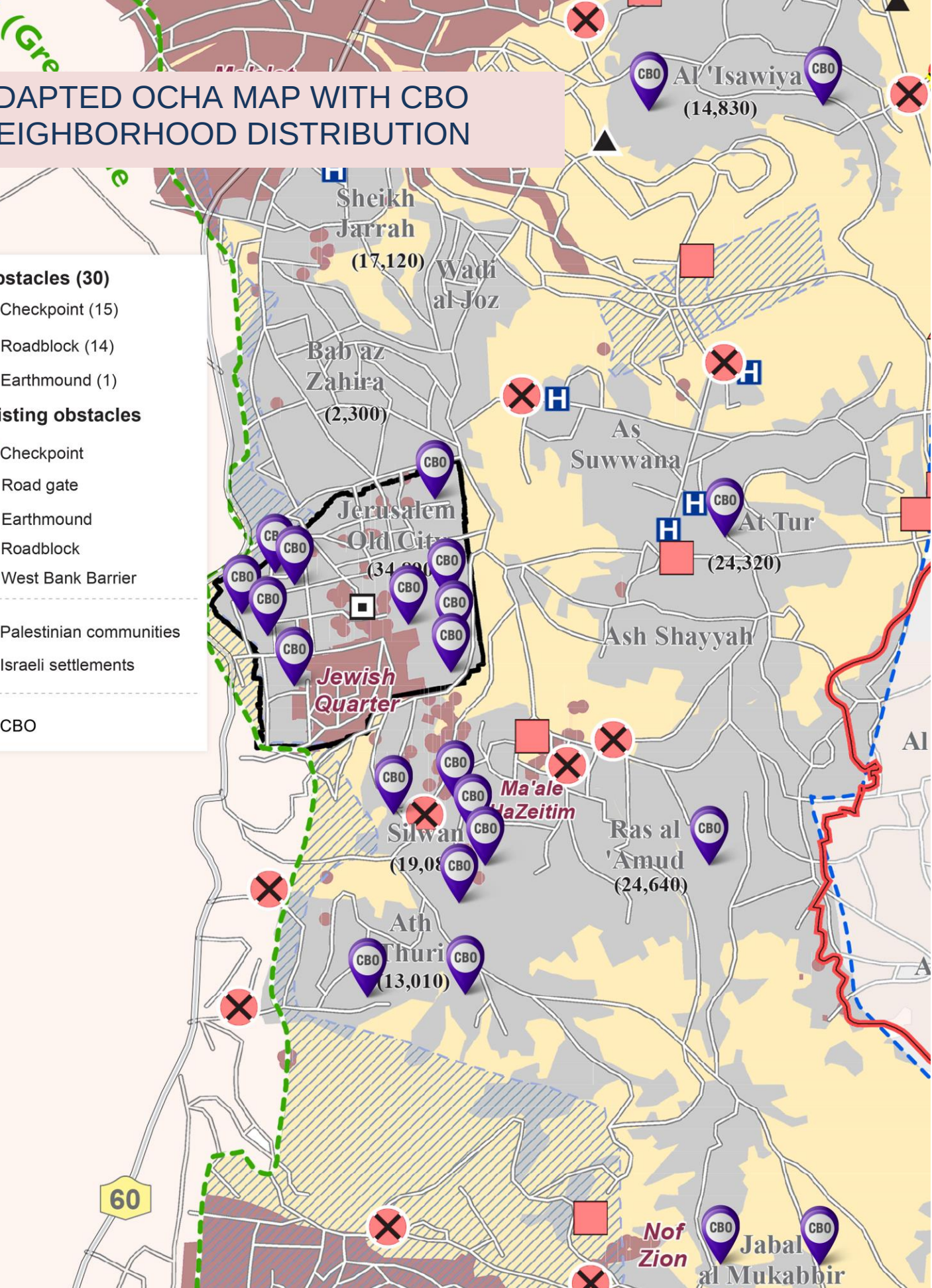
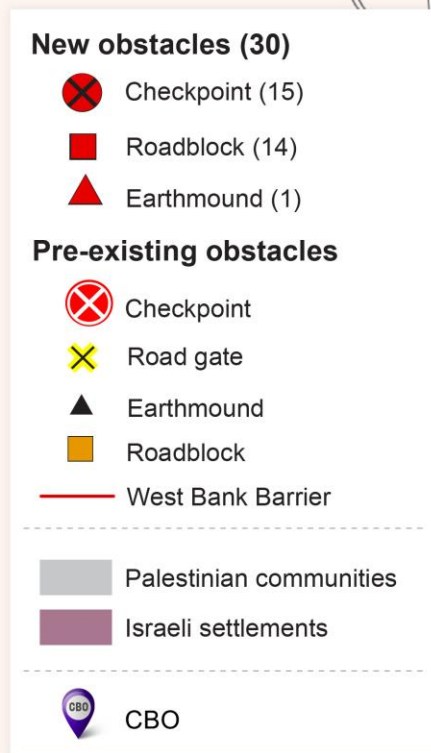
Old City	Al-Bustan	Wadi Hilweh	Wad Qaddum	Al-Issawiya	Jabal Al-Mukaber	Ath-Thori	At-Tur	Ras Al-Amud
Burj Luqluq Social Center Society	Al Bustan Center	Silwan Club	Ansar Al Maqdisi Club	Issawiya Community Center	Shabab el-Balad Initiative	Ath-Thori Women Center	Jabal Zaytoun Club	Nebras Al-Quds Association for Children with Special Needs
African Community (Jaliya el-Ifriquyeh)	Jerusalem Youth Heritage Forum	Wadi Hilweh Information Center		Issawiya Forum	Jabal Al-Mukabber Club	Sanabel Theater		
Spafford Children's Center								
Al Saraya Center for Community Services								
Old City Youth Association								
Abnaa' el-Quds Center								
Society Development Center								
Arabic Counseling Center								

Community
Service
Center

Al Riayah
Society

TABLE 7: List of CBO Based on Geographic Distribution

ADAPTED OCHA MAP WITH CBO NEIGHBORHOOD DISTRIBUTION



⁶⁶ Map adapted from OCHA. OCHA, (2015). "New Movement Restrictions in East Jerusalem." [Online]. Available: http://WC.ochaopt.org/documents/ej_2015oct21.pdf

What is current capacity of CBOs in providing PSS and protection services to children and adolescents? And what is the quality of the Child Friendly Spaces, if available?

The assessment of CBO capacity and the services they provide can be divided into two folds; the first is what are their capacities and strengths? And the second is what are their shortcomings and needs?

Capacities and Strengths

The capacities and strengths of CBOs are focused around their good connections with their respective community. Their strong rapport with the community and the people they serve on a grassroots level, keeps CBOs well aware of community needs and accordingly better able to respond through their programs and services. Additionally, CBOs have succeeded in building good relationships with NGOs working in their areas. Such relations enrich CBOs' capacities in terms of the quality of services they offer as part of their cooperation with NGOs. Because NGOs have more resources, the quality of their services are sometimes higher than those offered by CBOs. However, what CBOs enjoy and NGOs lack is the large access to community members.

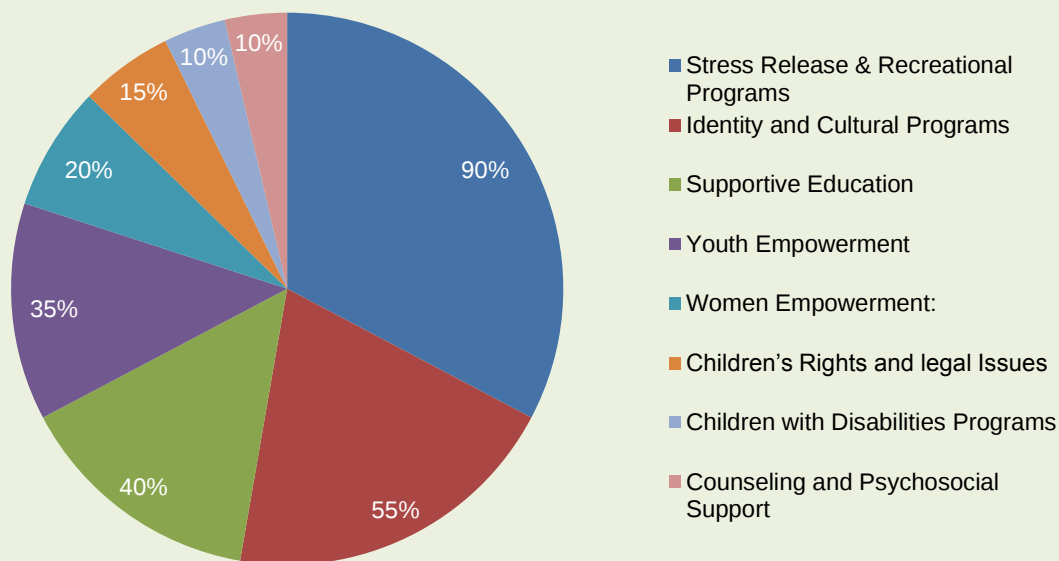
Additionally, the credibility of CBOs within their communities gives them the ability to recruit large numbers of volunteers. CBOs that depend mostly on volunteers are able to reduce cost of activities, and provide more flexible services varying in scale and number of targeted groups. This flexibility is especially important in responding to emergency situations and to the growing needs of their communities.

During the research process, several examples appeared on the benefits of CBOs' strong rapport with their communities. One of the volunteers working at Nebras Al-Quds Association for Children with Special Needs for example is a university professor in special education. He organizes for his students to spend 120 community service hours in the center for practical experience. Other examples include the ability to organize large-scale open-day events and festivals with the help of the large numbers of volunteers.

The capacity of CBOs stretches also to the type of the services they offer. According to the Semi-structured interviews and the filled questionnaires, the largest type of services that the CBOs offer are in stress release and recreational programs, followed by identity and cultural programs, supportive education programs, youth and women empowerment, children's rights and legal issues, children with disabilities programs, and counseling and psychosocial support programs. Within their capacity, CBOs indicated that they try as much as they can to respond to the needs of women, children, adolescents and children with disabilities.

The following graph presents the main areas of service that the targeted CBOs provide. Each subject is given a percentage relating to how many CBOs provide such services or programs.

CBO PROGRAMS



GRAPH 2

In regards to the quality of programs delivered, two observations were conducted to provide collect data on the services provided by CBOs. These observations were made at Al-Bustan Center and Nebras Al-Quds Association for Children with Special Needs to observe two on-going activities. These two CBOs were selected based on their periodic activity, especially that the time period of conducting this needs assessment was challenging for the children. It was difficult for children to attend their community centers due to the political tension and final examinations. One of these two CBOs selected works with children with disabilities and was especially selected to review the services provided for this segment. The following data was compiled from these two observations. This data was collected by the Consultant who conducted both observations to assess efficiency and effectiveness of activity delivered to children and adolescents.

Al-Bustan Center:

The activity observed at Al-Bustan Center is an on-going scouts activity for children ages 8-16 of both genders. The activity is conducted by a committed volunteer that meets with children twice a week. What was noticed during this activity is the positive energy of the participating children and their commitment to engagement. The children attended the activity although it was held on a Friday, which is their day off school. Although the activity was not of an engaging nature and depended mainly on following specific instructions received by the facilitator, it was clear that the facilitator was forming his instructions in a smooth and child-friendly way. The facilitator's instructions reflected his understanding of children and their needs, as well as his attention to individual needs, age and gender differences. The space used for this activity is adequate in terms of area, however, there were areas that suffered from water leaking in the ceiling and were thus not used for the activity. Below is a complete observation form:

Indicator	Score				Notes
	1 (Not true)	2 (Somewhat true)	3 (True)	4 (Very true)	
Preparation: Goals are explained to the children and are consistent with psychosocial needs		X			
Strategy of work with children: strategies are age appropriate and are consistent with the overall goal of providing PSS. Strategies are interactive and creative			X		
The facilitator allows the children an opportunity to interact.			X		
The facilitator is accepting to the children regardless of background, gender, cultural, social and religious			X		
Attention to individual needs: Methods of interaction and interactive activities reflect this. Activities are diverse and facilitator allows the opportunity for independent interaction.					The activity doesn't allow an opportunity for independent interaction. In its nature it is to follow the orders of the leader
Tools: facilitator prepares a variety of materials suitable for the activity and considers the individual needs of children			X		
Venue of activity is organized: Children are organized in a way that allows proper interaction and communication with peers and with facilitator					The activity itself does not require group interaction, however, the facilitator was communicating with children in a proper way
Place is suitable: fits all children, suitable for the activities (tables, chairs, adequate lighting, warm, safe...etc.)		X			
Behavioral control: Use of reward system, tasks are suitable for children. Positive reinforcement is used. Facilitator is ready to answer to any emergencies or unpredicted actions.			X		
Evaluation and documentation: work is evaluated in a credible way based on	X				

the goals of the activity and the evaluation is immediately documented after the session.

FORM 1: AL-BUSTAN CENTER OBSERVATION FORM



Nebras Al-Quds Association for Children with Special Needs:

The activity observed at Nebras Al-Quds Association was titled "The Balance Game" for adolescents with disabilities. In this activity, the adolescents are standing in a circle and each is holding a stick until they hear the facilitator clapping. Once they hear the clapping, they would swap their stick with the person standing next to them. If they fail to hold the stick, they have to leave the group and stand aside. The activity was delivered by a Nebras Al-Quds supervisor employee to adolescents with mental disabilities (ages 14-17 years old). The purpose of this activity is to increase their ability to focus on movement and to increase coordination between their visual and movement balance. It is also a recreational activity for entertainment. It was clear from the activity that the facilitator was able to positively engage with the adolescents, with attention to the types of disabilities of each individual. The participants showed acceptance to the instructions received by the facilitator and accepted leaving the group when they dropped the sticks. As for the space, the center is adequate in terms of the availability of rooms to conduct activities with a small garden outside. However, to achieve the Center's goal of conducting inclusive programs, there needs to be expansion and rehabilitation works. As a side note, the Consultant reviewed some of the other activities conducted in the past with children. These activities included drawing, and mosaic, which help children focus and lifts their spirit when they see the work they have achieved as a group. A complete observation form is below:

Indicator	Score				Notes
	1 (Not true)	2 (Somewhat true)	3 (True)	4 (Very true)	
Preparation: Goals are explained to the children and are consistent with psychosocial needs			X		
Strategy of work with children: strategies are age appropriate and are consistent with the overall goal of providing PSS. Strategies are interactive and creative			X		
The facilitator allows the children an opportunity to interact.			X		
The facilitator is accepting to the children regardless of background, gender, cultural, social and religious			X		

Attention to individual needs: Methods of interaction and interactive activities reflect this. Activities are diverse and facilitator allows the opportunity for independent interaction.		X			The facilitator was very careful to allow for fully independent interaction
Tools: facilitator prepares a variety of materials suitable for the activity and considers the individual needs of children			X		
Venue of activity is organized: Children are organized in a way that allows proper interaction and communication with peers and with facilitator		X			
Place is suitable: fits all children, suitable for the activities (tables, chairs, adequate lighting, warm, safe...etc.)		X			
Behavioral control: Use of reward system, tasks are suitable for children. Positive reinforcement is used. Facilitator is ready to answer to any emergencies or unpredicted actions.				X	
Evaluation and documentation: work is evaluated in a credible way based on the goals of the activity and the evaluation is immediately documented after the session.		X			

FORM 2: NEBRAS AL-QUDS ASSOCIATION OBSERVATION FORM



Nebras Association Observation

Shortcomings and Needs

Considering the difficult circumstances in EJ, as fairly described in the background, CBOs are struggling to create a positive impact in the lives of vulnerable segments in EJ: children, adolescents and women. With shortage in resources and funds, the CBOs' major challenge is to remain in operation. Therefore, data demonstrates that the CBOs' main achievement is to remain open and capable of providing services.

Moreover, data shows that the capacities of CBOs are limited in the areas of organizational skills, professional and specialized staff, and funding. In the FGD with CBOs, the participants all agreed that they lack professional experience in planning, human resources development, budgeting, reporting, as well as coordination and networking capabilities. The high dependency on volunteers and the lack of resources to cover professionals also affects the CBOs' capacities in providing high quality and professional services in areas that require such expertise such as psychosocial counseling. The lack of funding was mostly related to the problems in organizational skills. While the CBOs have established credibility and trust with their communities and have demonstrated capacity to implement large-scale activities, they lack capacity in proposal writing and reporting (according to international donor standards) to draw funds for activities.

Child Friendly Spaces (CFS)

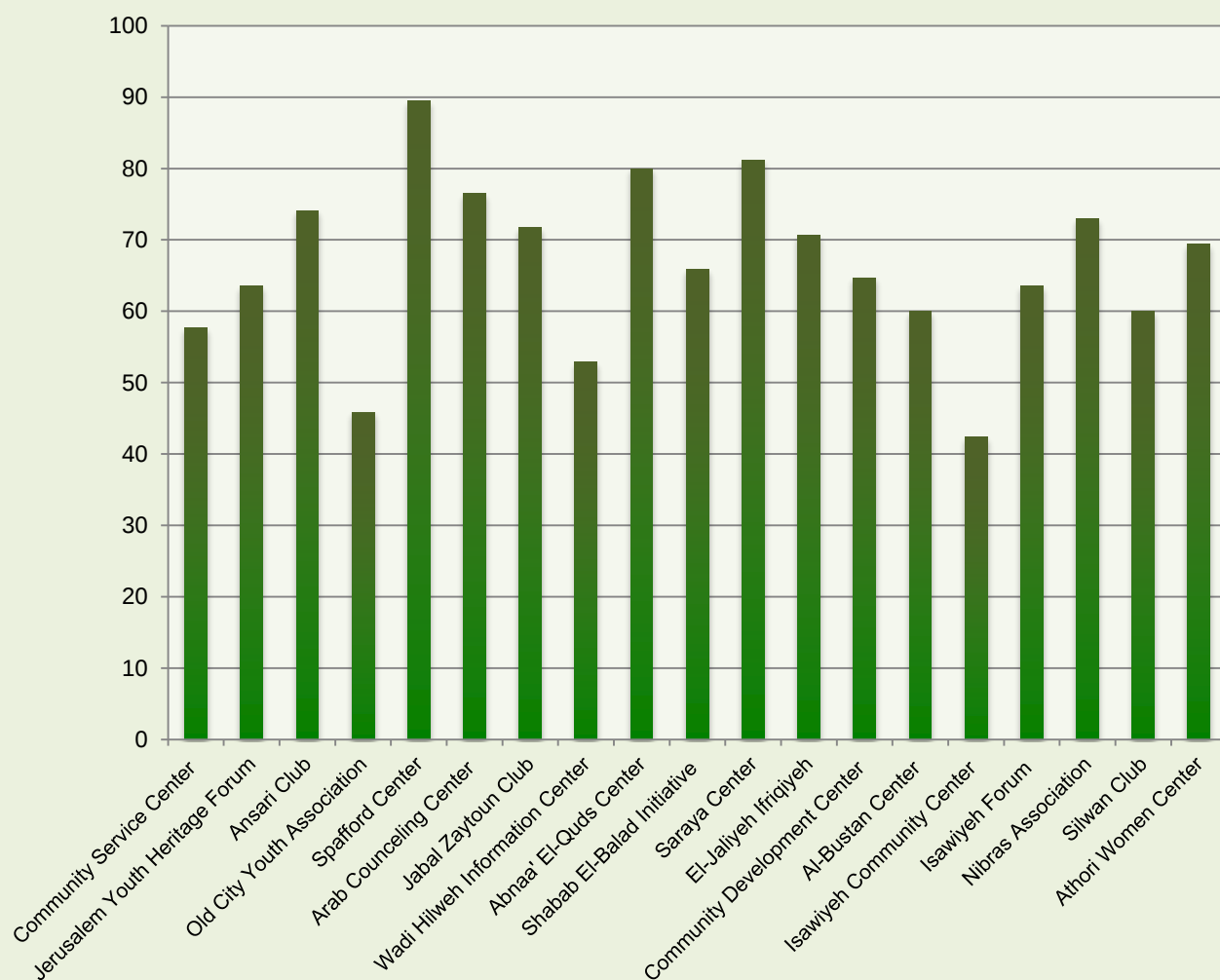
The CFSs standards relate to the space's infrastructure, area, and facilities. Most CBOs suffer weak and inappropriate infrastructure in terms of buildings and space. They tend to be based in very tight and crowded areas, some have small spaces for implementation of activities, and others do not have outdoor space. The over-crowdedness of neighborhoods in EJ and the long, overwhelming process of obtaining permits lessen the CBOs ability to expand or renovate their centers. Many of the CBOs suffer from the lack of facilities and equipment such as computers, educational tools, equipment for training and facilitation of activities, and adequate facilities for children with disability. However, the circumstances that surround the CBOs, whether political, social, and/or economic, must not be condoned when comparing them against the international standards of CFSs. The challenges they face on daily bases, in addition to the lack of organizational capacity result in their inability to adhere to international standards. The chart below presents the average of each CBO in regards to the CFSs standards. The results in the chart were reached by analyzing the data collected through tours and questionnaires with eighteen different CBOs.⁶⁷ Referring to the criteria of international standards of CFSs⁶⁸ a questionnaire was developed as explained in the Methodology section above. A team member toured 11 of the 18-targeted CBOs to collect data on the quality and availability of CFSs.⁶⁹ The remaining 7 CBOs filled the questionnaires on their own and returned the completed questionnaire via email.

⁶⁷ A list of targeted CBOs is available in Table 3 in the Methodology section above.

⁶⁸ International Criteria of CFSs is available in Annex 1.

⁶⁹ CFS tour and questionnaire available in Annex 6.

QUALITY OF CFS (%)



GRAPH 3

III. CBO INTEREST AND POTENTIAL FOR FUTURE PROGRAMS

Are these CBOs interested and willing to provide future protection and psychosocial services in their communities? What is their potential?

Despite the limited resources and capabilities, CBOs in all semi-structured interviews and FGDs showed interest and willingness to continue providing psychosocial activities. In the FGDs they indicated that they are the most appropriate party to carry such activities within their communities. The limited financial capacities present a challenge, but certain CBOs are employing stronger strategies to attract resources to continue providing services. While some expand their dependency on volunteers and networking, others are applying to different donors for funding. A detailed discussion about their future programs is available in the discussion section below. The following table shows the future programs of CBOs in the coming two years. The information below is collected from the CBOs that spoke about this topic in the semi-structured interviews.

CBO Name	Future Programs
Issawiyeh Community Center	Implementation of a protection program in cooperation with PCC. Through the program, PCC will provide a social worker to the center to work with the children. Status: still in the coordination phase
Burj Luqluq Social Center Society	The center plans to continue implementing its already existing programs in the areas of education, kindergarten activities, and the social incubator. Status: ongoing
Shabab el-Balad Initiative	They are interested in building the capacity of their volunteers to be more qualified in working with children and to be responsive to the needs of all community segments at Jabal Mukabber. They coordinate with different organizations in the field of counseling PCC, SAWA, YMCA, but this is part of their continuous programs. Status: ongoing.
Sabanel Theater	The theater prepares to hold many activities in the year 2016. It aims to have 2 plays each month, in addition to 2 "Joy and Happiness" days per month for children. They also aim to provide classes in aerobics and expressive dancing. Status: in planning
Ath-Thori Women Center	The center plans to continue implementing the activities it already carries out. Status: ongoing.
Spafford Children's Center	The center plans to implement activities of sand therapy, and to renew their expression therapy program, as well as their psychodrama and stress release activities with mothers. Their new strategy includes programs towards reducing violence and directing adolescents to rather productive activities. Status: planning

Community Development Center	The center plans to continue implementing the activities it already carries out. Status: ongoing.
Al Saraya Center for Community Services	The center plans to continue implementing the activities it already carries out. Status: ongoing.
Nebras Al-Quds Association for Children with Special Needs	The association is interested in expanding its services to introduce inclusive programs. However, their implementation depends on the availability of funding. Status: to be planned if funding is available.
Old City Youth Association	The association plans to continue the development of groups and trainings in art, culture and continue working on counseling. Status: ongoing
Ansar el Maqdisi	The center plans to continue implementing the activities it already carries out. Status: ongoing.
Jalyehe Ifriqueh	The plan is to focus their activities towards youth development in skills such as dialogue, good listening, and life skills. Status: planning
Al-Bustan Center	The center plans to continue its regular activities. It also aims to build a closed gym on a nearby rented land for athletic and recreational activities. The land will need rehabilitation before construction is started. They plan to create Al-Bustan educational academy.

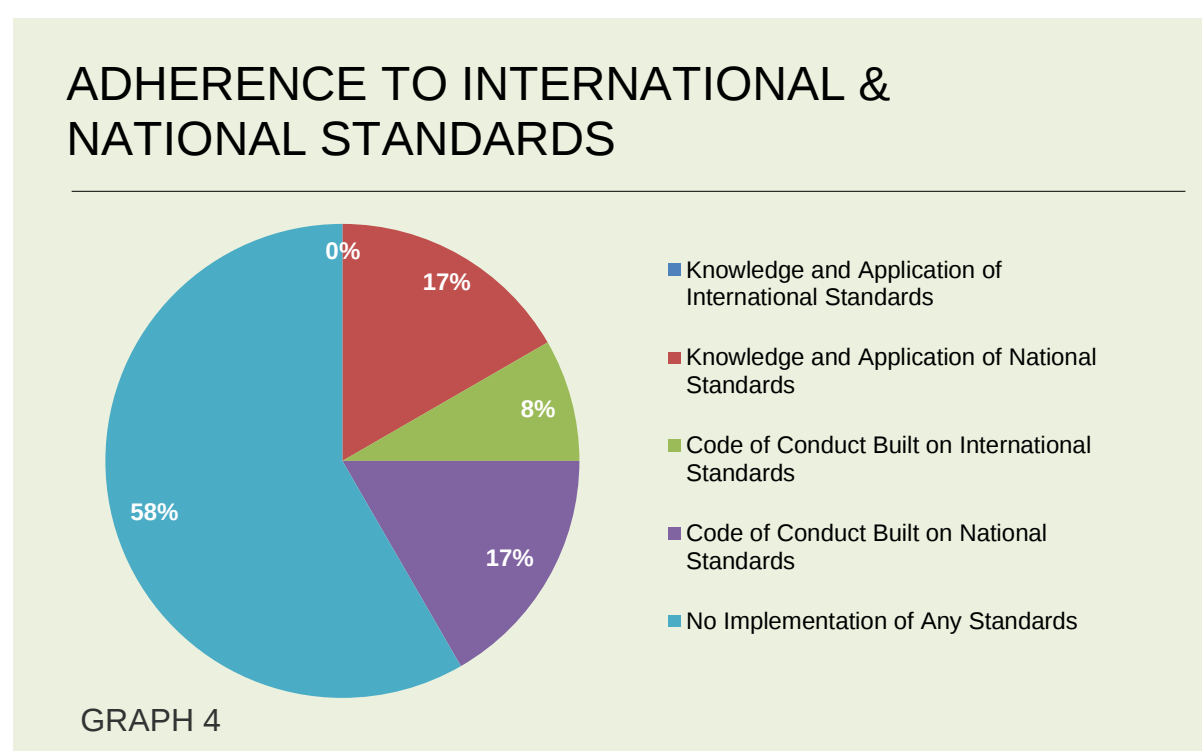
TABLE 8: CBO FUTURE PROGRAMS

IV. ADHERENCE TO INTERNATIONAL AND NATIONAL STANDARDS

Do the targeted CBO's adhere to any national or international standards?⁷⁰

According to the results of the Semi-Structured interviews and questionnaires, the CBOs' level of adherence to standards of child protection and safety varies. The levels of the standards they follow differ as well. While some CBOs follow their own codes of conduct, or local standards, others do not follow any and are unaware of their existence. Very few formulate their code of conduct to match international standards.

The graph below shows the CBOs levels and extent of adherence to the international standards:



⁷⁰ A summary of international and national standards is available in Annex 1.

DISCUSSION AND ANALYSIS

I. PSYCHOSOCIAL NEEDS OF CHILDREN AND ADOLESCENTS IN EJ

The psychosocial needs of children and adolescents, especially girls and children with disabilities, which have been gathered during the data collection phase for this Needs Assessment, have been grouped into the following themes. A complete list of all mentioned psychosocial needs, with information on the number of mentions for each need, is available in Table 5 in Annex 8.

1. Protection and Safety

The need for safe places for children and adolescents and the need for protection from violence, especially political violence, were mentioned by five of the six groups targeted to collect information on the psychosocial needs of children and adolescents. Political violence according to the targeted groups includes: killing and injuries, invasions, home demolitions, detention, clashes and conflicts...etc. As detailed in the Findings section, the six groups are: NGOs and other parties, CBOs, caregivers (parents, teachers, counselors and community members), adolescents, children, and children with disabilities.⁷¹ Children in one of the held drawing sessions expressed a need for playgrounds and a local library because the playgrounds at school are overcrowded. They also complained that school buildings and playgrounds are not open after school hours and thus they are usually obliged to search of other locations to play. Usually, their alternatives end up being the crowded streets and sidewalks in their neighborhood, "If safe spaces were available in East Jerusalem, they would make children safer because they will no longer play on the streets. On the streets they are vulnerable to attacks from soldiers and settlers."⁷² In Athori, there are no playgrounds at Ath-Thori for children to play and that even sidewalks are used for parking cars. There is only one playground in Ath-Thori he confirmed, however, this playground has become a location for clashes with soldiers and has been used as a dumpster.⁷³

Adileh's statement above lends itself to the second most mentioned need: protection from violence, political violence in particular. Although all groups expressed this needs, it was parents in both focus group discussions that stressed the urgency to protect their children from the highly violent environment in EJ. Political violence as expressed by the groups includes: police invasions, settler and police harassments on the streets, house demolitions, detention, killings and injuries...etc. Ath-Thori neighborhood faces a higher risk of political violence because there is not a defined settlement in the area, but rather settlers are scattered in spots living amongst residents. As a result, there is a higher need to address political violence in Ath-Thori than any other neighborhood.⁷⁴ The mention of settler

⁷¹ See table 4 for more information on sampling and data collection tools

⁷² Adlieh, Ibtissam. Interview by Linda Jaber. Personal interview. Beit Sahour, December 12, 2015.

⁷³ Abu Saloum, Ahmad. Interview by Alia Sha'ar & Suha Salameh. Personal interview. Ath-Thori, December 9, 2015.

⁷⁴ Zayyad, Abeer. Interview by Alia Sha'ar & Suha Salameh. Personal interview. Ath-Thori, December 9, 2015.

violence is consistent with the data gathered for the Contextual Background section where it states that about half of Israeli settlers live in the Jerusalem Governorate.⁷⁵



Evidently, the need to address protection from political violence is interconnected to the need for safe places, because as Manal Ayassa from Spafford Children's Center explained, even when safe centers are available for children, political violence outside can impede children engagement with these centers. Political violence has acted as an obstacle preventing children from reaching the Spafford Children's Center on many occasions she confirms. Thus, even when the center itself is safe, the way to the center is not. Spafford Children's Center as a result has created an "Attend if you can" policy to ensure child safety.⁷⁶ This however, has limited the access of many children to the services and programs of Spafford Children's Center and other centers. Children in their drawing workshop similarly emphasized the need for protection and safety on the roads to-and-from schools by asking for a school bus to pick them up from home and drop them off at school. People in EJ are gradually losing their sense of safety, "even when schools are open, parents are not sending their children to school because they do not trust that they are safe"⁷⁷

Other types of violence were also mentioned in the group discussions. Domestic violence and violence at school were equally referenced by parents, adolescents and children. CBO staff in semi-structured interviews cited examples of domestic violence that included: sexual harassments against children, rape, verbal abuses, gender based discrimination and physical abuse. CBOs stated in the FGD meeting that there are at least 208 cases of intra-familial sexual abuse in Silwan and Ath-Thori alone. Mohamad Ash.hab and Asmaa' Sharabati from PCC remarked, "Houses are small and streets are crowded. The lack of alternatives of safe places for children to play increases their exposure to violence at home."⁷⁸ Children and

⁷⁵ Palestinian Central Bureau of Statistics (PCBS), (2015). "On the Occasion of Land Day." [Online]. Available: <http://WC.pcbs.gov.ps/site/512/default.aspx?tabID=512&lang=en&ItemID=1361&mid=3172&wversion=Staging>

⁷⁶ Ayassa, Manal. Interview by Alia Sha'ar. Personal interview. Old City, November 25, 2015.

⁷⁷ Abbasi, Sahar. Interview by Alia Sha'ar. Personal interview. Silwan, December 1, 2015.

⁷⁸ Ash.hab, Mohammad & Sharabati, Asmaa'. Interview by Alia Sha'ar. Personal interview. Beit Hanina, December 2, 2015.

adolescents in their focus group discussions and workshops explained that they face violence at home from their parents, and constantly fight with their siblings.

At school, adolescents in their FGDs spoke out about the abuse they face from teachers. According to them, their teachers often use verbal abuse and sometimes beating. They also gave examples of violence (physical beating and bullying) between children themselves at school, "Children have become violent when dealing with each other because they live in a highly violent environment on the street, at home, and at school."⁷⁹

2. Awareness of Legal Rights

The need for awareness sessions to help children and their parents become more aware of their legal rights was a prominent point of discussion in NGO, CBO and caregiver meetings. All three groups emphasized the need for children to know their rights, especially at the time of detention and during interrogation. CBOs recommended the implementation of sessions for children and parents on the international rights of children, as well as sessions to educate them on their legal rights based on Israeli laws. Both children and their parents must know the rights of children and adolescents in the case of detention.⁸⁰ CBO staff at the FGD elaborated on Sha'er's point by emphasizing the need to raise awareness on the legal rights of children during interrogation as well.

However, even if children and their parents were aware of their legal rights, it would not solve the issue of detention against minors in EJ, "When aware parents express their children's rights during detention or interrogation, the Israeli authorities always have the readily available excuse of the "exception" to the law."⁸¹ According to DCIP, the violations of children and adolescents rights come in the form "exceptions" that are being "overused" by the Israeli police in the absence of the necessary conditions that allow them. Iyad Misk, DCIP attorney explains, "Israeli police employ exceptions to the Youth Law for Palestinian children and therefore do not enable them to enjoy their rights."⁸² Nonetheless, the need for awareness of legal rights was mentioned during our data collection phase in NGO interviews, and at CBO and caregiver FGDs.

3. Self Expression, Communication Skills & the Need to be Heard

The need for communication and dialogue skill development appeared in the context of discussing violence amongst children and adolescents. In meetings with NGOs, CBOs and in the FGD with caregivers, all three parties expressed the need for children, especially adolescents, to express themselves without resorting to violence. CBOs in their FGD also mentioned that skill-building sessions of self-expression are especially important for children who have been recently released from detention. To avoid complications in their physiological well-being after experiencing detention, they must learn tools of self-expression. They also explained that although they prefer children to be equipped with skills that allow them to self-express using means other than violence, they understand how violence has become their "easiest way of self-expression." Ash.hab and Asmaa' Sharabati

⁷⁹ Ash.hab, Mohammad. Interview by Alia Sha'ar. Personal interview. Beit Hanina, December 2, 2015.

⁸⁰ Sha'er, Fadwa. Interview by Alia Sha'ar & Linda Jaber. Personal interview. Ramallah, November 25, 2015.

⁸¹ Abbasi, Sahar. Interview by Alia Sha'ar. Personal interview. Silwan, December 1, 2015.

⁸² Defense for Children Palestine (DCIP), (2015). "For Palestinian Children of East Jerusalem, the Exception is the Rule." [Online]. Available: http://WC.dci-palestine.org/for_palestinian_children_of_east_jerusalem_the_exception_is_the_rule

in their interview asserted, “[...] with all the violence around them [children], violence becomes the easiest way of self-expression for kids.”⁸³ Children have become socially withdrawn due to their lack of ability to self-express.

Furthermore, the need to have a free space for self-expression was mentioned in two separate interviews with Mohamad Al Ash.hab at PCC and Abu Saloum from Sanabel Theater. They both emphasized the need to create free spaces for children to express internal thoughts and feelings. Abu Saloum explained that theater is a perfect example of such space.⁸⁴ He also added that these spaces are essential in neighborhoods like Ath-Thori, Silwan, Abbasi, and Ein Lozeh with high levels of tension with Israeli settlers. Female adolescents in the FGD session at Jabal Al-Mukabbr similarly voiced a need for “free self-expression classes” at schools.

Another need expressed by many children and adolescents in the FGDs, is the need to be heard. Adolescents likewise expressed this need and added that they would like their opinions to be taken seriously. They feel that teachers at school and parents at home disregard their thoughts and comments. Mothers on the other hand, also recognized this need in the caregiver FGD. They explained that children are suppressed and need their voices to be heard. They also feel that their children need to feel loved and cared for.

4. Qualified and Resourceful Caregivers

The need for caregivers (parents, teachers, school counselors...etc.) to acquire skills for dealing with children with psychosocial problems was expressed in a variation of ways by NGOs, CBOs, caregivers themselves, and by adolescents. NGOs recommended that parents be trained on how to deal with their children when they are detained and after they have been released from detention. CBOs elaborated on this point in their FGD by asserting that mothers especially need to receive such training because they spend the most time with children and likewise suffer from the stresses of a violent environment at home and in the community. As a result, mothers reflect the violence they face on their children thus adding to the child suffering. Mothers in the FGD agreed that they are in-need of training and further explained that they need to learn skills on how to interact with their children when they are suffering and how to use proper dialogue skills to help support their children. They specifically focused on children in their adolescence years. They also pointed out the need to be resourceful with full information on centers, services and programs in their area to contact for support. In the FGD with caregivers, mothers suggested that they receive printed pamphlets and manuals prepared by qualified counselors with tips and advice on how to support a child with psychosocial problems, as well as a list of CBOs and their services with contact information to seek when their child is in-need of help.

The need to train teachers and counselors at schools to recognize and properly deal with children with psychosocial needs was also a topic of discussion in the FGDs. Adolescents expressed an interesting need of ensuring that counselors at schools are trained to maintain confidentiality. They complained that a relationship of trust is lacking when dealing with school counselors. CBOs also expressed the need to clarify the roles of teachers and counselors at school when they are working on individual cases of children with psychosocial

⁸³ Ash.hab, Mohammad & Sharabati, Asmaa’. Interview by Alia Sha’ar. Personal interview. Beit Hanina, December 2, 2015.

⁸⁴ Abu Saloum, Ahmad. Interview by Alia Sha’ar & Suha Salameh. Personal interview. Ath-Thori, December 9, 2015.

problems. They stressed that the teacher counselor work needs to be complementary and they must each know how to support the work of the other. CBOs also recognized that their staff and counselors lack qualification in working with children with psychosocial needs. Multiple CBOs mentioned in the CBO FGD and in individual semi-structured interviews that they need staff training to ensure proper delivery of psychosocial support services. The capacity building for staff is needed, especially in psychosocial support based on problems arising from new circumstances such as the recent events of October.⁸⁵ Others emphasized the need to also train volunteers working with children at local CBOs on basics of dealing with children with psychosocial needs, especially permanent and dedicated volunteers. Nebras Al-Quds Association for Children with Special Needs most strongly emphasized this need because they work with difficult cases of children with mental disabilities and psychosocial problems. Most of their staff is comprised of committed volunteers who have not received training in this field.

5. Stress Release and Counseling Sessions

Stress release activities and an increase in counseling sessions for children were stressed in the discussions with caregivers and CBO staff. Nebras Al-Quds Association for Children with Special Needs voiced the need for children with disabilities to benefit from periodic sessions of stress release, especially in areas of political tension. Mothers requested that their children receive more individual sessions, and school counselors emphasized that individual sessions should also be supported by group sessions to help children release stress, especially in the cases of a recent conflict (in the neighborhood or at school). Ibtissam Adileh from the YMCA suggested the provision of "emergency kits" at local CBOs. These kits must contain a number of tools to help qualified counselors perform a stress release activity on the spot she explained. Counselors would pick up the kit and head to the area in-need at the time of recent violence such as an invasion, a death of a martyr, the detention of a class mater...etc.⁸⁶ Wadi Hilweh Information Center recommended that counselors working with children and their parents, whether in schools or at local centers be supported through debriefing sessions of their own. The aim of these sessions is to help counselors maintain strength and willingness to continue working with children.⁸⁷

CBOs recommended that mothers and family needs are also taken into consideration, not just children. They attributed this need to the psychosocial pressures that families, especially mothers endure, due to the violence reflected on them from the political and socioeconomic situation they live in. In turn, mothers reflect their frustration on their children and thus are similarly in need for counseling and stress release sessions to help them deal with the stressors of life and to help them properly support their children. Mothers in their FGDs on the other hand did not mention this need and instead emphasized the need to have at least one counselor in each school and two counselors in bigger schools for their children. They also requested that there be periodic follow-up by counselors on the individual cases of children and to ensure constant communication between parents, counselors and teachers at school.

7. Topics of Identity, Belonging, Self-esteem, Community and Future

⁸⁵ Abbasi, Sahar. Interview by Alia Sha'ar. Personal interview. Silwan, December 1, 2015.

⁸⁶ Adlieh, Ibtissam. Interview by Linda Jaber. Personal interview. Beit Sahour, December 12, 2015.

⁸⁷ Abbasi, Sahar. Interview by Alia Sha'ar. Personal interview. Silwan, December 1, 2015.

Interviews with key persons from NGOs and CBOs expressed the need to teach adolescents on topics of identity, self-esteem, belonging, community and future goal, "Adolescents in East Jerusalem suffer from identity loss. Their knowledge on key cites in their communities or in Jerusalem in general is weak...adolescents have no role models whether social, cultural or economic. Most of their models are a man of religion or man of politics."⁸⁸ Ash.hab and Sharabati add to this by stating, "Adolescents have low self-esteem and awareness of identity. They have no future vision and lack goals, especially ages 15-18."⁸⁹ What is surprising however is that, caregivers whether parents, mothers or school counselors did not mention this need. The need for such education remained absent from both caregiver FGDs.

8. Recreational and Fun Activities

CBOs suggested in their FGD that cultural and recreational activities and events act as both stress releasers and a diversion for children from violence. Children and adolescents greatly stressed the need for such activities at school and at their community centers. The girls from Jabal Al-Mukabber in the FGD complained from the lack of free activities at school and explained that the long school hours require them to remain seated in their chairs. They expressed a desire for fitness and creative classes that would help them move around, stretch their legs and take a break from the heavy workload of academic-based classes. Children were more specific in describing the extracurricular activities they would like integrated in their school schedule. They requested for music, gymnastics, choir, running, swimming, and fitness classes. Mothers agreed on the need for schools to incorporate recreational activities in their curricular by allowing time for trips and play when planning the semester.

9. Education Support

Although parents and adolescents in FGDs mentioned the need for supportive education to help improve achievement at school, it was the need for supportive education for recently released children and for children under house arrest that was expressed the most. There is an urgent need to address house arrests in EJ, "House arrests need to be addressed because some children are isolated for one to two years. During this time, the child is left without education and is not visited by friends because they fear being associated with this child. Children of house arrest and detention alike need psychosocial support."⁹⁰ According to the information gathered for the Contextual Background section, 406 minors were arrested in East Jerusalem in the second half of 2014. 30% of these arrests were indicted.⁹¹

Children who have been released from jail and other who have been sentenced to house arrest must enjoy the benefits of an open school system in coordination with MOE. The system must allow teachers to visit children in house arrests so that they can continue their education.⁹² Mothers in the FGDs brought up an important point regarding this topic. They reminded us that low academic achievements increases violence among children. Thus, the

⁸⁸ Nasr Al-Deen, Rami. Interview by Alia Sha'ar. Personal interview. Jerusalem, December 7, 2015.

⁸⁹ Ash.hab, Mohammad & Sharabati, Asmaa'. Interview by Alia Sha'ar. Personal interview. Beit Hanina, December 2, 2015.

⁹⁰ Zayyad, Abeer. Interview by Alia Sha'ar & Suha Salameh. Personal interview. Ath-Thori, December 9, 2015.

⁹¹ ACRI, (2015). "East Jerusalem 2015: Facts and Figures." [Online]. Available: <http://WC.acri.org.il/en/wp-content/uploads/2015/05/EJ-Facts-and-Figures-2015.pdf>

⁹² Zayyad, Abeer. Interview by Alia Sha'ar & Suha Salameh. Personal interview. Ath-Thori, December 9, 2015.

educational must be improvement to include children of house arrest and detention, "There is a high drop-out rate, especially amongst children who face house arrest and detention".⁹³

10. Socioeconomic Status and Vocational Training

Mothers discussed the deteriorating socioeconomic status of their family as an issue to be addressed when discussing the psychosocial problems of children and adolescents. They explained that this especially affects the education of adolescents who are about to enroll at a university. Some of these adolescents according to the caregiver FGD, face the reality of having to work after high school to contribute to the family income. They also discussed the need for employment opportunities to improve the socioeconomic status of families and to stop fathers from leaving home for work. The father figure absence, according to this discussion, adds to the burdens of mothers and to the psychosocial problems of children and adolescents. One of the caregivers in the FGD mentioned the need to raise awareness among the community on the value of vocational education especially between adolescents. She gave the example of her nephew who refused vocational education, although he can excel at it, because he was wary of the community's view of this choice.

On the other hand, both NGOs and CBOs discussed the need for vocational trainings for adolescents. When it comes to children who have been detained it is best that they receive counseling before they embark on these trainings, "Some organizations tried to provide adolescents with vocational training but that did not work because they need to deal with their psychosocial problems first which are caused by detention"⁹⁴

11. Female Rights and Gender Based Discrimination

Discrimination based on gender was largely discussed in the FGD in Jabal Al-Mukabber with female adolescents (age: 14-18). The girls spoke about their experience at home and asked that their community "Consider the pressures and feelings of females." They also spoke about the discrimination they face at home with their male brothers, especially when it comes to freedoms and responsibilities at home. The girls also expressed a need to raise awareness on the rights of women and to encourage female initiatives by relatives at home or teachers at school. Caregivers spoke to the point of female discrimination, and expressed a desire for parents to stop discrimination against daughters for the benefit of their brothers. The point was addressed again in the CBO FGD and participants expressed the need to tackle discrimination based on gender at home.

12. Children with Disabilities

The needs of children with disabilities were especially addressed in an interview with Shabab Al Balad Initiative and in another interview with Nebras Al-Quds Association for Children with Special Needs. Spafford Children's Center lightly touched on this topic as they explained the absence of children with disability from their services. They explained that their center is not facilitated for the access of children with disabilities. Other CBOs when asked about their work with children with disabilities described that children with disabilities are usually invited to open day and public events at the local center, but that they have no specific programs or

⁹³ Ash.hab, Mohammad & Sharabati, Asmaa'. Interview by Alia Sha'ar. Personal interview. Beit Hanina, December 2, 2015.

⁹⁴ Ash.hab, Mohammad & Sharabati, Asmaa'. Interview by Alia Sha'ar. Personal interview. Beit Hanina, December 2, 2015.

qualified staff to targeted children with disabilities. Caregivers also touched on this issue in their FGDs, especially mothers of children with disabilities. They requested programs and services outside the school geared towards the needs of children with disabilities. According to them, only municipal schools provide such services, and they would like other schools to also help support their children with disabilities.

Shabab Al Balad Initiative in an interview explained that there is a need for integrating children with disabilities in programs and services. They further added, facilities and equipment must be developed to ensure integration. Finally, they urged the need for qualified staff to work with persons with disabilities, and emphasized this need in Jabal Al-Mukabber neighborhood due to the popularity of consanguineous marriage in this area. Nebras Al-Quds Association that works specifically with children with special needs (mainly mental disabilities) had the most to say about the psychosocial needs of children with disabilities. They expressed that children with disabilities need sessions to support their behavioral, violent and physiological problems. They also need sessions that are focused on children who suffer from hyper-activity, as well as qualified staff to deal with these cases. They also noted that there needs to be an awareness campaign to change society's perception and inferior stance towards children with disabilities.

Nebras Al-Quds Association for Children with Special Needs also added that it is common for children with disabilities to have at least one parent who also suffers from a disability. In such cases, the child needs extra care and support. They have worked with cases that face verbal, physical and sexual abuse at home, on the streets and at schools. These cases simultaneously suffer the burdens of political violence in their community. Nebras Al-Quds Association further emphasized the need for parents to acquire skills on how to deal with their children of special needs on all matters: health (especially dental and optic care), therapy, psychology, educational, behavioral...etc. Children with disabilities are often neglected and do not receive proper health care they stressed. Finally, therapy for speech, hearing, physiotherapy and physical therapy is strongly needed for the children they work with. They also noted that the therapy should be accompanied with sessions to enhance self-esteem to help children develop a sense of belonging and identity.



II. CAPACITY OF CBOS AND QUALITY OF CFS

Before embarking on the analysis of CBO capacity and the quality of their programs and services, it is essential that we first discuss the motives behind their establishment and the necessity of their services amidst the political tension in EJ. The following pages will discuss the establishment of CBOs, their capacities including programs and infrastructure, as well as the organizational capacities of CBOs, which include planning, staffing, budgeting, coordination and partnership.

The Establishment of CBOs

As discussed in the contextual background, Palestinian neighborhoods in EJ suffer from poor living conditions, threatened residency status, separation wall, limited access to facilities, annexation of land and house demolitions, as well as political violence and child detention. While these problems affect all population segments, it is usually the vulnerable segments in society that endure the most suffering. These segments are: women, children (especially girls and children with disabilities), and adolescents. The Contextual Background discusses examples of Palestinian distress caused by harsh Israeli policies. UNCTAD as referenced previously asserts, “the matrix of policies implemented by the Israeli government has impeded the natural growth of the Palestinian population in East Jerusalem,” these policies include “the separation barrier, revocation of residency rights, discriminatory family unification policies and disadvantageous allocation of the municipal budget and services between East and West Jerusalem.”⁹⁵ As a result, many NGOs and CBOs were established in East Jerusalem to alleviate the suffering of Palestinians and to contribute to improving their living conditions, especially in the Old City.

Other reasons for establishment respond to the lack of safe play areas for children in EJ, especially in the Old City and in densely populated neighborhoods. In these neighborhoods, the houses are crowded and the streets are both dangerous and crowded with cars parked on the sidewalks. Further, the process of gaining a permit for construction in EJ, as explained in the Contextual Background, is arduous and overwhelming due to punitive Israeli policies. Thus, children and adolescents are often left without a safe place to play. Furthermore, East Jerusalem CBOs were established to respond to the marginalization of Palestinian neighborhoods by the Israeli Municipality. Many interviewees explained that their communities suffer from insufficient municipal services and a weak infrastructure such as public facilities for women, children and adolescents. Abeer Zayyad, Head of Ath-Thori Women Center, shared in her interview, “When I got married in Ath-Thori, I realized that there are many social problems, and that there is a lack of interventions to support the community especially women. I began to think about the environment my children will grow up in. I soon realized I needed to contribute to make a difference. Thus, I launched the initiative to establish a women center in Ath-Thori.”⁹⁶

⁹⁵ UN Conference on Trade and Development, (2013). “The Palestinian Economy in East Jerusalem: Enduring Annexation, Isolation and disintegration.” [Online]. Available:

http://WC.un.org/depts/dpa/qpal/docs/2014Ankara/P2%20MAHMOUD%20ELKHAFIF%20gdsapp2012d1_en.pdf

⁹⁶ Zayyad, Abeer. Interview by Alia Sha’ar & Suha Salameh. Personal interview. Ath-Thori, December 9, 2015.

Practices of the Israeli government also affect the socio-economic status of Palestinians living in EJ. Pressures mentioned by CBOs in the FGD include high taxes and fees, as well as settler community dispersion within Palestinian neighborhoods. As evident in OCHA's map used previously in this report, Israeli settlements are scattered around and within Palestinian neighborhoods in EJ.⁹⁷ A consequence of this issue is the focus on the need for cultural programs and activities to promote cultural values and identities. Adolescents are suffering from a lack of belonging, identity confusion and a lack of knowledge on religious and cultural sites in Jerusalem.⁹⁸ Thus, the establishment of CBOs becomes a tool of action on the ground.

Husam Ilayan from Shabab Al Balad Initiative in his interview similarly spoke to this point while giving context on the establishment of the Initiative, "Our youth movement was established in 2013 due to the lack of any cultural or social frames and activities in Jabal Mukabber."⁹⁹ He continues to describe how a group of youth (both male and female) with a passion for volunteerism noticed that their community is neglected and needs help. After some research, they found that during the years of 1992-2013, not a single cultural event took place in their community. They thus proposed the idea of creating a cultural event and invited people from to attend to assess engagement with such activities. They expected the attendance of 200 people to their event. After final counts they found that 800 people attended, mostly women. The vast number of attendees indicated to the group that their community is thirsty for cultural events, especially women.¹⁰⁰

CBO Capacities

Upon establishment of several CBOs in East Jerusalem, a range of programs and services were being offered to the Palestinian community. Therefore, it is important to discuss CBO capacities in light of the programs they provide, their infrastructure and quality of CFSs, as well as CBO organizational capacities and challenges.

Programs

CBOs have created their programs based on the needs they believed to be urgent within their communities. The need for safe spaces to hold cultural and social activities for example paved the road for several CBOs with different objectives to emerge. For example, Sanabel Theater was established to provide programs in the area of performing arts, mainly professional theater training. The theater is one of the most important cultural activities that support identity, and provide an opportunity for free self-expression. He also believes that theater opens the minds of adolescents to diverse experiences and knowledge.¹⁰¹ Other CBOs have a similar focus on drama, such as Spafford Children's Center, Burj Al Luqluq Social Center Society and Shabab Al Balad Initiative, but with the objective of creating a space to release stress rather than providing professional drama training.

⁹⁷ OCHA, (2015). "New Movement Restrictions in East Jerusalem." [Online]. Available: http://WC.ochaopt.org/documents/ej_2015oct21.pdf

⁹⁸ Nasr Al-Deen, Rami. Interview by Alia Sha'ar. Personal interview. Jerusalem, December 7, 2015.

⁹⁹ Ilayan, Husam. Interview by Alia Sha'ar. Personal interview. Jabal Al-Mukabber, December 6, 2015.

¹⁰⁰ Ilayan, Husam. Interview by Alia Sha'ar. Personal interview. Jabal Al-Mukabber, December 6, 2015.

¹⁰¹ Abu Saloum, Ahmad. Interview by Alia Sha'ar & Suha Salameh. Personal interview. Ath-Thori, December 9, 2015.

Another area focused on in CBO programs is educational support. When a number of CBOs in EJ realized the low academic achievements in the EJ schools, they began to introduce activities that supported academic achievement by providing afterschool tutoring. Other programs focus on raising awareness on the best practices in bringing-up and caring for children with disabilities. Nebras Al-Quds Association for Children with Special Needs, for example, was established to respond to this issue on the grassroots level and continues to support children with special needs through its programs and services. Additionally, and in the midst of the escalation of political violence in East Jerusalem, children and adolescents are increasingly suffering from trauma and psychosocial problems. In response to this issue, several CBOs provide psychosocial support services to children and adolescents in East Jerusalem. This is in line with Article 39 from the Convention on the Rights of Children (Rehabilitation of child victims) which states: "Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society."¹⁰²

However, due to the lack of specialization and qualification in providing quality psychosocial support services, programs dedicated for psychosocial counseling turn into recreational and stress release activities. CBOs expressed a shortage in qualified counselors and thus they resort to partnerships with specialized NGOs such as PCC. While some CBOs refer cases to PCC, others invite PCC counselors to perform activities at the CBO center.

The following list details information on the data compiled from FGDs, semi-structured interviews and questionnaires with different CBOs in the targeted neighborhoods in EJ. Programs are categorized as follows:¹⁰³

1. Stress Release Activities and Recreational Programs: These types of programs are the most implemented interventions by CBOs, 90% of the researched CBOs focus on such activities as a response to the massive violence that children face. These activities are concentrated in art, music, and traditional folklore dance (Dabkeh), trips, festivals, and open days. Also there are programs that targeted families to support creative work and talents.
2. Identity and Culture Programs: 55% of the researched CBOs work with their communities to promote identity using theater, creative writing, drama tutoring, choir, child literature, storytelling and drama, theater workshops, films and lectures.
3. Supportive Education: 40% of the researched CBOs are working in supportive education programs. They provide extracurricular activities, afterschool tutoring, resource rooms, corrective education service, as well as IQ tests and emotional well-being tests.
4. Adolescent Empowerment: 35% of the researched CBOs are working on adolescent empowerment programs. With the expansion of educational problems in EJ and the high school dropout rates, young people are becoming more vulnerable to various behavioral and economic problems. Thus adolescent empowerment programs are served as a response to these challenges that especially affect this segment. Examples of these programs include: self-confidence and leadership programs, communication and life skills, conflict resolution, employment, and vocational education such as filmmaking and IT, as well as sports and athletics.

¹⁰² UN Convention of the Rights of the Child (1989), Article 39.

5. **Women Empowerment:** 20% of the researched CBOs focus on women empowerment programs such as awareness raising on human and gender rights, female reproductive health, early marriage, protection from domestic violence and sexual abuse. CBOs also support women economically by helping them develop small-scale projects. On the level of psychosocial support services, women are also targeted in stress release programs. Such programs respond to the political and domestic violence that women face, especially mothers.
6. **Children's Rights and Legal issues:** In response to the lack of awareness among parents and children about their rights, particularly based on the Israeli law, NGOs working in EJ provide free legal support for children. In addition, they offer awareness programs for parents and children on their rights during detention, and on the psychological support that must be provided to adolescents after detention. While NGOs such as Mithaq and Addameer are working in this field, there is a clear shortage of direct services provided by CBOs. Some CBOs coordinate with NGOs to provide support to children and their families using a referral system. Other CBOs provide psychological counseling sessions by university professors and have a legal office for conflicts such as: demolitions, violations, ID issues...etc. 15% of the researched CBOs implement such programs within their strategies and provide awareness sessions on human rights, mainly those of detained children.
7. **Children with Disability Programs:** 10% of the researched CBOs provide integrated programs. Implementing such programs requires great experience and extensive resources to cover the high cost of qualified staff and material. Based on the data compiled, it is usually left to the municipality (through schools) to provide such services. Nebras Al-Quds Association for Children with Special Needs implements programs with children and adolescents with disability, and Sanabel Theater raises awareness on this topic through its plays. However, for occasional events and activities, children can bring their disabled siblings to participate.
8. **Counseling and Psychosocial Support:** 10% of the researched CBOs lack experience and are under-qualified in providing counseling to children that have severe psychosocial problems. However, they are familiar with NGOs that provide counseling programs and use a referral system to benefit from their services. Most CBOs mentioned PCC and Al-Quds University as the main organizations that provide counseling by specialized and qualified staff. CBOs for example coordinate with PCC to provide periodic and seasonal psychosocial support services. PCC either integrates these groups into their own organized sessions, or implements psychosocial activities especially designed for CBOs. These services include: individual counseling with children for behavioral and psychological problems as well as group counseling, family counseling, psychodrama and play therapy.

The following table lists CBOs and the programs they deliver. The data for this table was compiled through questionnaires and semi-structured interviews.

Name of CBO	Stress Release and Recreational Programs	Identity and Cultural Programs	Supportive Education	Adolescents Empowerment	Women Empowerment:	Children's Rights and Legal Programs	Children with Disability Programs	Counseling and Psychosocial Support
Wadi Hilweh Information Center	X					X		X
Issawiya Community Center	X							
Burj Luqluq Social Center Society	X	X	X	X				
Shabab el-Balad Initiative	X		X	X				
Sanabel Theatre	X	X					X	
Ath-Thori Women Center	X	X			X			
Spafford Children's Center			X					
Jabal Zaytoun Club	X			X				
Social Development Center/ Al-Quds University	X							X
Al-Sraya Center for Community Service	X	X	X	X	X	X		
Nebras Al-Quds Association for Children with Special Needs	X						X	

Old City Youth Association	X	X						
Jerusalem Youth Heritage Forum	X	X						
Ansar Al Maqdisi Club	X			X				
Community Service Center/ Al-Quds university	X		X		X			
Jaleyh ifriqueh	X	X		X				
Issawiya Forum		X						
Silwan Club	X			X				
Abnaa' El-Quds Club	X		X	X	X			

TABLE 9: CBO PROGRAMS

Infrastructure

According to our findings, most CBOs suffer weak and inappropriate infrastructure in regards to buildings, space, and facilities. Additionally, CBO centers are mainly located in very tight and over-crowded neighborhoods and have no capacity to build or renovate, especially due to policies of permit and building expansion in EJ. Through field visits to CBOs, it was noticed that they lack adequate indoor or outdoor spaces for child activities. CBOs usually do not have enough rooms, and when they do, they are very small and need renovation. Examples of this situation are CBOs like: Al-Bustan Center, Sanabel Theater and Issawiya Community Center. It was also noticed that there is a lack of appropriate infrastructure for children with disabilities such as larger toilets or building ramps. This has hindered the participation of children with disabilities in held activities. Additionally, in most of the CBOs visited, although there is a separate gender bathroom, there is usually just one toilet for each gender. Issawiya Community Center is the only CBO to have only one toilet for both genders.



In terms of location, several CBOs expressed the challenge of coping with nearby clashes and checkpoints. These CBOs are located in hot areas and are more vulnerable to political violence such as: Spafford Children's Center and Al-Jaleyyeh Ifriyyeh. Many CBOs also suffer a lack of facilities and equipment such as computers, educational tools, and have very small space to conduct activities with only two or three rooms, and lack proper outdoor space. CBOs suffering from these conditions include the Arabic Counseling Center (PCC's CBO in the Old City) and Wadi Hilweh Information Center.

Organizational Capacities

Planning

CBOs were established by individuals and groups with a desire to support their communities. From our findings, it was evident that these individuals have more passion than they do qualifications or professional capacities. Therefore, their implementation style tends to be a one-man show. The increase in the needs of EJ children (increase of demand), in addition to the political tension in the area, requires CBOs to implement emergency response activities.

This affects the planning by forcing CBOs to work beyond their means. Furthermore, as a result CBOs lack long-term and strategic planning. They also find difficulties expanding their human resources because they face financial constraints and suffer a lack of funds. The inconsistency of funding places additional challenges on CBOs and jeopardizes any long-term planning. To overcome this issue, CBOs tend to follow any "funding trend" and thus do not focus their services on a specific specialization with a clear vision. The lack of vision, objectives, and clear planning at CBOs affects their overall outcomes and leaves them confused.

Staffing

All researched CBOs have indicated that they have a Board of Directors consisting of a range of 7-9 members. They also have administrative staff varying from 1-3 employees. Additionally, most CBOs have a technical staff that is specialized in working with children and a staff of coordination and management. However, what was noticed is the lack of female membership and representation in CBO staffing. Volunteers, on the other hand, constitute the larger part of CBO staffing. The dependency on volunteers in the implementation of the activities varies from one CBO to the other. For example, Shabab el-Balad Initiative and Al-Bustan Center depend on volunteers in most of their activities. Organizations such as Issawiya Community Center has 50 volunteers from youth leaders, university and high school students, field workers, as well as a number of volunteers who travel to Palestine annually from Korea during Christmas time. They also have 50 volunteers who have received youth leadership training and are on stand-by to be summoned when needed. Burj Al Luqluq Social Center Society similarly has 25 volunteers trained in youth leadership, and an average of a 100 volunteers for occasional big events. Most other CBOs have at least 6 volunteers on staff.

Finally, it is worth mentioning that the cumulative capacities provided by CBO staff and volunteers are far from ideal. The weak administrative structure in the organizations and the lack of specializations between staff is a heavily noticed obstacle. CBOs in the CBO meeting explained that the shortage is due to recruitment challenges. Talented individuals usually prefer to work in Ramallah because they are able to receive better pay there. This has caused qualifications to move to Ramallah, leaving Jerusalem to suffer from inadequacy.

Budgeting

It was noted that CBOs lack adequate financial training and system management to meet donor standards. This issue makes it difficult for them to receive funding directly from donors and places them at risk of lack of funding, jeopardizing not only their services but also their existence. This problem, as mentioned above, affects their long-term planning and their budgeting abilities. Donors usually end up partnering with national organizations that have stable professional and financial records, and that excel in proposal and report writing with English proficiency skills.

Coordination and Partnerships

Initiatives for coordination and cooperation exist between different CBOs in East Jerusalem. For example Abeer Zaid, Head of Ath-Thori Women Center, stated in her interview that they created the Silwan Organization Network to connect 12 CBOs together. Through this network she explained, they try to coordinate activities and try to implement joint ones. The

network covers Ras Al-Amud, Ath-Thori and Wad Qaddum areas.¹⁰⁴ Another example on cooperation is a joint project between four NGOs and CBOs in East Jerusalem where each takes the lead in its area of specialty: Palestinian Vision in Education, YWCA in Women empowerment, Burj Luqluq Social Center Society in Sports, and Mithaq in legal issues. It was also noted that CBOs feel more confident in partnering with NGOs than other CBOs because they realize that they have adequate capacity in terms of programs and service delivery, presence and visibility. CBOs on the other hand, as it was found, lack experience and tools of coordination. However, they have an established relationship of trust with their communities and are more knowledgeable of their needs.

NGOs in this case provide support and assistance to the CBOs and their targeted groups. This type of cooperation was mentioned in several interviews and questionnaires. An example is the Old City Youth Association and their coordination with PCC when they have cases of psychological problems with children they work with. PCC takes the referrals from the Association and provides necessary PSS services. In other ways, the partnership between NGOs and CBOs is done through the design and implementation of joint activities, or through a grant that the NGO provides for the CBO to implement an activity. These types of partnerships were mainly stated by Husam Ilayan the leader and the founder of Abnaa' el-Balad Initiative, and Abdullah Kiswani of Community Development Center in semi-structured interviews.

Partnerships also come in the form of providing coordination services and venues. One CBO in this case provides another CBO or NGO with targeted groups and venues; NGOs usually provide staff, capacity and knowledge. An example on such partnerships was mentioned by Ahmed Abu Saloum from Sanabel Theater who performs plays at other CBOs such as the Tent of Al-Bustan Center. On the other hand, CBOs irregularly coordinate amongst each other when designing and implementing joint activities for the purpose of achieving short-term objectives; mainly public activities, open days, and national festivals.¹⁰⁵ CBOs also coordinate to overcome emergency situations such as the currently escalating violence; like the coordination between several of the old city's NGOs and CBOs. Spafford Children's Center mentioned that they started working with 3 other organizations (PSS, Medical Relief Committees and Agriculture Relief committees) to build an emergency plan in service of Assa'diyeh neighborhood. The goal was to train women groups and adolescents to respond to situations of emergency whether political or natural.¹⁰⁶

When it comes to the challenges regarding better coordination and cooperation, there appeared a difficulty in networking with the organizations that are specialized in psychosocial counseling. If such networking exists, then the challenge extends to the shortcomings of the organizations' capacities to accept all the referred cases from CBOs. Another challenge relates to the absence of a unified reference and focal points to the Jerusalem community. The focal points tend to be in Ramallah where there is a lack of awareness on the Jerusalem environment and its challenges. The isolation of the city from the rest of the Palestinian territories affects the Palestinian officials' understanding of the needs in EJ. The lack of unified focal and reference points in Jerusalem, further weakens the

¹⁰⁴ Zayyad, Abeer. Interview by Alia Sha'ar & Suha Salameh. Personal interview. Ath-Thori, December 9, 2015.

¹⁰⁵ Abbasi, Sahar. Interview by Alia Sha'ar. Personal interview. Silwan, December 1, 2015.

¹⁰⁶ Ayassa, Manal. Interview by Alia Sha'ar. Personal interview. Old City, November 25, 2015.

networks between the organizations and CBOs and weakens cooperation strategies between them. This situation maintains the CBOs as individual initiatives. What brings CBOs and organizations together in the absence of a collective national vision are either donor programs or regulations, or the visions of large NGOs but not the vision or initiative of the CBOs themselves. Additionally, CBOs have shown competitiveness and thus programs in many occasions are redundant and not complementary. Accordingly, there becomes a need to work on the development of institutions on the one hand and the development of the principles of work and networking. CBOs also need to coordinate the exchange of knowledge and to share data in order to develop plans for networking based on the integration of these programs.

III. CBO INTEREST AND POTENTIAL IN FUTURE PROGRAMS

Most CBOs faced difficulty in clearly identifying their future programs. The lack of funding as discussed above makes CBOs unstable in regards to their programs. As stressed by several CBOs in the FGD, donors like to support the big organizations rather than CBOs, and they are more attracted to the NGOs or CBOs that are qualified in proposal and report writing than to the CBOs who have real work on the ground. In this case few CBOs have strategic or executive plans, and if they do, they are not sure whether they have the capacity to implement them. Moreover, the lack of funding creates a situation of confusion among CBOs, because they cannot focus on developing their programs in an accumulative manner. CBOs tend to follow "donors trends."

However, some strong CBOs with a clear strategic plan such as Spafford Children's Center, Burj Luqluq Social Center Society and Al-Saraya Center for Community Services in the semi-structured interviews spoke about part of their future programs. For example Spafford Children's Center is planning to include sand therapy, to renew their held expression therapy, to incorporate psychodrama and to work more on stress release activities with mothers. A new strategy to be implemented is the reduction of violence among children and to redirect energy to more productive activities. Another example is the project that Palestinian Vision is planning to implement in the coming two years and will be implemented jointly with three other organizations: YWCA, Burj Luqluq Social Center Society, and Mithaq. This project will focus on education, women empowerment, adolescents and children sport and legal issues.

On the other hand there are small scale CBOs with a plan but suffer from inadequate funding such as Sanabel Theater. By 2016 they are aiming to perform two plays each month, and two days a month they want to create "Joy and Happiness" activities for children. They also plan to introduce programs such as aerobics classes and expressive dancing. Nebras Al-Quds Association for Children with Special Needs has a prepared proposal for the development of "therapeutic angles in Society" program and they are aiming to work on the inclusion of children with disabilities in the community.

According to the FGD with CBOs, most of them have explained that with the lack of funding they will do their best to continue the current programs and provide the services they already provide to children, or, they will host activities that will be provided by other NGOs at their premises to their targeted groups. In general and according to the semi-structured interviews and CBO FGD, all CBOs are willing and are interested in the future provision of services to children, especially psychosocial interventions. They all see that these services are the most needed for children in the unstable situation of EJ. The increase of political violence coupled with the social and economic problems make it very difficult for families and children to cope. Psychosocial programs and activities are the most that CBOs can offer for children to reduce the negative impact on their well-being. With the lack of control on political violence, CBOs try to alleviate the level its negative impact as possible.

IV. ADHERENCE TO INTERNATIONAL AND NATIONAL STANDARDS

In the CBO FGD, 12 CBOs were represented and were introduced to the international standards for working with children in emergency situations such as INEE, IASC and CFSs.¹⁰⁷ All the represented CBOs expressed a lack of awareness and application of these standards at their CBO.

In the semi-structured interviews with the CBOs, Spafford Children's Center indicated that they are committed to international standards but it is not documented or written down. The standards are merely "known," for example, they installed cameras so that they can see the soldiers during invasions and are then able to stop them before they enter the center.¹⁰⁸

Through the questionnaires, when answering about the code of conduct, 8 out of the 18 targeted CBOs clearly indicated that they do not have any kind of code of conduct and that they need support to develop one. These CBOs are: Issawiya Community Center, Jabal Zaytoun Club, Nebras Al-Quds Association for Children with Special Needs, Jerusalem Youth Heritage Forum, Al-Jaliyeh el-Ifriqiyeh, Ansar Maqdisi Club, Al-Bustan Center.

Some CBOs are developing their own standards and are formulating them into a code of conduct to guarantee child safety and confidentiality of information as stated by Wadi Hilweh Information Center and Al-Saraya Center for Community Services. Others adopt codes of conduct that are based on the international human rights and the 4th Geneva Convention. However their staff signs these codes in special cases only, as mentioned in the Burj Luqluq Social Center Society interview with Montaser Dkeidek.¹⁰⁹ There are CBOs that do not follow codes of conduct but they have, in some cases, a verbal understanding on how to work with children. Abeer Zayyad from Ath-Thori Women Center indicated that this is the case at her Center. She explained that they have a contract signed with parents on how to work with the center (rules to abide by).¹¹⁰ The Old City Youth Association explained it differently, explaining that they do not have codes of conduct because they work directly under the supervision of PCC that has a clear code of conduct. Thus they are automatically following PCC's written conduct.

¹⁰⁷ A summary of national and international standards is available in Annex 1.

¹⁰⁸ Ayassa, Manal. Interview by Alia Sha'ar. Personal interview. Old City, November 25, 2015

¹⁰⁹ Dkeidek, Montaser. Interview by Alia Sha'ar. Personal interview. Old City, December 1, 2015.

¹¹⁰ Zayyad, Abeer. Interview by Alia Sha'ar & Suha Salameh. Personal interview. Ath-Thori, December 9, 2015.

BASELINE

What is the baseline that can be useful for WC's future project implementation?

The baseline can be divided into three main categories, as follows:

1. Programs Reflecting Psychosocial Needs
2. CBO Capacities
3. Targeted Children

1. Programs Reflecting Psychosocial Needs

As was described in the analysis, the main psychosocial needs are: the need for counseling sessions, stress release activities, legal support, inclusion of children with disabilities, and supportive education. According to the findings, the percentage of CBOs that provide PSS services to answer to these needs are as follows:

- Counseling Sessions: only 10% of CBOs provide counseling support because it was found that CBOs lack specialized staff and most of them rely on NGOs to provide counseling services, such as the reliance on PCC services.
- Stress Release Activities: 90% of CBOs implement such activities. These types of activities are needed, however, CBOs should coordinate with each other to avoid overlap and to reach more children. Additionally, 67.5% from the previous 90% figure implement recreational activities, and 67% implement structured activities, while 39% implement both recreational and structured activities.
- Supportive Education: 40% of CBOs provide this service. Although the programs are for children who are already involved in the formal education system, it was found that there is a greater need to support children who have faced detention, arrest or house arrest. It was difficult to measure the number of CBOs providing such support, because CBOs do not track the number of children that seek their services. Are children visiting the CBO for supportive education services in need of this service due to arrests or due to regular learning difficulties? A major intervention would be to help CBOs track and collect this information.

The following table describes major programs and services provided by each targeted CBO:

Name of CBO	Programs and Services
Wadi Hilweh Information Center	• Cultural and recreation: Traditional dance (Dabkeh), music, art, creative writing/ tutoring/ choir/ martial arts. • Psychological health department with a small legal office with one lawyer in order to follow-up with children arrest cases and their families. • Psychological and legal counseling and sometimes financial assistance. • Referrals program based on needs to other organizations (MSF, Victims of Torture or others). • Other programs: trainings on child rights-awareness sessions on human rights, mainly children.
Issawiya Community Center	• Language classes • Youth Leadership programs with YMCA. • Women empowerment and professional training program with. • Recreational and entertainment activities for children.

Burj Luqluq Social Center Society	• Fitness program (with Al Quds University). • Kindergarten. • Cultural and recreational programs with women, adolescents and children (with a focus on children and adolescents) • Individual and group activities • Trainings in communication skills, team building, mutual respect. • "Social Incubator" program to train children on traditional dance (Dabkeh), drama, arts, and computer. • Training of volunteers from Al Quds University in psychodrama and life skills • "Basmet Amal-A smile of Hope" program for children with disabilities that was terminated (end of fund). • A daily program to integrate persons with disabilities and give them counseling and vocational training. • Since they stopped working with children with disabilities because of lack of funds. There are individual, sporadic interventions (3-4 months max.).
Shabab Al-Balad Initiative	• Training programs for adolescents: training in leadership and student counselors. • Girls scouts. • Dabkeh trainings. • Tae Kwon Do trainings. • Academic Support
Sanabel Theatre	• With women: They work on reproductive health programs. • With Children: Programs for violence at school, health and anemia with UNICEF • Theater activities for children, elderly and children with cancer. • They have a play called "My Right" for children with disabilities. Message behind play: child with disability has a right to live. • They train on theater work and playwright, drama, music and creative writing. • They work on theater based on issues relevant to adolescents and children. • They come to know of these issues through dialogue and focus group discussions. • They provide theater trainings for three months. But these trainings are expensive. If there is no funding for them, it is difficult to hold them. • Currently they are holding one with Silwan School (girls 11-14 years old).
Ath-Thori Women center	• Awareness and advocacy programs on violence against women, early marriage. • Drama, music, Dabkeh, conflict resolution, education, women's rights in Islam. • Programs to support children and women physiologically through recreational activities. • Programs (non-periodic) stress release using art, trips, expression, and games.
Spafford Children's Center	• They work in "corrective education services" • Learning difficulties programs, slow learners programs, and programs for children with behavioral, psychological and speaking problems • They have programs for knowledge development and muscles...etc. • Play therapy. • They also have programs for women and adolescents. • They have workshops, summer camps, women and youth camps...etc.

	• They bring specialized doctors for IQ tests and experts to assess emotional well-being of children. • They create comparisons between real age and brain and psychological age. • They do not only diagnose they also have a referral system (internal) OR refer to other specialized organizations. • They have stress release programs (psychodrama for all children) • They don't work with disabled children, but on occasional events and activities children can bring their disabled siblings to these events. • They have psychological support services that are periodic and others that are seasonal. • Periodic: Individual counseling with children, for behavioral and psychological problems, group counseling, family counseling, psychodrama, play therapy. • General activities: Music.
Jabal Zaytoun Club	• They have a scouts group (150 individuals) but is not consistent in its services. • They participate in national and religious events and are part of the Palestinian Scouts group. • They also have a "Debkeh" group founded in 1982. • Their activities include: public social events and trips. • Limited child programs because vacant spaces in At-Tur are very limited (Population: 35,000, area of Tur 60% is dedicated for public buildings. 9 monasteries, 4 hospitals, 3 hotel, 5 municipality schools and 6 private schools and 9 mosques, and 7,800 m2 of land is confiscated for military construction).
Social Development Center (Al-Quds university)	• Children program for academic excellence. • Family programs for families to support creative work and talents. • Psychological counseling sessions from university professors and a Legal office for day-to-day problems (demolitions, violations, ID issues...etc.) • They work with children directly or indirectly through working with their families. • Trainings for administrative staff in CSOs • They also have charity work.
Al-Sraya Center for Community Services	• Child literature (drama, storytelling, drawing, Debkeh, singing) • Women empowerment (self-assertion, fighting illiteracy, supportive education and vocational training) • Academic and social support • Awareness raising and advocacy • Capacity building and life skills
Nebras Al-Quds Association for Children with Special Needs	• Annual fundraising dinner • Covers expenses of rented building, tax, bills, needs...etc. • Art workshops for children • Extracurricular activities that promote teamwork, fun and child play. • Activities on discipline, focus and psychological well-being • Physical therapy
Ath-Thori Club	• Sports club that is currently closed because most administrative staff are arrested. They are preparing for new election. They have infrastructure but right now they are closed.
Old City Youth Association	• Capacity building and skills development. • Cultural, arts, sports...etc. • Cultural exchange, art and Debkeh trainings for adolescents.

	• Women: sports, and empowerment workshops. • Children, supportive education, summer camps, and recreational programs.
Jerusalem Heritage Youth Forum	• Trainings, Dabkeh, playing instruments, art, music, wood and copper carving. • Stress release, guidance through youth leaders and specialists.
Ansar Al Maqdisi	• Sports, summer camps, entertainment days, trips, psychosocial services, activities for children. • Festivals. • They have a KG and a school.
Community Service Center (Old City) Al-Quds University	• Women empowerment including psychosocial support • New program targeteding children in elementary school in extracurricular activities and activities that enhance positive behaviors and values
African Community (Jaleyyeh Ifriqueh)	• Youth trainings based on interests and needs • Vocational training and life skills, behavioral skills to enhance youth belonging and identity. • Music, Debkeh, sports, psychosocial and physiological support services to women and children. • Child literature, storytelling and drama • Academic and learning support. • Extracurricular activities. • Theater, workshops, films and lectures, group and individual sessions
Abnaa' Al-Quds Center	• Women- personal and economic empowerment • Zahrat Al Quds (Flower of Jerusalem) program: for female school dropouts as a result of different reasons (engagement, marriage, social, religious, economic, educational reasons). • Parenting and child rearing. • Elderly club • Training courses in: computer, rhythm sports, yoga, Hebrew language, beauty and skin-care, crochet. • Children 6-13 years old: tutoring, arts, drama, Dabkeh, different sports, life skills. • Adolescents Section (originally the responsibility of Abna' Al-Quds Club): leadership, table tennis, football, basketball, Tae Kwon Do, and Karate.

TABLE 10: PROGRAMS AND SERVICES

2. CBO Capacities

2.1 Planning: CBOs have more passion than they do qualifications or professional capacities. The following problems were found:

- Implementation style tends to be a one-man show
- Lack of long-term and strategic planning
- CBOs tend to follow any “funding trend”
- A lack of a clear vision and objectives

2.2 Staffing: the quality of staff members in regards to their background in psychology and social work and the availability of volunteers can be explained as follows:

- All researched CBOs have indicated that they have a Board of Directors consisting of a range of 7-9 members.
- They also have administrative staff varying from 1-3 employees.
- Additionally, most CBOs have a technical staff that is specialized in working with children and a staff of coordination and management.
- However, what was noticed is the lack of female membership and representation in CBO staffing.
- Volunteers, on the other hand, constitute the larger part of CBO staffing.

The following table demonstrates this data in more detail:

Name of CBO	Staffing and/or Volunteers
Wadi Hilweh Information Center	• Board of Directors: 10 members. • Employees: 5 • Psychosocial experts: 3 • Social workers: 2 • Lawyer: 1 • Volunteers: 5 permanent. Fluctuating numbers-During the summer camp they have 16 volunteers.
Issawiya Community Center	• Permanent employees: 1(part- time) with background of youth empowerment and leading community centers. • Volunteers: 50 from youth leaders, university and high school students, field workers. • Korean volunteers with adolescents and persons with disabilities (during summer and Christmas times).
Burj Luqluq Social Center Society	• Permanent employees: 18 (12 full-time, 6 part-time) • Interns: 14 on training and contracts • Field social workers: 3 • Volunteers: 25 (trained in youth leadership). • Volunteer from Al Quds University (trained in psychodrama or life skills to be able to work with children upon graduation). • In big events: can gather 50-150 volunteers.
Shabab Al-Balad Initiative	• Employees: 1 (Coordinator). • Founding committee (all volunteers): 11 members, ages (youngest 14 and oldest 25). • Permanent volunteers: 50, their background is based on the activity. • Seasonal volunteers come based on event and based on needs (4 volunteer groups, 1 mixed and 3 females)

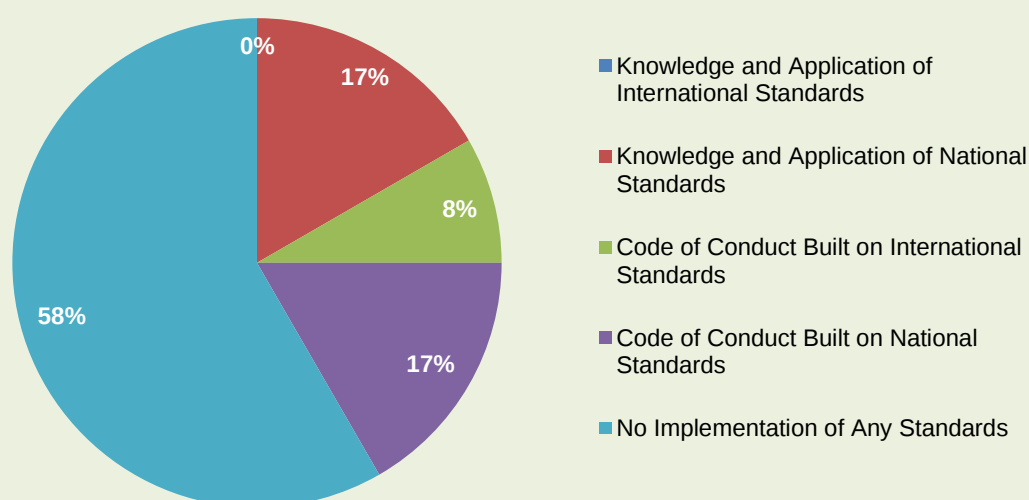
Sanabel Theatre	• 3 full-time and 3 freelance workers • None of the staff has background of psychosocial • Volunteers: Based on need. 6 permanent (for logistic coordination) • 7 Board members. Elected every 2 years.
Ath-Thori Women center	• 4 employees. All are female. Only one male to follow-up on programs. • Board members: 7 • 100 women the General Assembly • 10 permanent volunteers and other volunteers come based on needs (at least 12 volunteers in big events). • Staff: 10, 2 of them with psychology background.
Spafford Children's Center	• 24 official employees (male and female) some are part time. • 11 work in programs for children, and have background in education and psychology. • Board is mixed: Foreigners and Palestinians.
Jabal Zaytoun Club	• 14 employees (no females) sometimes there can be a female employee that coordinates a certain funded project. Her work terminates with the termination of the project. • They don't have permanent employees with psychosocial background. They hire upon needs for certain programs and activities. • They have a youth group (volunteers) working on occasion: work in large events, feasts, holiday decorations...etc. • 20 volunteers based on demand.
Social Development Center (Al-Quds university)	• 3 employees, • Psychology background: 1 employee, in addition to experts in Al-Quds University for counseling purposes upon need. • 10 volunteers
Al-Sraya Center for Community Services	• 16 employees, includes a CEO, legal counselor, external and internal auditors, PR and resources development staff • 9 board members • 65 volunteers.
Nebras Al-Quds Association for Children with Special Needs	• 3 employed counselors • 6 volunteers (not qualified) • Administrative board • Volunteer counselors working with children. • Most staff does not have university qualifications or training to work with these children. This is because most people with these qualifications usually prefer higher paid jobs at private and municipal schools. • There is general supervision from one of the board members. He is a psychologist but his time is limited.
Ath-Thori Club	N/A
Old City Youth Association	• 4 employees • 11 board members. • 100 volunteers. • Psychosocial experts :based on needs
Jerusalem Heritage Youth Forum	• 3 employees, • No background in psychology • 2 volunteers • 7 board members
Ansar Al Maqdisi	• 10 admin employees

	• 2 with background of education and social science. • 7 board members • 15 volunteers
Community Service Center (Old City) Al-Quds University	• 7 employees full time • 1 part time • They refer to the experts at Al-Quds University for counseling services.
African Community (Jaleyyeh Ifriqueh)	• 4 employees • 9 board • 8 volunteers- Specialized in social work and phycology
Abnaa' Al-Quds Center	• Number of employees: 12 on pay-roll, and 9 paid by hour. • Board members: 7 • Volunteers: 20 • Psychology :1

TABLE 11: CBO STAFFING

- 2.3 Adherence to National and International Standards: To assess work of CBOs with children and whether or not any type of code of conduct is used. This was researched in different methods; in the CBO FGD, through the questionnaires, and in semi-structured interviews. The consultant introduced the international standards for working with children in emergency situations such as INEE, IASC and CFSs. The figures below shows the degree to which CBOs are aware and do apply international and national standards.

ADHERENCE TO INTERNATIONAL & NATIONAL STANDARDS

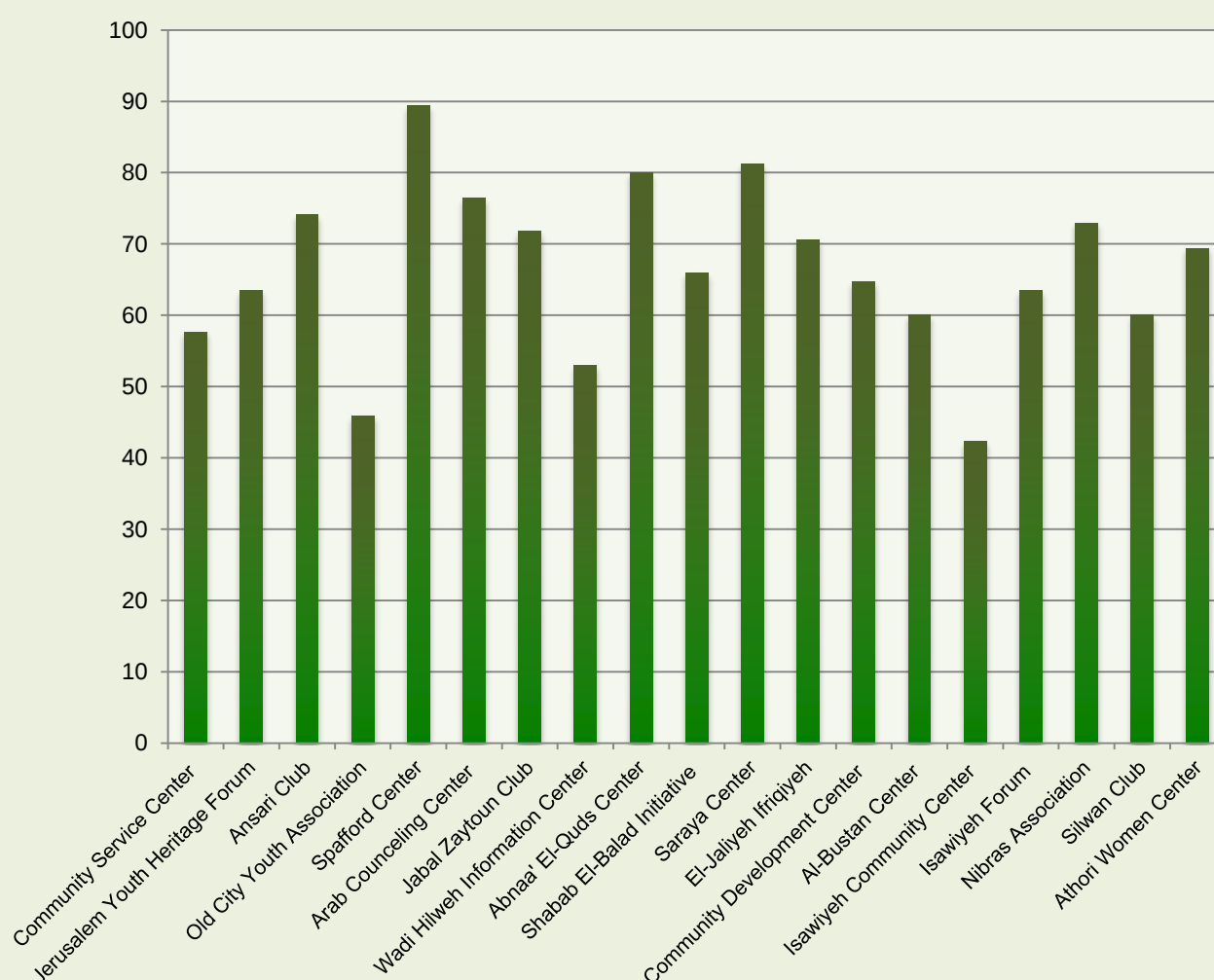


GRAPH 4

2.4 Child Friendly Spaces (SFCs)

The CFSs standards relate to the space's infrastructure, area, and facilities. Most CBOs suffer weak and inappropriate infrastructure in terms of buildings and space. They tend to be based in very tight and crowded areas, some have small spaces for implementation of activities, and others do not have outdoor space. The over-crowdedness of neighborhoods in EJ and the long, overwhelming process of obtaining permits lessen the CBOs ability to expand or renovate their centers. The challenges they face on daily bases, in addition to the lack of organizational capacity result in their inability to adhere to international standards.

QUALITY OF CFS (%)



GRAPH 3

2.5 Coordination and Partnership

Coordination and partnership come in different forms; there are some initiatives for coordination and partnership such as: Silwan Organization Network to connect 12 CBOs together, and the joint project between four NGOs and CBOs in East Jerusalem where each takes the lead in its area of specialty (Palestinian Vision in Education, YWCA in Women empowerment, Burj Luqluq Social Center Society in Sports, and Mithaq in legal issues). Partnerships also come in the form of providing coordination services and venues. Sometimes to benefit from the services and programs such as referring cases of psychological problems with children they work with to PCC, and benefiting from the theater shows from Sanabel center. CBOs coordinate amongst each other when designing and implementing joint activities for the purpose of achieving short-term objectives; mainly public activities, open days, and national festivals. CBOs also coordinate to overcome emergency situations such as the currently escalating violence. CBOs on the other hand, as it was found, lack experience and tools of coordination. However, they have an established relationship of trust with their communities and are more knowledgeable of their needs.

3. Targeted Children

Targeted children were studied based on the following variables: current number, age, gender ratio, targeted children with disabilities and percentage of group per population in neighborhood. The table below reflects these figures per CBO:

CBO	Number of Targeted Groups	Age	Gender Ratio	Children with Disability	X% Group Per Population ¹¹¹
Wadi Hilweh Information Center	350 children annually/ 450 children in summer camp	Ages: (6-15 years old) both genders. (14-15 years old) they start to have separate gender groups.	N/A	Not targeted	Percent of children per population in Silwan: 2%
Issawiya Community Center	Number of targeted groups is not stable and depends on the project or activity that is implemented by other NGOs in the center.	Youth up to 25 years old	N/A	Not targeted	N/A

¹¹¹ These numbers are estimates provided by CBOs heads.

Burj Luqluq Social Center Society	80 students from Al Quds University/ 40 Kindergarten children/ 250 adolescent and children football training/ 50 girls basketball/ 120 boys basketball/ 25 girls Tae Kwon Do/ 90 in gymnastics/ 15 girls drawing/ 12 boys and 12 girls Dabkeh 43,000 beneficiaries year round 14,000 benefit from outside yard, playgrounds and KG garden.	KG- Youth	60% boys/ 40% girls	Not targeted	The percentage of targeted group per population in the Old City is 19%
Shabab Al-Balad Initiative	8,000 students from municipality schools.	Age 7-18	N/A	Not targeted	N/A
Sanabel Theatre	Children that attend the theater shows are 1500 yearly. Children that are targeted through schools and other places, 20,000 per year. Targeted groups for theater training: 50 children	Age: 5-10 years/ 11-15 years/ 15-18 years AND adults.	50% boys/ 50% girls. They usually work with mixed groups unless they have to separate genders when they work in some geographic areas.	In one of their theater shows they included children with disability as it was to raise awareness for children with disability rights. Also children with disabilities attend the theater shows. Detailed numbers are not available.	Percentage of targeted group per population in Ath-Thori: It is difficult to calculate the percentage of targeted groups compared to the population because the center targets groups in several areas in Jerusalem.
Ath-Thori Women center	In general 200 families in Ath-Thori benefit from their programs. Number of children: 100 children	14 years old and above	60% girls/ 40% boys	Not targeted	Percentage of targeted group per population in Ath-Thori: 1%

Spafford Children's Center	Under the remedial education program 420 children per year, 100 children are targeted in other kind of programs like Dabkeh, art, and other cultural activities.	4-12 years old	67% boys and 43% girls.	Not targeted	Percentage of targeted groups per population in the Old City: 1%
Jabal Zaytoun Club	150 Scouts group 70 Debkeh (age groups: 6-18+ years) Women's Committee (somewhat weak). Every day: 300-500 players from different age groups enter their football field.	6-18+ years old	N/A	20 children	The percentage of targeted groups per population is: 2%
Social Development Center (Al-Quds university)	Annually, 1200-1600 children come periodically and permanently, from all areas in EJ, including Old City. In public events they targeted 1,000 children.	7-18 years old	60% girls/ 40% boys.	2	N/A
Al-Sraya Center for Community Services	4,248 children 420 women 114 adolescents	8-15 years old	N/A	N/A	N/A
Nebras Al-Quds Association for Children with Special Needs	Children with mental disabilities: 15 children are targeted on daily basis, 50-60 children are targeted per year.	7-16 year old	70% boys/ 30% girls	There are no clear statistics on children with disabilities in the area.	N/A
Ath-Thori Club	Closed.				
Old City Youth Association	200 children	7-15 years old	50% girls/ 50% boys.	N/A	N/A

(children) + women					
Jerusalem Heritage Youth Forum	They work with children and adolescents				
Ansar Al Maqdisi	300 Children + women and men	7-15 years old	67% boys/ 43% girls	N/A	Percentage of children per population: 2%
Community Service Center (Old City) Al-Quds University	25 children a year- 2 meetings a week (but they remain with them year long)				
African Community (Jaleyyeh Ifriqueh)	They work with adolescents. More details are not available.				
Abnaa' Al-Quds Center	200 Children	6 years old and above (including elderly)	60% boys/ 40% girls	N/A	Percentage of targeted group per population: 1%
Al-Bustan Center	100 Children	6-18 years old	50% girls/ 50% boys	N/A	N/A

TABLE 12: TARGETED GROUPS

RECOMMENDATIONS

The analysis and discussion of the findings lead to the most important challenges and opportunities that surround CBOs working in the field of psychosocial support in EJ. Accordingly, the following recommendations are derived to achieve ultimate support to the CBOs:

- Supporting grassroots CBOs for the implementation of psychosocial programs. These CBOs, and as evident through the report, have a strong rapport with the targeted groups in the field which makes their communication with them a much easier task.
- The psychological and social needs that emerged in the report must be at the core of the implemented psychosocial programs whether through CBOs or other implementers. The needs revolved around the following themes:
 - Protection and Safety
 - Awareness of Legal Rights
 - Self Expression, Communication Skills & the Need to be Heard
 - Qualified and Resourceful Caregivers
 - Stress Release and Counseling Sessions
 - Topics of Identity, Belonging, Self-esteem, Community and Future
 - Recreational and Fun Activities
 - Education Support
 - Socioeconomic Status and Vocational Training
 - Female Rights and Gender Based Discrimination
 - Children with Disabilities
- Supporting CBOs in the rehabilitation of their infrastructure to cope with the psychosocial needs that have emerged, particularly in relation to protection, hygiene and gender as well as responding to the needs of children with disabilities. In addition, providing support to the CBOs in the implementation of psychological programs. Tools, equipment, and trainings are important support areas that can be provided to the CBOs.
- Help CBOs to maintain its popular role in communication with the communities and the promotion of voluntary work. At the same time, building its organizational capacities to maintain continuity and for better organization of its efforts. This includes building its capacity in strategic and operational planning, financial management in terms of budgeting, management and the development of clear and smooth financial measures, as well as the development and empowerment of human resources to meet the objectives set in the plans and to be included in the job description. It is also recommended that CBOs are trained on fundraising and proposal skills, as well as monitoring and evaluation. As grassroots, they need to build their institutional capacities to develop and improve the quality of services and interventions they provide.
- Strengthening partnerships and networking among CBOs sharing common goals or located in close geographical areas. It is suggested that this is done through clustering CBOs in integrated activities, according to their strengths and their expertise in that area. In this context, there are some success stories that can be built upon. This approach helps save resources and access to the largest number of beneficiaries, various segments and the expansion of service.

- Support integration programs for children with disabilities. Although there is a need to focus on children with disabilities, we faced difficulties in coordinating with CBOs to include children with disabilities in the FGDs. Due to this challenge we decided to hold a drawing session specifically for children with disabilities. This indicated that CBO programs and targeted segments do not include children with disabilities. This is likely due to the presence of specialized programs in government institutions and municipal schools. But this isolates children with disabilities and does not achieve integration. Therefore it is recommended to provide awareness programs for parents of children with disabilities and the entire community to achieve community acceptance and to learn more about supporting children with disabilities and providing them with assistance in the integration process.
- Develop a guide for working with children in areas of tension, and apply it to the context of EJ and the capacities of EJ CBOs. Additionally, provide CBO staff with proper trainings and awareness sessions about the importance of international standards and the importance of adhering to the guidelines.
- The employment and recruiting standards in CBOs must be raised to meet the professional needs of their programs and services. The increased level of qualifications results in better services for children and must be coupled with additional trainings in organizational planning and development, in addition to best practices in implementing interventions such as “WC kit” and a peer-to-peer approach.
- Providing psychological support programs for parents and service providers for children. It is insufficient to merely educate parents about the importance of their role in supporting their children in light of political and security unrest without supporting the parents themselves.

CONSTRAINTS

During the process of preparing for this Needs Assessment report, several challenges arose during the data collection phase. A summary of these challenges is described below:

- In light of the current difficult conditions facing East Jerusalem, the Consultant and her team faced challenges in accessing the communities targeted in this report. Some of these challenges included: limitation of study time which required fast coordination and response from all contacted members, the difficulties of Qalandya checkpoints and the political violence that made it difficult to reach some CBOs.
- The political tensions also prevented holding the FGD of adolescents in Issawiya at Al-Issawiya Community Center. Coordination for this session was done with the help of Abdallah Hamdan who generously opened the doors of his center for adolescents to attend. However, on the day of holding the session he called to cancel the event due to clashes near his center. The invited adolescents were asked not to attend and thus we lost this session. However, we managed, due to time constraint, to arrange for another FGD session with adolescents in Al-Bustan Center in Ras Al-Amud.
- The timing of the report projected several challenges. First, the short duration of the report made the data collection phase more difficult. Second, many of the children and adolescents targeted in the data collection had school during the daytime. After school, time was very limited because the sun sets at 4:30 p.m and most children and adolescents preferred to be home before that time. Additionally, schools hold their final exams during this time, which created another challenge for arranging for FGDs with adolescents especially.
- Another constraint was the absence of fathers from the caregiver FGDs. The conflict between good times for father to meet and mothers to meet forced us to meet only mothers in the FGDs. Mothers preferred the morning time period to set the meeting because they have to be home to prepare for lunch, and fathers preferred to meet in the evening after they had returned from work. To overcome this challenge, the Consultant created a questionnaire that targets only fathers to learn about the psychosocial needs of children and adolescents from their perspective. The questionnaire was distributed to several CBOs with access to fathers within their community. Unfortunately, none of the questionnaires were returned in time.
- The Consultant tried to include children with disabilities in the FGDs and drawing sessions to remain faithful to the submitted inception report. However, CBOs assisting in the coordination for these sessions were unable to include children with disabilities in the sessions. To overcome this, the Consultant arranged for a drawing session with children with disabilities in Ras Al-Amud at Nebras Al-Quds Association for Children with Special Needs to hear from them about their psychosocial needs. This group was not included in the initial plan, but was rather added as an emergency solution to avoid excluding children with disabilities from the report.
- The initial plan, as explained in the inception report, was to use drama with adolescents ages 14-18. However, in both FGDs with males and females, the participants refused the idea of using drama and preferred to express their needs through a discussion.

- The Consultant and her team managed to reach most of the CBOs they had intended to contact, but faced some challenges in reaching a few of them such as Al-Riayeh Society from the Old City. Al-Amira Basma, we later realized was considered an NGO rather than a CBO. Ath-Thori Club and African Community (Jaleyyeh Ifriqyeh) were closed based on information we received from other CBOs. Issawiya Club is strictly a sports club for adolescents and does not provide any other type of support. In regards to the African Community we tried to reach the center and the Head of the Center multiple times but unfortunately both numbers were not being answered. We were later told by more than one source that they are not doing well and are on the verge of closing up the center. One team member however, managed to reach them at the end of the data collection process and was able to fill in the questionnaire designated for CFSs.
- Finally, some of the organizations set to be contacted for arranging an interview had updated their contact information and team members had to invest more time in searching for recent contact information. Additionally, confusion on the exact address of some CBOs also required more time for coordination.

Despite these challenges, the team remained committed to completing the requirements of this assignment and worked hard on collecting necessary data for the completion of the needs assessment. The team also ensured commitment to the agreed deadline regardless of the constraints that may have further delayed the process.

CONCLUSION

Interviews conducted with children, adolescents, and CBOs, showed that there are many psychosocial problems caused by the political and social dilemmas around them. Harassments by Israeli police and settlers and their guards, and the repeated attacks, arrests and the loss of safety cause psychological pressure on these children. As a result, many psychosocial needs were found, as a result of this needs assessment. These needs include, the need for protection and safe places, free self-expression, and the need to provide activities that release psychological stress. Other needs focused on raising awareness for children and their parents on the rights of children during detention and after detention, as well as the need for supportive education programs to ensure that children receive proper education after they have been released from arrest, detention or during house arrests.

Results of the study also showed that there is a number of CBOs that provide services and programs for children. CBOs are based on the principle of voluntarism, and have the ability to communicate with the communities in which they provide services. CBOs enjoy a strong rapport with the community and are able to attract children and adolescents. However, they suffer from some challenges that affect the programs they offer in terms of quantity and quality. CBOs are not able to meet the growing needs of children, especially with the deteriorating political, social and economic situation in EJ. It was noted through visits to these CBOs, that they suffer from a weak infrastructure, a lack of outdoor spaces, proper health facilities, and many of them need rehabilitation and maintenance.

Additionally, CBOs need to develop institutional capacities, without neglecting the voluntary nature and the ability to stay close to their communities. They need to build their capacity on strategic planning, and on financial management in terms of budgeting, management, the development of clear and smooth financial measures, and the development and empowerment of human resources. It is also required to develop mechanisms enabling them to raise funds and to train staff on monitoring and evaluation. As grassroots organizations, CBOs need to build institutional capacities to develop and improve the quality of services and interventions they provide. Despite the fact that some CBOs provide training for their employees to maintain a high quality level of specialized activities, there are many CBOs that lack the presence of such possibilities for development due to the lack of funding and external support.

Finally, results of this needs assessment also show that networking and coordination between institutions is not as common, although there are some experiments. Partnership, remains within its narrow sense, often managed by stronger NGOs or CBOs that have a clear vision. CBOs have shown competitiveness and thus programs in many occasions are redundant instead of being complementary. Accordingly, there becomes a need to work on organizational development of CBOs on the one hand, and the development of the principles of work and networking on the other. CBOs also need to coordinate the exchange of knowledge and to share data in order to develop plans for networking based on the integration of their programs.

ANNEXES

ANNEX 1: SUMMARY OF NATIONAL AND INTERNATIONAL STANDARDS

I. International Network for Education in Emergencies (INEE)¹¹²

The INEE handbook is the only global tool that articulates the minimum level of educational quality and access in emergencies. It is designed to give governments and humanitarian workers the tools that they need to address the Education for All and UN Millennium Development Goals. The 19 standards are organized in 5 domains as follows:

- Foundational Standards- Community Participation Standards
- Access and Learning Environment- Equal Access to all, Protection and well-being of learners, teachers and other education personnel, and facilities that are linked to health, nutrition, psychosocial and protection services.
- Teaching and Learning- Culturally, socially and linguistically relevant curricula, teachers and other education personnel receive periodic, relevant and structured training, instruction and learning processes are learner-centered, participatory and inclusive, and appropriate assessment of learning outcomes.
- Teachers and Other Educational Personnel- Recruitment and selection, proper conditions of work, and effective support and supervision mechanisms.
- Education Policy- Law and policy formulation and Education activities take into account international and national educational policies, laws, standards and plans.

II. IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings¹¹³

The primary purpose of these guidelines is to enable humanitarian actors and communities to plan, establish and coordinate a set of minimum multi-sectorial responses to protect and improve people's mental health and psychosocial well-being in the midst of an emergency. The focus of the guidelines is on implementing minimum responses, which are essential, high-priority responses that should be implemented as soon as possible in an emergency. The relevant matrix of intervention is Part B of these Guidelines: Core Mental Health and Psychosocial Support Domains. Below is a list of a function domain and a minimum response for each domain (to be conducted even in the midst of an emergency, but also as part of a comprehensive response):

- Community Mobilization and Support
 - ✓ Facilitate conditions for community mobilization, ownership and control of emergency response in all sectors
 - ✓ Facilitate community self-help and social support

¹¹² INEE Guidelines. [Online]. Available: http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1115/INEE_MS_Map.pdf

¹¹³ IASC Guidelines. [Online]. Available: http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf

- ✓ Facilitate conditions for appropriate communal cultural, spiritual and religious healing practices
 - ✓ Facilitate support for young children (0–8 years) and their care-givers
- Health services
 - ✓ Include specific psychological and social considerations in provision of general health care
 - ✓ Provide access to care for people with severe mental disorders
 - ✓ Protect and care for people with severe mental disorders and other mental and neurological disabilities living in institutions
 - ✓ Learn about and, where appropriate, collaborate with local, indigenous and traditional health systems
 - ✓ Minimize harm related to alcohol and other substance use
- Education
 - ✓ Strengthen access to safe and supportive education
- Dissemination of Information
 - ✓ Provide information to the affected population on the emergency, relief efforts and their legal rights
 - ✓ Provide access to information about positive coping methods

III. Child Friendly Spaces in Emergencies (CFSs)¹¹⁴

The purpose of CFSs is to support the resilience and well-being of children and young people through community organized, structured activities conducted in a safe, child friendly, and stimulating environment. The purpose of the Guidelines for CFS is to give practical guidance to the field teams that establish CFSs in different types of emergencies and contexts. They are also intended to guide advocacy efforts and donor practices in emergency settings where protection and well-being ought to be high priorities. The following are the principles to be built into all the actions in the next list:

Principles:

- Take a coordinated, interagency, and multi sectorial approach
- Use CFSs as a means of mobilizing the community
- Make CFSs highly inclusive and nondiscriminatory
- Ensure that CFSs are safe and secure
- Make CFSs stimulating, participatory, and supportive environments

Actions:

- Conduct an assessment
- Organize integrated supports and services

¹¹⁴ CFSs Guidelines [Online]. Available: http://www.unicef.org/protection/Child_Friendly_Spaces_Guidelines_for_Field_Testing.pdf

- Provide ongoing training and follow-up support for animators and staff
- Monitor and evaluate CFS programs
- Phase out or transition in a contextually appropriate manner

IV. Palestinian Code of Conduct for Psychosocial Interventions¹¹⁵

Due to the commonality of psychosocial interventions in Palestine, the Palestinian Code of Conduct for Psychosocial Interventions was created to ensure a holistic and integrative psychosocial services and programs linked to health, education, social and cultural activities throughout the OPT. These programs should be based on the following principles:

- Assessment- Psychosocial programming must be based on a competent assessment and analysis of the overall situation of the beneficiaries, including psychosocial, security and economic issues.
- Scope- psychosocial programming covers a wide range of strategies.
- In time of crisis- long-term programs promoting psychosocial wellbeing should be maintained, in addition to the initiation of emergency programs to deal with psychosocial and social distress resulting from the crisis.
- At risk groups- all interventions should give special attention to at risk children and their care takes.
- Professional qualifications- All people involved in the promotion of psychological and social well-being or dealing with psychosocial and social distress should adhere to the principles outlined in this Code of Conduct.
- Participation of children, families and communities- interventions should utilize, build upon and strengthen existing familial, social and community networks, relations and resources.
- Partnerships- partnerships among psychosocial institutions will be based on careful assessment of respective expertise and capacity, and promote geographical and technical complementarities.

Monitoring and quality assurance- programs must be rigorously and regularly monitored both by the psychosocial teams themselves and external evaluators.

¹¹⁵ Palestinian Code of Conduct for Psychosocial Interventions. [Online]. Available: http://www.who.int/mental_health/emergencies/1.1_%20key_resource_5_palestinian_code_of_conduct.pdf

ANNEX 2: LIST OF FGD QUESTIONS AND GUIDELINES

I. Focus Group Discussions with Caregivers

- Part 1

Ice-breaker and Introduction Activity: Items were placed in a bowl in the center of the room. Each member chose an item to carry while introducing themselves. They would then place the item back in the bowl after explaining why they had chosen it.

- Part 2: Group Discussion

1. What is your general knowledge on psychosocial problems and needs?
2. Do you know how to recognize a person suffering from psychosocial problems?
3. In your opinion, what are the main causes for child psychosocial problems?
4. If your child suffers from psychosocial problems, do you know believe it is easy to help them? Do you know where you can go for help?
5. For parents- Have you ever had to take your child to a nearby organization to you with their psychosocial problems? How easy was it to access the organization? Were you able to easily contact them and receive information?
6. For teachers and counselors- does your school work with a certain organization to help children in your school with psychosocial problems? If yes, tell us more about this cooperation?
7. Do organizations in your community provide you with any support (training, individual sessions...etc.) to help you deal with children with psychosocial problems? Do you believe that your community is well informed on these organizations and their programs? Are they accessible to all, including persons with disabilities?
8. Have you ever felt that your child (a child that you work with) suffers from psychosocial problems? What are the main psychosocial problems that your children suffer from? What symptoms led you to this assumption?
9. What are your children's psychosocial needs? Who can provide them?
10. Do you have any recommendations that could help you and the organizations working to provide psychosocial support services to better support your children's psychosocial growth?

II. Focus Group Discussion with Adolescents (Age: 15-18)

- Ice-breaker and introduction activity: They create a flag using paper and wooden sticks, they would then write their names on the flag, introduce themselves while carrying the flag and then stick the flag on a ball of acrylic.
- Discussion Questions:
 1. What is your understanding of a psychosocial problem?
If this was clear to the participants, we move to the following question. If not, the definition is made clear before the discussion moves on.
 2. What psychosocial problems do you face?
 3. What are the causes of psychosocial problems in your environment? On the street? In their neighborhood? At school? With peers and teachers? With school infrastructure? At home? With parents? With siblings? With relatives? With friends?
 4. What are your psychosocial needs? On the street? In their neighborhood? At school? With peers and teachers? With school infrastructure? At home? With parents? With siblings? With relatives? With friends?
 5. How can these needs reduce your psychosocial needs?
 6. What are your protection needs?

III. Focus Group Discussion with CBO Staff

General introduction of name, title and CBO.

Questions:

1. What is your knowledge on the psychosocial needs of children and adolescents, especially girls and children with disabilities?
2. How can we identify a person suffering from psychosocial problems? Especially children.
3. Do you believe we can help support children and adolescents with psychosocial problems?
4. Based on your work and experience, what are the major psychosocial problems and needs of children and adolescents, especially girls and children with disabilities?
5. How do you handle these problems and needs?
6. Are you familiar with international and national standards such as ISAC, CFS, PSS and INEE standards? To what extent do you apply these standards?
7. In your opinion, what are the causes of psychosocial problems in the communities in which you work?
8. What are the psychosocial needs of children and adolescents in regards to the political situation, social status, at school? And at home?
9. Do you have any recommendations to help you and your CBOs better provide programs and services for children and adolescents, especially girls and children with disabilities in EJ?

ANNEX 3: DRAWING SESSION AGENDA

- Ice-breaker and introduction activity: they create a flag using paper and wooden sticks, they would then write their names on the flag, introduce themselves while carrying the flag and then stick the flag on a ball of acrylic.
- Group discussion with children about things that create problems for them within their environment. What they like/ dislike in their schools, homes, neighborhoods, family, teachers, friends...etc. and what are the main things that they feel is a problem.
- Based on our discussion, children in the main group are divided into 5 sub-groups, 2-3 children in each sub-group.
- Each sub-group takes 2 large papers and multiple colors, on one paper they will draw the main problems they face, and on the other they will draw how they would like adults to help them with these problems.
- Then each sub-group will present their drawings, and together, the children and the Consultant will discuss as a large group what the children have expressed in their drawings.
- The consultant and her research assistant will be co-facilitating the sessions and taking notes about children's problems and needs.

ANNEX 4: SEMI-STRUCTURED INTERVIEW QUESTIONS AND GUIDELINES

I. NGO Interview Questions

1. What PSS programs and interventions do you implement in EJ?
2. Do you coordinate or work with CBO's in EJ? Where? What types of CBOs do you work with? Can you give a specific list of local CBOs with whom you work?
3. Would you recommend certain CBOs based on their management and technical capacities, as well as their infrastructure and availability of CFSs?
4. Based on your work with these local CBOs, can you recommend CBOs that have good potential and need support to conduct future PSS programs?
5. Based on your experience, can you tell us more about the PSS needs in the area in which you work? What are the gaps?

II. CBO Interview Questions

6. Background of the organization/CBO
7. Programs delivered and targeted geographic area?
8. Beneficiaries (age, gender, persons with disability...etc.)?
9. Number of staff and their positions; programs and administrative. Ratio of staff/beneficiaries
10. Level of capacities, the methods used to provide training and technical support to staff
11. Types of current psychosocial activities being implemented in the targeted areas, specifying categories of beneficiaries.
12. Available spaces for activities and to what extent are they safe and suitable for children and children with special needs; any rehabilitation needed to make them more convenient? If spaces are not available, does the organization cooperate with other NGOs or CBOs that have friendly spaces to conduct shared activities? If yes, how?
13. The needs of the organization to sustain and/ or to improve any new activities that are proposed in the coming 2 years. What are the needs to implement them?
14. What are the main approaches and/or standards that guide your practices for psychosocial interventions (national or international)?
15. What is your knowledge on INEE, PSS, CFS, and ISAC standards? And to what extent are you applying these standards in your programs? Are you familiar with the Palestinian Code of Conduct?
16. In your opinion, to what extent are national standards and practices relevant to international ones?
17. What modifications can be recommended to tailor international practices to the Palestinian (East Jerusalem) context?
18. What future programs do you have set? What needs should be met to create successful programs and efficient services in the future?
19. Do you work with youth volunteers? In which programs? And how do you involve them? To what extent are you satisfied with their involvement? Do you believe that your volunteers will benefit from and will participate in trainings if offered?

ANNEX 5: TABLE 6- DATABASE OF CBOS & NGOS

#	CBO	Neighborhood	Contact Person	Title	Contact Number	Email, if available
1	Burj Luqluq Social Center Society	Old City	Muntaser Dkeidek Farah Abu Zant	Executive Director Psychosocial Program Coordinator	054.683.0753	info@burjalluqluq.org
2	African Community (Jaliya el-Ifriquyeh)	Old City	Naser Qus	Head of Center	0545427857/02628711	N/A
3	The Spafford Children's Center	Old City	Manal Ayassa	Program Director	02.6261897	manalayassa@yahoo.com
4	Al Saraya Center for Community Services	Old City	Heyam Elyan	Executive Director	06.260017/052.296.4905	admin@alsaraya-center.org
5	Old City Youth Association	Old City	Reyad Shahabi	N/A	052.372.0608/02.626.2023	N/A
6	Abnaa' el-Quds Center	Old City	Mithqal Jaaber	General Manager	052.240.4272	N/A
7	Society Development Center	Old City	Abdallah Kiswani	Head of Center	052.225.8894	a.kisswani@yahoo.com
8	Arabic Counseling Center	Old City	Via Palestinian Counseling Center –Mohammad El-Ash-hab and Asmaa' Sharabati	N/A	02.656.2272 Or 02.627.7360	ashhab@pcc-jer.org
9	Community Service Center	Old City	Elham Shaheen Reema Rizq	Program Coordinator	02.6273352/ 058.484.1412	N/A
10	Al-Riayeh Society	Old City	Afaf Dajaani	N/A	0548003878	af_af@live.com
11	Al Bustan Center- Silwan	Al Bustan	Qutaibah Odeh	Head of Center	052.471.9119	kutaybah.odeh@gmail.com

12	Wadi Hilweh Information Center	Wadi Hilweh	Sahar Abbasi	Psychological Coordinator	052.4054951	saharabbasi75@hotmail.com
13	Silwan Club	Silwan	Jamal Adelieh Najwa Odeh	N/A	0527484966 0543331068 0595995598	N/A
14	Ansar Al Maqdisi	Wad Qaddoum	Yassen Al-Razim	Head of Center	052.232.7551	Yaseenrazem-ansar@hotmail.com
15	Jerusalem Youth Heritage Forum	Al-Bustan	Fawzi Sha'ban	Head of Center	052.260.8670	fawze.shaban.66@hotmail.com
16	Ath-Thori Women Center	Ath-Thori	Abeer Zayyad	Head of Center	054.229.6604	abeerrizeq@gmail.com
17	Sanabel Theater	Ath-Thori	Ahmad Abu Salloum	Head of Theater	052.2286188	N/A
18	Jabal Zaytoun Club	At-Tur	Farah Abu Zanit	Head of Center	054.683.0753	N/A
19	Issawiya Community Center	Al-Issawiya	Abdallah Hamdan	Head of Center	054.996.8728	esawiahj@hotmail.com
20	Issawiya Forum	Al-Issawiya	Rabab Isaawi	Coordinator	N/A	N/A
21	Nebras Al-Quds Association for Children with Special Needs	Ras Al-Amud	Sameer Abasi	Head of Center	0505.307.505	nibrasalquds@gmail.com
22	Shabab el-Balad Initiative	Jabal Al-Mukabber	Husam Elyan	Head of Center	054.211.2007	shbab.albalad@gmail.com husam.allyan@hotmail.com
23	Jabal Al-Mukabber Club	Jabal Al-Mukabber	Ahmad Sarour	N/A	050.593.7109	N/A

#	NGO	Contact Person	Contact Number	Email, if available
1	UNICEF	Matthew Dalling	054.778.7621	mdalling@unicef.org
2	MOE	Elham Ghneim	0598.322.971	N/A
3	YMCA	Carol Zoghbi/ Ibtissam Adlieh	0598.944.777	czoughbi@ej-ymca.org / ibtisam_adileh@hotmail.com
4	PCC	Mohamad Ash.hab/ Asma' Sharabati	02.656.2272	ashhab@pcc-jer.org
5	Jerusalem Center	Fadwa Sha'er	0599.791.611	N/A
6	NDC	Ghassan Kasabreh	054.226.4269	gkasabreh@ndc.ps
7	SAWA	Ohaila Shomar	0598.903.343	N/A
8	TCC	Rifat Sabbah	0599.220.621	N/A
9	HBS	Itaf Zahaykeh	0599.296.113	itaf.zahaykeh@ps.boell.org
10	Palestinian Vision	Rami Naser Al-Deen	02.628.5080	rami@palvision.ps

ANNEX 6: CFS TOUR AND QUESTIONNAIRE

The aim of the tour is to help the Consultant assess the facilities of CBOs in terms of infrastructure and quality of CFSs. Through the tour, the Consultant will be able to assess if available facilities meet the needs of the targeted group (adolescents and children, especially children with disabilities) to determine which CBOs need the most rehabilitation.

Criteria of the observation during the tour will be according to the CFSs principles

- If the place is coordinated, inter agency, and multi sectorial approach
- If the CFSs are a means of mobilizing the community
- If the CFSs are highly inclusive and non -discriminatory
- If the CFs are safe and secure
- If the CFSs are stimulating, participatory, and supportive environments

Sample of Guidelines During Tour

1. The area and suitability of available space designated for children activities
2. CBO location, and to what extent is it accessible for the community considering gender and children with special needs
3. Available facilities (including WASH), equipment, and games that are used with children for psychosocial activities; what could be added? What is needed to improve the activities?
4. The quality of spaces and convenience for children considering gender and children with special needs.

CFS Questionnaire

Needs Assessment for War Child Holland.

Name of Organization:

Date:

Name of Field Researcher:

1. Background information on the organization, its goals and mission:
2. Targeted age group:
3. Capacity:
 - Number of Employees:
 - Directors:
 - Volunteers, if available:
4. Types of programs and services provided:
5. Qualifications of staff?
6. What are their needs of development?
7. Challenges the CBOs faces:
8. What methodologies and standards guide their work?
9. Do they follow any national or international standards?
Do they have a written code of conduct to ensure child safety?
10. What programs and services are planned for the next two years?

Criteria of the observation during the tour will be according to the CFSs principles

- If the place is coordinated, inter agency, and multi sectorial approach
- If the CFSs are a means of mobilizing the community
- If the CFSs are highly inclusive and non -discriminatory
- If the CFs are safe and secure
- If the CFSs are stimulating, participatory, and supportive environment

In reference to the criteria above, CFSs are to be described and compared especially with consideration to girls and children with disabilities.

Topic	RANKING 1-5: 1 Weak, 5 Excellent				
	1	2	3	4	5
Space specialized for children is appropriate especially for girls and children with disabilities					
CBO is accessible by community members especially children, adolescents, girls and children with disabilities					

Special services and facilities are available especially for girls and children with disabilities (especially bathrooms)					
Available equipment and games for activities especially psychosocial activities					
Buildings are safe, isolation and ventilation is proper with adequate sun and light					
Availability of procedures in the case of an accident or injury/ first aid					
Space is safe from soldier and police danger and invasions...etc.					
Community members participate in the decision, selection and development of CFS					
Contact information and locations of support systems in the case of danger are defined and clear to everyone					
Safe and acceptable space between CFS and bathroom and water facilities					
Children have access to safe and clean water facilities					
Bathrooms are separated for males and females					
CBO activities are culturally appropriate					
Facilitator attendance is tracked					
Facilitators track child attendance					
Agreed system for measurement, follow-up and evaluation					

Does the place need rehabilitation and renovation to improve the needs of children and the activities? If so, in what way?

Additional comments:

ANNEX 7: OBSERVATION GUIDELINE

Score:

- 1** (Not true)- Indicators have not been met, OR one or two indicators have been partially met
- 2** (Somewhat true)- One or two indicators have been fully met OR a number of indicators have been partially met
- 3** (True)- All indicators have been met (even if partially)
- 4** (Very true)- All indicators have been fully met

A column for notes has been included to allow the score giver an opportunity to add notes to the score (indicators have been met partially, fully, how they have been met, reasons behind their absence). For example, the activity may not be age appropriate. Maybe the facilitator did not properly prepare the room, or the center does not have appropriate space...etc.

Indicator	Score				Notes
	1 (Not true)	2 (Somewhat true)	3 (True)	4 (Very true)	
Preparation: Goals are explained to the children and are consistent with psychosocial needs					
Strategy of work with children: strategies are age appropriate and are consistent with the overall goal of providing PSS. Strategies are interactive and creative					
The facilitator allows the children an opportunity to interact.					
The facilitator is accepting to the children regardless of background, gender, cultural, social and religious					
Attention to individual needs: Methods of interaction and interactive activities reflect this. Activities are diverse and facilitator allows the opportunity for independent interaction.					
Tools: facilitator prepares a variety of materials suitable for the activity and considers the individual needs of children					

Venue of activity is organized: Children are organized in a way that allows proper interaction and communication with peers and with facilitator					
Place is suitable: fits all children, suitable for the activities (tables, chairs, adequate lighting, warm, safe...etc.)					
Behavioral control: Use of reward system, tasks are suitable for children. Positive reinforcement is used. Facilitator is ready to answer to any emergencies or unpredicted actions.					
Evaluation and documentation: work is evaluated in a credible way based on the goals of the activity and the evaluation is immediately documented after the session.					

Additional comments:

ANNEX 8: TABLE 5- PSYCHOSOCIAL NEEDS OF CHILDREN AND ADOLESCENTS, ESPECIALLY GIRLS AND CHILDREN WITH DISABILITIES

Key to Read Table X:

- Similar needs expressed by different groups have been color-coded using the same color shade. Color is consistent with color code of Graph 1.
- Boxes shaded in GREY indicate an empty slot (purpose of these slots is to ensure table remains neat for the reader eye)
- The first column in the table titled: "Summary of needs" was created to summarize frequently mentioned needs. The purpose of each summary is to provide the reader with a clear statement regarding a need that has been mentioned in various ways by the groups.
- Final (*un-shaded and not color coded*) six rows contain different needs that were expressed only once by a certain group. There is no connection between the needs in these six rows even if they appear side by side in the rows.
- Needs in the table are ordered based on frequency of mention by the six groups. For example, similar needs that were mentioned by five of the six groups were placed in the table before the needs that were mentioned by only four of the six groups.

SUMMARY OF NEED	NGOS	CBOS	CAREGIVERS & COMMUNITY MEMBERS	CHILDREN	ADOLESCENTS	CHILDREN WITH DISABILITIES
Safe spaces	Safe places for play	Safe places for adolescents and children: playgrounds, adolescents centers, theater, parks...etc.	Safe places to play	Places to play/ our schools don't open their playground after school hours. Local library in community, theater, parks.	Safe places for play and	The need for football fields and a playground
Protection from violence	Protection from political violence within EJ neighborhoods	Protection from political violence and settler violence/ Protect school from political violence. Make schools and community centers safe for children (inside buildings and on the way to school or center)	Protect children from political violence, domestic violence and violence at school	Protection from political violence (clashes with soldiers, school invasions)/ and from violence at school (between children and children with teachers)/ Safe transportation to and from school (school buses to avoid danger on roads)	Protection from soldier harassments, especially school invasions and house invasions. Detentions, injuries.	
Qualified Caregivers	Train teachers on how to recognize psychosocial problems within their classroom/ Train caregivers on how to support and deal with children when they are detained and after detention/ Train parents to be able support their child with psychosocial problems	Trainings for CBO staff on how to support children with PS needs, especially children with disability	Sessions for parents on how to interact with children that have psychosocial needs		They need counselors to maintain confidentiality when working with them	

Communication skills for non-violent self-expression	Train children on how to cope with challenges of a highly violent environment without resorting to violence themselves (political violence, domestic violence, violence at school...etc.)	Give children tools for self-expression and raising awareness on their role in the struggle (none-violence)./ Help children cope with violence by training them on skills of communication, dialogue and self-expression (through words not violence).	How to act in the midst of violence. Communication and dialogue skills. Solve problems through dialogue.		Enhance communication between students and teachers	
Need to be heard		Children need to be heard and listened to. They need to feel that adults believe in their capacities.	Children are suppressed. They need to be heard.	Need to be heard/ parents ignore children and prefer to talk to adults	Need to be heard/ Opinions taken seriously	
Recreational and fun activities		Drive kids away from violence by attracting them to fun, cultural and identity workshops and activities.	No recreational activities at school. Focus is on academia. They need sports, arts...etc. integrated in their education system	Fun activities, trips, choir, sports...etc.	Lack of free activities and school hours that require them to sit in the chairs for hours without an opportunity to walk around and stretch	Music and dance sessions
Awareness of legal rights during detention	Awareness raising on legal rights of children/ How to act during detention	Awareness sessions on children rights, mainly legal rights, especially during detention so that they know their rights during interrogation.	Parents and children need to know their rights in the case of detention			

Tackle gender discrimination		Address topics of gender discrimination at home	Stop discrimination between children based on gender		Awareness on female rights, responsibilities and pressures on females/ Stop discrimination based on gender	
Space for free self-expression	Free self-expression	A need for spaces of free self-expression such as theaters. Ath-Thori especially needs this.			Need for more free expression classes (express themselves freely)	
Stress release and Counseling Sessions	Psychological support and debriefing sessions for counselors working with children with psychosocial problems in order to continue their work properly.	Stress release and play sessions for children/ Counseling and stress release sessions for parents, especially mothers.	Emotional support and stress release sessions and increase number of qualified counselors to work with children with PS needs in schools (at least 1 in every school, 2 in big schools)			
Awareness on topics of identity, belonging, self esteem, community and future	Children need to be educated on national identity, belonging and loyalty. A space to enhance their self-esteem and build a vision for a future.	Training of adolescents on topics of identity, belonging, connection to community.				
Support for cases of house arrest (educationally and socially)	Private tutoring for house arrests and supportive education for newly released detainees	Address house arrest, help children not lose school year, and be able to socialize with peers				
Integrate children with disabilities in		Psychosocial programs that integrate children	Integrated services for children with disabilities			

services and programs		with disabilities (Rehabilitate infrastructure and services so that they become inclusive.)				
Vocational training	Vocational training for adolescents	Vocational training for adolescents especially				Vocational training and job opportunities
Supportive education		Supportive education and monitor education levels and systems especially in municipal schools			Supportive education to increase their academic achievements at school	
	Activity kit to be available at CBOs to allow qualified staff to targeted areas of sudden political violence to conduct stress-release activities for children/ Training for staff (kit carriers) in psychosocial support	Debriefing and psychosocial support for staff that works with children	Coordination between schools and CBOs working in PSS	Clean community (clean streets, free of garbage and dogs)		The need to be loved and care for
	Ensure that caregivers have a clear list of accessible organizations that provide support.	Change community perception on children with disability	Socioeconomic situation affects psychosocial well-being of children. Especially if they leave school to work or are not able to achieve higher education. AND when fathers leave home for work.			
	Services for children to cope with stress and	Support parents of children with disability	Pamphlets and manuals with tips from			

	trauma after being detained	and train them on how to deal with child of disability	counselors and specialists on how to work with Children of psychosocial needs			
		Therapy: speech, hearing, physiotherapy, physical therapy services for children with disabilities				
		Supportive services for children and women victims of domestic violence (sexual abuse and harassments)				
		Health insurance for all children with disabilities				