



A  
Jerusalemite  
Community  
Living  
In  
Dignity

Aqbat AlSaraya-Old City-Jerusalem-Palestine

P.O.Box:21903 Jerusalem97300

Telephone:02(6260017)

Email: [admin@alsaraya-center.org](mailto:admin@alsaraya-center.org)

**Foreword**

I am pleased to present the Saraya Center for Community Services Strategic Plan for the years 2013-2015. The Center provides community services in the Old City of Jerusalem. The plan will build on the achievements of the Center since its inception and will reflect the commitment of all stakeholders including the Board of Directors and the staff working towards serving the Palestinian Jerusalemite community and especially marginalized groups; whereby we seek to develop life skills and especially those of women and children through awareness programs and non-formal education in cooperation with various civil society organizations and through building a network of relationships with various institutions in the community as stated in our mission statement.

This plan came about as a result of a consultative process, which spanned over a period of more than four months comprising a rapid survey of the Center in terms of strengths and weaknesses in the internal environment and the opportunities and threats / challenges that we face in the external environment whilst also looking into the Center's organizational capacity. This consultation process has included holding a strategic planning workshop for three days at the headquarters of the center located in Saraya Street on Sunday 7<sup>th</sup> October /2012 and on Sunday and Monday, 14<sup>th</sup> and 15<sup>th</sup> of the same month. During this workshop we laid emphasis on our mission and developed our strategic development directions whilst also delineating our goals and objectives as described in this document. With this in mind the consultancy process was undertaken to develop a new organizational structure for the Center that is in line with and contribute to the achievement of the strategies efficiently and effectively.

Work in the Old City of Jerusalem is not easy as a result of the political situation and the ensuing socio-economic, cultural and other levels. However, despite these conditions we are hopeful that we can bring

about positive change in the lives of our sons and daughters in order to build a better future.

I look forward with great interest and enthusiasm hoping to achieve and implement the plans in this document as I am confident that the Friends of the Center will be donating generously to provide all that is necessary to make this plan a reality.

I extend my sincerest gratitude and appreciation to all those who have contributed to the development of this plan and those who will work at to achieve it in the future.

Nahla Assali

Chairperson of the Board of Directors

### Participants in the strategic planning process

This is a list of the names and positions of those who participated in one way or another in the strategic planning process for the Saraya Center for Community Service, whether by being present in one or more of the strategic planning sessions, or in individual meetings with the facilitator of the strategic development process, Walid Nammour.

President of the Board of Directors	Ms. Nahla Assali
Board Member, Treasurer	Ms. Manal Bahlawan
Vice President	Ms. Ruqayya Dkeidek
Board Member, Secretary	Ms. Nuha Nashashibi
Board Member	Ms. Iynas Abu Asab
Board member	Ms. Nada Barakat Kamal
Board member	Ms. Najwa SahharSayegh
General Assembly member	Ms. Helen Khadder
Palestinian National figure	Mr. Hayel Sandouka
Director: of Women's Studies Center	Ms. Aida Issawi
Former Director of Dar al Aytam Industrial School	Mr. Nabegh Rimawi
DVV German Foundation for Adult Education	Mrs. Maha Smoum
Monitor of human and housing rights in Jerusalem	Mr. Yacoub Odeh
Community activist in Jerusalem	Mr. Mahmoud Jaddeh
Project Manager – Italian Cooperative Corporation COOPI	Ms. Valeria Moro
Director of civil society development programs at Diakonia	Ms. Safaa Abu Assab
Director of the MAP Foundation	Ms. Salam Kanaan
Project Director at MAP Foundation	Ms. Espransa Shannan
Lawyer at the Women's Center for Legal Aid and Counseling	Ms. Halima Abu Sulb

Member of the BOD of the Arab Thought Forum.	Mr. Youssef Ghoneim
Executive director of the Saraya Community Center	Ms. Hiyam Elayan
Saraya Center's legal consultant	Mr. Mohammed Elayan
Program Development Consultant	Mr. Shadi Jaber
Educational Consultant	Professor Yahya Hijazi
Children's literature program consultant	Ms. Ikram Zabin
Secretary: Project Loving Care Society	Ms. Juliana Barsoum
Program Manager	Ms. Rania Jarallah
Social Worker	Suad Kaloti
Computer Science Department supervisor & IT teacher	Ms. Shatha Farrah
Field Worker	Ms. Rawan Ghneim
Field worker	Ms. Heba Dkeidek
Field worker	Ms. Heba Dweik
Cultural & educational programs Coordinator	Ms. Manal Ghanim
Field worker	Mr. Amer Maridi
Project Coordinator Kuwait Arab Fund	Ms. Nida' Dweik
Secretary	Ms. Rasha Nasireddin / Totah
Field Worker	Mr. Hussam Mohammed Khalil Alyan.
Field worker	Ms. Nagwan Ahmed Yassin
Accountant	Ms. Heba Yaghmour
Program coordinator for Children's literature	Ms. Sawsan Alyan
Field worker	Ms. Aida Aweys
Field worker	Mr. Rami Nader Salaymeh
Field worker	Ms. Aisha Firabi
Guard	Mr. Daoud Abdel Rahim Hamouda

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## Introduction

Ms. Nahla Asali, on behalf of the Board of Directors, contracted Dr. Walid Nammour, an organizational management consultant to carry out a short-term analysis over a period of four months to facilitate the strategic planning process in accordance with set terms of reference in order to help the Saraya Center for Community Services work within the framework of a clear strategy and organizational structure. These terms of reference delineated the method of work for producing a strategic plan for the Center for the coming three years (2013 - 2015) and then working on the development of the organizational structure that will contribute to the implementation of the new strategies arising from the strategic planning process.

In fact, there are several methodologies and approaches for carrying out a strategic planning process although most are similar in essence. It is relevant to note here, that in order to produce a strategic plan for the Saraya Center, the external consultant adopted Peter Drucker's methodology in Strategic Management. This constitutes a practical and easy methodology, focused and based in particular on results-oriented planning according to the foundations of modern management. According to this methodology, and so that the strategic planning process would be within the context of the Saraya Center's environment, it was necessary to conduct a survey of the institutional environment of the Center, at the internal and external levels of the institutional environment, which usually constitutes half the way towards achieving the strategic development plan. Within the survey methodology, this study included relevant documents provided by the Center other literature; and interviews with members of the Board of Directors, the Executive Director and all staff of the Centre in order to get all their opinions on the nature of the work, activities and obstacles facing the Center, in addition to

areas for improvement. This being besides interviews with other stakeholders, including representatives of the target groups in Jerusalem, community activists and representatives of donors and of civil society organizations that are partners with Saraya Center to provide for services, programs and activities of the target groups.

This assessment process included a workshop in strategic planning for three days during the month of October / 2012 at the Saraya Center and the subsequent analysis of all inputs. Afterwards the strategic plan for the Center was prepared and translated into operational plans within the logical framework and activities matrix as shown in the attached appendices.

Work on developing the Saraya Center strategic plan referred to three sources:

1. Results of the overall survey of the Center's environment, through individual meetings with key stakeholders in the Center, which touched on the internal and external environment. Additionally, a review of the Saraya Center organizational capacity was done in order to explore the strengths and areas that needed improvement in its internal environment. The consultant also surveyed the opportunities and threats faced by the Center from its external environment. All this information was used as a means of institutional learning through an effective method to determine how to maximize the Center's impact and to serve as key inputs in the strategic plan for a period of three years (2013 - 2015).

2. Holding more follow-up sessions with the President of the Board of Directors, the Executive Director and staff at the Center to solicit their views on the preliminary results of the evaluation compared with the strengths and weaknesses were also identified in the general

assessment.

3. A survey of the internal and external environment of the Center was carried out using a SWOT analysis (strengths, weaknesses, opportunities and threats) technique, which was implemented during the preparatory phase, and was confirmed, during the strategic planning workshop through working in smaller groups. Environmental scanning is the process of discovering and documenting facts and trends in the environment of the operating institution that are likely to affect its work in the future. The external environment's survey included the definition of the Political, Socio-Economic, Technical, Legal and Environmental factors that could affect the Centre's work through a PESTLE analysis. Then a team from the Center prepared a document on the effects of the external environment covered in this report. I have also included the process utilized to review the summary of institutional information from Saraya Center including the date the Center was established, its divisions, the services it provides, the results achieved, the current restructuring, determinants and the obstacles it faces.

This reflects the three main components largely identifying key areas outlined below in this document in the form of a summary.

## Context

### Institutional context:

Following the June War in 1967, a small group of ladies from Jerusalem embarked on a project (later known as Project Loving Care) to provide spontaneous assistance to the people in Palestine. This initiative met with a generous and sincere response from an expatriate Palestinian Dr. Raja' Bussaileh, a lecturer at the University of Indiana at the time, who was struck by the tragic events that befell the Palestinian people. He sent a letter to an old friend, the late Haider Nayef al-Alami requesting that he adopt two children who lost their parents by providing them with the means for a decent life. Although the orphanages were overcrowded with children after the 1967 War, people did not approve that these institutions deport the people of Palestine to the Diaspora. According to the deceased Hind Hussein's words (one of the founders of Dar al-Tifl al-Arabi) at the time:- "We are not Vietnam and Dar al-Tifl al-Arabi can accommodate all the sons of martyrs". It is worth noting in this context that the Dar al-Tifl al-Arabi, which was founded in the wake of the massacre of Deir Yassin 1948 and Project Loving Care Society (PLCS), the parent of Saraya Center were both a practical response to alleviate the suffering of parents and children in particular. Hence contact was made with the women of Jerusalem who transferred the idea of adoption to a welfare care program.

Thus the correspondence between Dr. Bussaileh and Ms. Nahla Al-Asali, president of PLCS and their tireless perseverance crystallized the idea of providing care to orphans. This idea met the great demand, as in record time the number of sponsored children doubled and the idea spread to other countries - the United Kingdom,

Switzerland, Italy, Jordan, as well as many of the neighboring countries in the Gulf and Kuwait. In addition to the financial aid received by the sponsored child's family, a social relationship was instigated so that the generous sponsor could recognize the suffering of the child and his/her family because of economic and political conditions that accompanied the occupation all over Palestine.

When the first intifada started in 1987, the suffering of the Palestinian people increased. Economic, social and cultural conditions deteriorated significantly after the Israeli authorities closed schools and stopped many workers as a result of difficulty of movement between cities and the imposition of curfews and restrictions making it extremely difficult for those wishing to enter Jerusalem and Israeli areas.

During these years the Society was able to attract numerous friends who have provided assistance to the Palestinian children and families affected by the different political situations. However, in the wake of the first Gulf War the Society lost a large number of supporters, which led to redoubled effort especially by the Society's Friends Committee in Amman to attract new supporters since the objectives of the association had expanded and were no longer only confined to help relief, but evolved to play an awareness role in addition to providing services needed by the community. These services were focused in the city of Jerusalem as well as the role of relief in the rest of the West Bank cities. At the same time the Society was beginning to think of renting or buying a building to house the Saraya Center in the Old City of Jerusalem. In 1988 the building was rented and then bought from the Kawwas family, after which the Society started renovating it with a donation received from the Welfare Association in Geneva. The Center is located in the middle of the Old City, in an area called Saraya street part of the neighborhoods that form a triangle of land targeted by Jewish settlers who have taken control of

a number of houses in that area.

The Center was officially inaugurated on 14.01.1991 following a decision by the Board of Directors, but because of the tensions in Iraq and the beginning of the invasion, official festivities were canceled. However, the Center continued to provide its services and it was a safe haven for children because of school closures and curfews for nearly two months. The Center embraced the children and provided them with cultural and recreational programs and activities that made-up for their forced absence from their schools. These programs also kept them out of harm's way away from the dangers of the street and social ills that have spread and affected Jerusalem.

With the help of generous people since this cultural landmark was initiated in the heart of the old city under the supervision of its chairperson the Board of Directors, and administrative staff's efforts, the Center has worked continuously and tirelessly to provide the best of distinctive programs and activities.

### **Political / legal Context:**

Due to the political, economic, social and religious importance of Jerusalem to the Palestinian people and the Israeli occupation's tenacious attempts to establish Jerusalem as an Israeli city that does not leave any place for the Palestinians, through various procedures followed within the city; East Jerusalem currently suffers political, economic and social isolation from the rest of the West Bank which makes communication between its citizens and the rest of the Palestinian people very difficult. The occupation has also worked hard to displace Jerusalemites utilizing several methods including making Jerusalemites lose their identity cards. Statistics showed in 2011 in the Palestinian Central Bureau of Statistics (PCBS) book that thousands of Palestinian Jerusalemites have lost their right to

"reside" in their own city, based on the administrative border of Jerusalem from the Israeli perspective, who considers Jerusalem part of the State of Israel. Thus, the Palestinians who live on the outskirts of Jerusalem lose their right of residency, as is the case for Jerusalemites who live in the rest of the provinces of the country, in addition to students who are educated outside of Palestine, and those temporarily residing abroad.

The data on the confiscation and revocation of Jerusalemites' identity cards is still based primarily on what is officially announced by the Israeli Ministry of Interior, which refers to the confiscation of 14,138 cards in the period between 1967-2010. This figure represents identities of heads of households, which means also pulling the identity card of individuals registered under the identity of the head of the family automatically. Hence the number of individuals who have had their identities withdrawn is much higher than the above-mentioned figure. In addition, the Israeli Ministry of Interior revoked the right of residence of 191 Jerusalemites in 2010, of 717 Jerusalemites in 2009, and 4,672 Jerusalemites in 2008, according to data from the Israeli Information Center for Human Rights.

The occupation authorities were not satisfied with their racist policies toward the Palestinians by withdrawing identity cards but also sought in every direction to restrain Palestinians' freedoms in all aspects of their daily lives through a variety of unlimited policies. The occupation authorities demolish Palestinian homes and place obstacles and constraints for issuing building permits to Palestinians. Since 1967 and until 2010 about 1,501 housing units were demolished. It should be noted that these figures do not include homes that were demolished by the owners themselves to save exorbitant costs of demolition placed upon Jerusalemites owners of constructions that were not issued building permits. In other words

the occupation authorities impose heavy fines on the pretext of building without a permit In East Jerusalem, where the total fines collected by the Jerusalem Municipality under the pretext of unlicensed construction since 2004 until 2008 was about \$ 50 million, in addition to a policy of stripping Palestinians of the right to citizenship in East Jerusalem and deporting them out of the country or to the West Bank.

**Socio-Economic Context:**

The dire economic situation of most families in Jerusalem and its political connotations, due to Israeli control over East Jerusalem and the Israeli definition of its inhabitants as residents of the "State of Israel" has an economic, social and psychological impact on many aspects of the lives of young Jerusalemites, especially those with a limited income and perhaps the most important of which are connected to the work of the Saraya Center as:-

1. Neglect is evident within the education system and there is an acute shortage of classrooms in municipal schools and those affiliated to the Palestinian National Authority. It should also be noted that the Israeli authorities do not allow the Waqf (Islamic Trust) schools, run by the Palestinian Authority, to expand or build new schools which has lead to a severe case of overcrowding in classrooms, and a high rate of drop out by high school students. This has driven these youths either towards cheap labor in the Israeli labor market, or to being voided of their national content and support of the struggle whilst being subsequently driven towards vice and social ills such as drugs, delinquency and other problems. Most statistics, although there is a discrepancy between Palestinian and Israeli statistics, due to multiple references concerning education in Jerusalem, suggest that the city

needs up to 3000 new classrooms by the year 2010, and that Jerusalem needs to build 20 new schools all at once in order to cover the acute shortage of classrooms. The joint report prepared on the status of public education in East Jerusalem, by the Israeli Societies named "Citizen's Rights" and "Ir Amim," indicates that education is not available to 30,000 Palestinian students within public schools, so they are forced to go to private schools, and many of them remain outside any educational framework. The report added that the dire situation of Palestinian education in Jerusalem stems primarily from a lack of at least 1100 classrooms. It also confirmed that approximately half of the classrooms run by the municipality do not meet the required specifications, i.e., they are not suitable for use as classrooms. In addition, up to 665 classrooms are rented rooms, apart from the fact that they are not suitable nor do they comply with specifications as they are very narrow rooms, and students are crammed like sardines as 40 students or more have to sit in an extremely tight space.

2. Living and economic conditions drive numerous young people to enter the Israeli labor market and work in the service sector primarily to help their parents and family or due to early marriage in many cases. This affects their ability to crystallize their identity and face the challenges and changes facing the city, as the labor market has become isolated in East Jerusalem because of its special status, and the chances of its development have become extremely rare. The PCBS has mentioned three basic fields of work for Palestinian residents of Jerusalem (the area that includes - as defined by the PCBS - Palestinian neighborhoods within the municipal authority and the surrounding areas), namely: hotel and restaurants (25%), education (18.9%), and provision of public services (18.9%).

Jerusalemite stakeholders in the field of hotels, restaurants and

ancillary areas were not only affected but also hit hard during the past decade (2000 - 2010), and recent years have seen only partial recovery. The serious deterioration of the security situation during the peak years of the second intifada, and the isolation created by the separation wall, and the global economic crisis, led - combined - to a significant decline in domestic and foreign tourism alike. According to a report published by the "Maqdisi" association, since 1999 more than 5,000 Palestinian commercial enterprises in Jerusalem have been closed down.

3. Many young Jerusalemites and their families were forced - after the apartheid wall was built - to leave their homes in the West Bank or areas which are classified as the municipality border of Jerusalem areas outside of the wall, such as areas like Kafr Aqab and Ram. Residents of these areas were forced to migrate in reverse into the municipal boundaries of Jerusalem inside the wall for fear of withdrawal of their identity cards and loss of their right to residence in Jerusalem, creating a severe real estate crisis. The only solution found was to live with extended family or hire small-sized apartments for expensive rent in Jerusalem. What distinguishes both cases is severe overcrowding and small rooms. This resulted in a lot of social and psychological problems, such as lack of privacy, divorce and sexual harassment.

4. Scarcity of youth organizations and the Israeli policy of emptying Jerusalem of political leaders and institutions have made it difficult to create a generation conscious of their national identity. This in turn creates confusion in the concepts of identity, especially with the difficulty of communicating with their brethren in the West Bank and also due to direct contact with the Israelis in different frameworks mainly based on work in Israel. This may explain some of the psychological phenomena such as adapting to the culture of the

occupier listening to Hebrew songs or use of Hebrew terms in everyday life.

### **Saraya Center for Community Service - as it is today**

It is obvious through what has been raised previously that the Saraya Center for Community Service is very important for the Palestinian population in Jerusalem, especially in the Old City because its objectives are directly related to their needs. There is an urgent need for its services, programs and activities and in its absence its target groups will be negatively affected in a major way. The existence of such external environment, as that surrounding the Center, which was previously assessed grants us the ethical motivation to develop and continue to provide services to these marginalized groups at all levels.

Today, according to the current administrative division or the current structure there are four sections at the Center and four programs which reflect the confusion in the relationship between them.

These sections are:

- \* Library
  
- \* Computer Department
  
- \* Beauty Department
  
- \*Social Work Department

The programs are identified as follows:

- \* Children's literature and reading promotion program
- \* Evening computer and library for schools program.
- \* Rehabilitation and empowerment program for women which includes "Literacy, beauty, and awareness programs."
- \* The youth program includes academic and social support.
- \* Vocational rehabilitation program.

#### **Analysis of the external and internal environment:**

The next section presents internal and external environment factors related to the Saraya Center in terms of strengths and weaknesses, opportunities and threats (SWOT ANALYSIS) as defined by the stakeholders who were interviewed. These factors were adopted during the Strategic Planning workshop with the participation of representatives of most key stakeholders.

#### **Strengths**

- \* The location of the Center, as it is in the heart of the Old City of Jerusalem in addition to its importance on the historical political, and religious levels.
- \* Ownership of the property, whereby the mother institution owns the property so there is no rent which in itself is a sustainability factor.
- \*The Center's good reputation among target groups
- \*The diversity of disciplines and the presence of more than one program targeting both women and children
- \* A young staff, whereby the majority of the staff does not exceed 30 years of age.

- \* Multiple groups who are encouraged to become involved.
- \* The relationship between the parent organization and the Center
- \* The presence of Friends of the General Committee in Jordan contributes to the support of the Center in several aspects and particularly recruiting funds.
- \* The schools welcome Saraya activities and participate in its programs.
- \* The Foundation is legal - it is registered by the Palestinian National Authority (PNA) in addition to the Israeli occupation authorities.
- \* Experience in dealing with the special status of the location whereby work in Jerusalem, and specifically in the old city is not easy as in addition to natural obstacles there are constraints imposed by the occupation and the ongoing attempts by settlers and those who support them to empty Jerusalem of its indigenous population.

#### **Key areas for improvement (weaknesses)**

- \* The media side whereby it is possible to exploit various media to achieve the goals and objectives of the Center.
- \* The lack of unified policies for dealing with beneficiaries.
- \* The Center is in a small building.
- \* The limited potential for self-financing
- \* There is no clear structure that can contribute to the achievement of the strategies.
- \* The lack of financial incentives linked to employee evaluation.

#### **Opportunities**

- \* Location: the center is located in a densely populated area where the whole community needs its services. On the other hand it is expected that there is interest in the situation of the Palestinian Jerusalemites by people in the free world, and particularly from the Arab and Islamic world.
- \* An Experienced Center: we have become experienced in dealing with the design and implementation of programs for target groups of

the Center.

- \* History of the Construction: it has existed since the Ottoman period and was extended during the Mandate period
- \* The adjoining settlement gives us extra motivation to work very hard and with perseverance to keep settlements from penetrating Palestinian society rooted in Jerusalem.
- \*Trust of the target groups
- \* Increased funding is being directed towards Jerusalem, whereby in the last few years some interest by funders has appeared, especially the Europeans, including Jerusalem in their projects.
- \*The possibility of networking with institutions
- \*The growing need "within our goals"
- \* Easy deployment of technical media.

### **Threats**

- \* Israeli law, which is trying in various ways to control the Palestinian institutions in Jerusalem or to close them down.
- \* Funding – as there is heavy reliance on the various donors and lack of self-sources.
- \* Lack of community financial support as a result of the dire economic conditions.
- \* Lack of community support for the quality of services provided which may be linked to customs, traditions and a reactionary culture fighting development and progress of society which may be supported by the occupation in one way or another.
- \* Education policies in institutions that do not allow creativity or anything out of the ordinary.
- \* Weak networking and cooperation between institutions.

In order to deal with these factors in the external and internal environment of the Saraya Center with ease, they were categorized into the following core themes:

**Strengths:**

- \* Credibility and image of the institution and its reputation in the local community as an independent national institution, through the image and reputation of the members of the Board of Directors / and successive members of the administrative bodies in addition to the executive management of the Centre and its staff.
- \* The existence of the institution and its continuation despite the highly visible challenges. The Center's geographic location in the heart of the Old City of Jerusalem and its political, cultural, social and religious status as it is in the midst of the target community segments.
- \* The Center's capabilities in terms of hardware, basic equipment and e-mail for each person and updates expected soon on the technical potential.
- \* The Center's mission and objectives is to empower and support Jerusalemite families so they can remain steadfast, with a focus on women and children, through mainly developmental trends.
- \*The team has a coherent multi-disciplinary experience, and cultural background which originally came from the same target groups of the Center and it understands and appreciates the needs of these groups and interacts with them in full. This team is supported by the presence of advisers, which improves the performance and quality of work like Mr. Shadi Jaber and Ms. Ikram Zabin.
- \* The Center's programs and the methods and tools used, including the library are in place to ensure that quality services in education are rendered within the program of children's literature and promoting reading. There is also a parallel program for women as well as children who have academic or social problems, and which engage parents, especially the mother, in the educational process and other activities for children. All of these programs and activities target vulnerable and marginalized groups in society. For example,

we were able through work with the Ministry of Education to hold various extracurricular activities in 20 schools in Jerusalem affiliated to the Jerusalem Directorate of Education. In addition, a share in the field of children's literature was allocated to 13 schools within the Jerusalem Directorate.

- \* The institutional culture contributes to maintaining the Arab character of Jerusalem as the Center is a national institution that has a national commitment.
- \* There is a good relationship with the relevant surrounding institutions, including some donors.
- \* There is a certified financial system that is transparent and conforms to international standards in accounting procedures.

**Weaknesses:**

\* What are the strategic directions for dealing with internal and external environment? The Center's mission statement is written but there may be a trace of some ambiguity which makes assessing the impact of the Center's work in the long term difficult. For example, there is a need to define economic empowerment. Is it specialized? Do we want, for example, a Center specializing in education? It is not clear how the core programs in place contribute to achieving the mission statement or in other words - What are the links between these programs and the Center's mission?

\* There is an obvious weakness in the Center's structure resulting in an imbalance in the responsibilities at all levels in the organization. Tasks are not clearly defined for the various departments and job descriptions do not properly reflect the nature of the job, and job titles do not clearly reflect functions or their nature. This has resulted

in the absence of a salary scale that is generally consistent with the set structure.

\* Weakness in HR systems result in problems in communication, the mechanism and the quality of staff training, motivation and stimulation, career burn-out, performance evaluation, promotion and bonuses, teamwork, polarization (between old and new team members), and lack of clarity sometimes in the proceedings.

\* Regulations and administrative procedures are incomplete, particularly those relating to the powers and the interactions between them.

\* Weakness in some vital capacity and managerial skills, especially in:

-English, particularly writing reports for donors.

-Writing reports in general.

-Fundraising and writing proposals for projects.

-Project management and in particular monitoring and evaluation.

-Networking, public relations and the media.

- Documentation where there is no automated system that gives the right to see the reports or administrative documents or change them according to the administrative hierarchy.

**Opportunities:**

\* Networking / coordination / partnership with institutions in the Old City of Jerusalem in general.

\* Diversifying funding sources to enrich the endowment allocated for the Saraya.

\* Trying to get core funding (Core Funding) for a number of years. (Diakonia Foundation)

\* Trying to get stable funding from the budget of the Palestinian National Authority.

### **Threats / challenges:**

\* The general political situation, especially in Jerusalem in the near future and the possibility of escalation.

\* Israeli establishment and its capabilities and resources.

Lack of a Palestinian political will in Jerusalem.

\*Settlers in the neighborhood.

### **Strategic Approaches/ Directions**

Based on a clear understanding of the causes and the goals of establishing the Saraya Center for Community Services, and in an effort to make the most of the strengths that have been identified in the strategic planning workshop, which also coped well with weaknesses considering them areas for improvement and work to manage them well, and taking full advantage of the opportunities in the Center's external environment while avoiding, as much as possible, the existing and potential threats in the external environment of the Center, the Board of Directors, executive management and staff at Saraya Center will continue for the next three years to carry out the environment survey, and in depth

evaluation of their work styles and different interventions. The Centre will also seek to play a leadership role in the areas of life skills development for Palestinian women and children in Arab Jerusalem in order to become a beacon within Jerusalem. Among the strategic options, the Center will work through:

**A media plan capable of delivering the objectives and principles of the Center's programs locally, regionally, and internationally.**

In addition to

**Clear programmatic direction capable of supporting Jerusalemites to deal with existing threats in Jerusalem.**

Following these strategic directions will help in dealing with the Center's environment, which will certainly contribute to achieving the mission and goals that have been adopted by all key stakeholders.

## Values

**Transparency:**

The Centre is keen to ensure transparency in all its dealings with either the public, donors, partners, target groups or other relevant parties, except in relation to the affairs of individuals and private information.

**Quality, excellence and distinction:**

The Saraya Center's tasks lie in its mission, goals and objectives that form the foundation and frame of reference for all programs and activities. Thus the Center is committed to employing its resources to generate and deliver high-quality services in an effective and efficient manner, to be distinct in its programs and activities.

**Participation:**

The Center seeks to maintain cooperative and principled relations, and share with other NGOs and representatives of the target groups and participate whenever possible with organizations and individuals who share the Center's values and goals in order to achieve the highest level of public interest.

**Allegiance:**

Allegiance to our motherland "Palestine" out of which comes our sense of belonging to our beloved Jerusalem.

**Commitment:**

We are committed to justice, rights and maintaining the highest standards of professional and personal behavior and responsibility in the service of Jerusalemite Palestinian society.

**The right to live decently:**

Proceeding from the Universal Declaration of Human Rights, which states that all human beings are born free and equal in dignity and rights, the Saraya Center supports a lifestyle which is based on the family system with the right to live decently.

## **Vision**

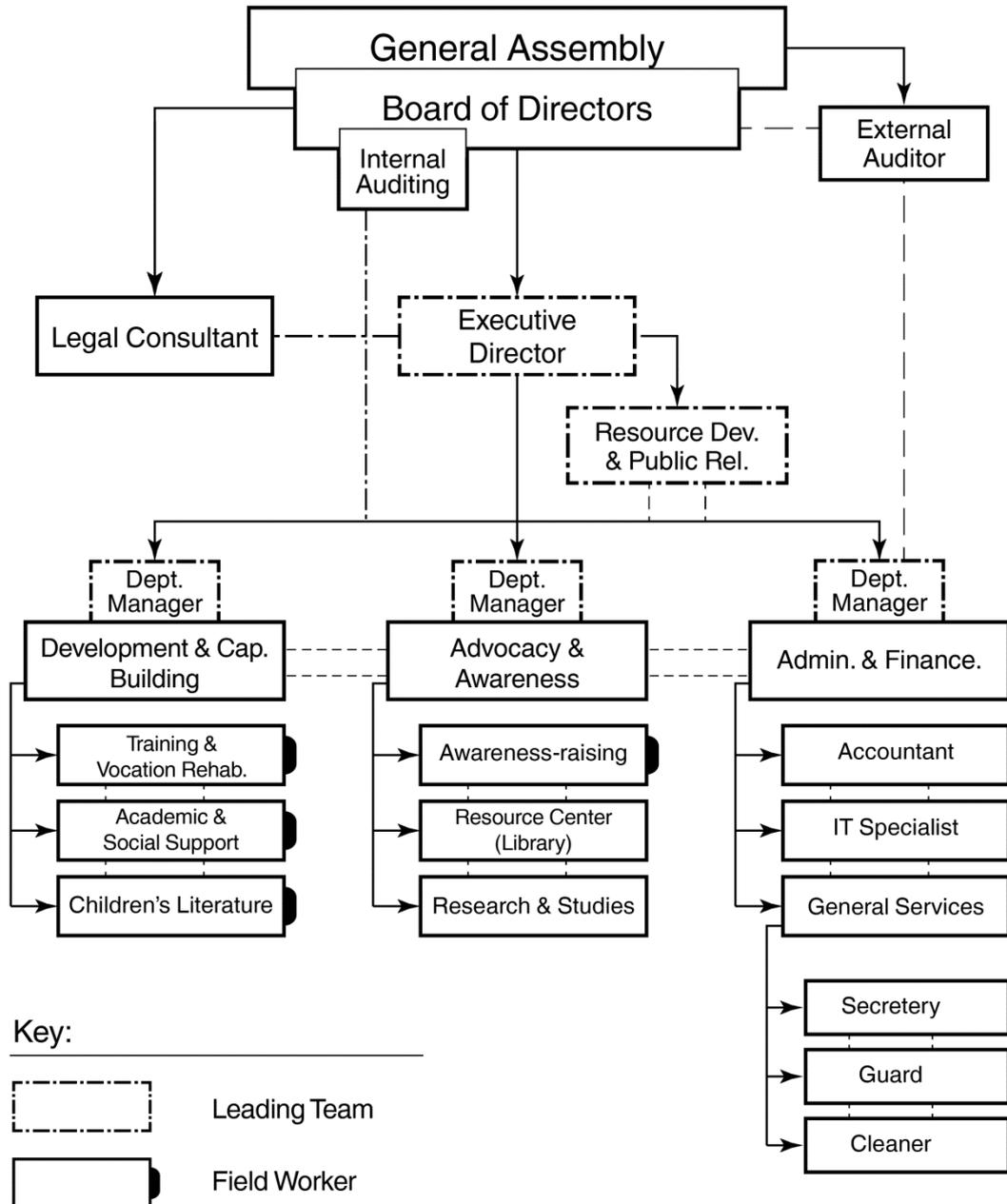
**A Jerusalemite community living in dignity**

## **Mission**

**Believing in the importance of learning, comprehensive education and the need to bring about social change, the Saraya Center for Community Service, located in the heart of the Old City of Jerusalem works on the development of life skills especially for children, women and youth through outreach programs and non-formal education in collaboration and networking with various community based institutions.**

# Organizational Chart

The organizational chart below was developed to meet the goals of the Strategic Plan



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## Awareness, education and media

Women, children and youth have knowledge of life skills

### Goals:

1.1 Activities for definition of life skills amongst children, women and youth

1.2 Informational materials to introduce awareness of life skills

1.3 Studies and Researches

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## First Goal

### Key initiatives:

1. Hold workshops to introduce the management of emotions and expression besides dealing with pressures and problems for women.
2. Hold workshops for children related to decision making, vocational education, protection and alternative solutions to problems.
3. Organize working days and various related activities.
4. Hold workshops for children in creative thinking skills and teamwork.
5. Establish Resource Center
6. Design and distribution of information and educational materials.
7. Conduct a study on the topic of reinforcing the status of women.

## Capacity Development

Women, children and youth are practicing the life skills required to deal with the challenges of the surrounding environment.

### Goals:

2.1 Women empowerment program to promote economic and personal independence.

2.2 Improve children creativity

2.3 Programs to develop Children and youth academic and social skills

## Second Goal

### Key initiatives:

1. Self-development Courses for women.
2. Educational Courses for women.
3. Courses that develops vocational skills for women and helps in improving their economic situation.
4. Activities related to life skills for children age from 8-15 years in dealing with pressures and problems.
5. Activities related to improve children creativity age from 8-15 years Courses in human rights and women's rights.
6. Training workshops for volunteers about academic and social skills.
7. Activities that helps to improve children academic and social skills.

## Sustainability

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### Effective Administrative structure and adequate financial resources

#### Goals:

1.1 A new management system.

1.2 Financial system according to internationally approved financial regulations

1.3. Adequate and sustainable financial resources.

## Third Goal

#### Key initiatives:

1. Development of a system for staff including policies, procedures, administrative and regulatory rules of the institution and the rights and duties of the employees in accordance with the applicable laws.

2. Building an organizational structure that takes into account the administrative chain of command and easy flow of information, including job descriptions for all positions in the structure and a performance appraisal system.

3. Development of systems, mechanisms and standards relevant to a modern system to attract and retain qualified and motivated staff.

4. Development of the financial system in place according to international standards of financial performance.

## **Attachments**

1. Logical framework
2. Activities matrix

## Logical Frame Work Matrix: Al Saraya Center for Community Service

(2013-2015)

Mission	Indicators	Sources of verification	Assumptions and risks
<p>Believing in the importance of learning, comprehensive education and the need to bring about social change, the Saraya Center for Community Services, in the heart of the Old City of Jerusalem, works on the development of life skills specially for children, women and youth through outreach programs and informal education in collaboration and networking with various community based institutions.</p>	<ul style="list-style-type: none"> <li>• Re-integration of the target groups in the different educational and professional frameworks.</li> <li>• The Center has relationships network with community institutions (work and cooperation)</li> <li>• The Old City of Jerusalem citizens have knowledge about the Center and its services.</li> <li>• Sustainability of Center's programs</li> </ul>	<ul style="list-style-type: none"> <li>• Internal data( list of students who are re-integrated in different frame works with authorized certificate</li> <li>• Memorandum of Understanding and partnership agreements</li> <li>• public opinion polls report</li> <li>• Internal and external evaluations</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Available funding.</li> </ul> <p><b><u>Risks:</u></b></p> <ul style="list-style-type: none"> <li>• closure of the center by the Israeli authorities</li> <li>• Israeli excavations and Judaization of Jerusalem</li> </ul>

Outcomes (goals and objectives)	Indicators	Sources of verification	Assumptions and risks
<b>First Goal: Women, children and youth have knowledge of life skills</b>			
1.1 Activities for definition of life skills amongst children ,women and youth	<ul style="list-style-type: none"> <li>• Programs with systematic and clear standards.</li> <li>• Activities for definition of life skills for children, women and youth.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and evaluation reports.</li> <li>• Program’s document</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Stability of the economic situation in Jerusalem.</li> </ul> <p><b><u>Risks :</u></b></p> <ul style="list-style-type: none"> <li>• Political situation</li> <li>• unavailable funding</li> </ul>
1.2 Informational materials to introduce awareness of life skills	<ul style="list-style-type: none"> <li>• Awareness- raising short films.</li> <li>• Publications.</li> <li>• Establishing the resources center.</li> </ul>	<ul style="list-style-type: none"> <li>• Program reports and administrative files.</li> <li>• Documented films.</li> <li>• Publications.</li> <li>• Resource Center document.</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Suitable economic and political situation.</li> </ul> <p><b><u>Risks:</u></b></p> <ul style="list-style-type: none"> <li>• Unavailable funding.</li> </ul>

<p>1.3 Studies and Researches</p>	<ul style="list-style-type: none"> <li>• Studies and Researches related to Life Skills concept for children, women and youth.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented Studies and Researches</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Available funding.</li> <li>• Suitable social and political situation.</li> </ul> <p><b><u>Risks:</u></b></p> <p>Unavailable funding</p>

outcomes (goals and objectives)	Indicators	Sources of verification	Assumptions and risks
<b>Second Goal: Women, children and youth are practicing the life skills required to deal with the challenges of the surrounding environment.</b>			
2.1 Women empowerment program to promote economic and personal independence.	<ul style="list-style-type: none"> <li>• Program with clear standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Program’s guideline.</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Available funding</li> </ul> <p><b><u>Risks :</u></b></p> <ul style="list-style-type: none"> <li>• Deteriorating of the political situation.</li> </ul>
2.2. Improve children creativity.	<ul style="list-style-type: none"> <li>• Program with clear standards</li> </ul>	<ul style="list-style-type: none"> <li>• Program’s guideline.</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Available funding.</li> <li>• Media support.</li> </ul> <p><b><u>Risks :</u></b></p> <ul style="list-style-type: none"> <li>• Unavailable funding.</li> </ul>

<p>2.3 Programs to develop children and youth academic and social skills</p>	<ul style="list-style-type: none"> <li>• Children and youth have better academic level.</li> <li>• Children and youth have developed their life skills</li> <li>• Program with clear standards</li> </ul>	<ul style="list-style-type: none"> <li>• Post tests report</li> <li>• Program’s guideline</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Ministry of Education cooperation.</li> <li>• Available funding</li> </ul> <p><b><u>Risks :</u></b></p> <ul style="list-style-type: none"> <li>• Schools’ strikes</li> </ul>
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<p><b>Outcomes (goals and objectives)</b></p>	<p><b>Indicators</b></p>	<p><b>Sources of verification</b></p>	<p><b>Assumptions and risks</b></p>
<p><b>Third Goal: Effective Administrative structure and adequate financial resources.</b></p>			
<p>3.1. A new management system</p>	<ul style="list-style-type: none"> <li>• Having administrative system.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative system guideline.</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Available technical and financial support</li> </ul> <p><b><u>Risks :</u></b></p> <ul style="list-style-type: none"> <li>• unavailable funding</li> </ul>

<p>3.2. Financial system according to internationally approved financial regulations</p>	<ul style="list-style-type: none"> <li>• Having financial system.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial system guideline.</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Available technical and financial support</li> </ul> <p><b><u>Risks:</u></b></p> <ul style="list-style-type: none"> <li>• unavailable funding</li> </ul>
<p>3.3. Adequate and sustainable financial resources.</p>	<ul style="list-style-type: none"> <li>• 60% of the programs' activities are funded by donors.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant agreements with donors.</li> </ul>	<p><b><u>Assumptions:</u></b></p> <ul style="list-style-type: none"> <li>• Networking and relations with donors.</li> </ul> <p><b><u>Risks:</u></b></p> <ul style="list-style-type: none"> <li>• unavailable funding</li> </ul>

**Activities Matrix: Al Saraya Center for Community Service) 1/1/2013-31/12/2013)**

## First Goal: Women, children and youth have knowledge of life skills

### First Objective: Activities for definition of life skills amongst children, women and youth

Activities (Activities for women)		person in charge	Time frame	Resources \$	indicators	Sources of verifications
1.1.1	Develop mechanisms for coordination and networking with local community organizations to implement activities.	Awareness Coordinator	June-Dec 2013	<ul style="list-style-type: none"> <li>• Stationary \$50</li> <li>• communication \$50</li> </ul>	List of 10 places where to conduct the workshops for women	<ul style="list-style-type: none"> <li>• Correspondences</li> <li>• Raising awareness materials</li> </ul>
1.1.2	Hold workshops to introduce appropriate upbringing process	Awareness Coordinator	Sep 2013	<ul style="list-style-type: none"> <li>• Trainers\$ 150</li> <li>• Stationary \$50</li> <li>• Hospitality 50\$</li> </ul>	100 women participated in the workshops and expressed their satisfaction.	<ul style="list-style-type: none"> <li>• Attendance sheet</li> <li>• Questionnaires</li> </ul>
1.1.3	Hold workshops to introduce ways in dealing with life pressures	Awareness Coordinator	June 2013	<ul style="list-style-type: none"> <li>• Trainers\$ 150</li> <li>• Stationary \$50</li> <li>• Hospitality 50\$</li> </ul>	50 women participated in the workshops and have increased their knowledge	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Attendance sheet</li> </ul>

					about it	
1.1.4	Hold workshops to introduce the management of emotions and expression	Awareness Coordinator	August 2013	<ul style="list-style-type: none"> <li>• Trainers\$ 150</li> <li>• Stationary \$50</li> <li>• Hospitality 50\$</li> </ul>	50 women participated in the workshop and have increased their knowledge about it	<ul style="list-style-type: none"> <li>• Attendance sheet</li> <li>• Questionnaire</li> </ul>
1.1.5	Hold workshops addressing the importance of vocational education for women	Awareness Coordinator	August 2013	<ul style="list-style-type: none"> <li>• Trainers\$ 150</li> <li>• Stationary \$50</li> <li>• Hospitality 50\$</li> </ul>	100 women participated in the workshops and increased their information about vocational education	<ul style="list-style-type: none"> <li>• Pre-post questionnaires</li> </ul>
<b>• Activities for Children</b>						
1.1.6	Implement activities and celebrate events to raise awareness about children rights.	Awareness Coordinator	May-November 2013	<ul style="list-style-type: none"> <li>• Hall rent \$300</li> <li>• Stationary \$100</li> <li>• Informational</li> </ul>	200 children participated in celebrating Child rights events.	<ul style="list-style-type: none"> <li>• Attendance sheet</li> <li>• Photos and video records</li> </ul>

				materials \$500		
1.1.7	Implement activities and meetings for children to introduce the importance of Vocational education.	Awareness coordinator	Sep-Dec 2013	<ul style="list-style-type: none"> <li>• Hall rent \$600</li> <li>• Stationary \$600</li> <li>• Informational materials \$1000</li> </ul>	1000 Children participated in workshops, learned about the importance of vocational education and expressed that they got new information.	<ul style="list-style-type: none"> <li>• Pre-post Questionnaire</li> <li>• Attendance sheet</li> </ul>
1.1.8	Implement activities for children related to alternatives in dealing with problems.	Awareness Coordinator	September 2013	<ul style="list-style-type: none"> <li>• Hospitality \$ 50</li> <li>• Stationary \$50</li> </ul>	100 children participated in the activity and increased their knowledge about it	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Attendance sheet</li> </ul>
1.1.9	Implement workshops about children protection	Awareness Coordinator	October 2013	<ul style="list-style-type: none"> <li>• Hospitality \$ 50</li> <li>• Stationary \$50</li> </ul>	50 children participated in the workshops and increased their knowledge	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Attendance sheet</li> </ul>

## Second Objective: Informational materials to introduce awareness of life skills

Activities		person in charge	Time frame	Resources \$	indicators	Sources of verifications
1.2.1	Establish community Resource Center.	Resource Center Coordinator	All year round	\$ 5000	Reference document describes goals and roles of the resources center	the document
1.2.2	Update the center's website and face book	Resource Center Coordinator	The first half of the year	\$ 3000	web site and face book pages includes Center's publications	The website link
1.2.3	Issue publications to raise community awareness in life skills.	Resource Center Coordinator	The first half of the year	\$ 1000	Issue 3 different informational publications about life skills for the community	publications

**Second Goal: Women, children and youth practicing the life skills required to deal with the challenges of the surrounding environment.**

**First Objective: Women empowerment program to promote economic and personal independence.**

Activities		Person in Charge	Time Frame	Resources(\$)	Indicators	Sources of Verification
2.1.1	Develop mechanisms for women empowerment program	Women Empowerment Coordinator	May 2013	Stationary \$200	<ul style="list-style-type: none"> <li>• Clear mechanisms &amp; standards applied in the program in 2013</li> <li>• Clear participation mechanisms in 2013</li> <li>• Clear need assessment</li> </ul>	List for the mechanisms applied in the program  Program guideline draft

					<p>process in 2013</p> <ul style="list-style-type: none"> <li>• Clear polarization process in 2013</li> </ul>	
2.1.2	Implement promotion process	Women Empowerment Coordinator	June 2013	<ul style="list-style-type: none"> <li>• Stationary \$200</li> <li>• Hall rent \$1000</li> <li>• Hospitality \$250</li> <li>• Trainer \$200</li> </ul>	150 women were targeted in 2013	Lists of women names
2.1.3	Need Assessment for women	Women Empowerment Coordinator	June 2013	Stationary \$200	150 women participated in the need assessment process in 2013	Filled questionnaires
2.1.4	Implement vocational empowerment program	Women Empowerment Coordinator	January – December 2013	<ul style="list-style-type: none"> <li>• Trainers salary \$11640</li> <li>• Capacity building courses :\$2000</li> <li>• Educational material \$6000</li> </ul>	50% of participants developed their vocational skills in 2013	<ul style="list-style-type: none"> <li>• Art exhibitions</li> <li>• small projects</li> </ul>

				<ul style="list-style-type: none"> <li>• Hospitality\$500</li> <li>• Hall rent \$1000</li> </ul>		
2.1.5	Implement illiteracy program-level 2-	Women Empowerment Coordinator	January – December 2013	<ul style="list-style-type: none"> <li>• Teachers Salary\$13000</li> <li>• Stationary \$200</li> <li>• Motivational gifts \$150</li> </ul>	80% of participants have ninth grade certificate in 2013	<ul style="list-style-type: none"> <li>• Ninth grade certificates</li> </ul>
2.1.6	Implement illiteracy program-level 1-	Women Empowerment Coordinator	January-December 2013	<p>Teachers salary\$9000</p> <p>Stationary \$200</p> <p>Motivational gifts\$150</p>	<ul style="list-style-type: none"> <li>• 80% of participants improved their reading and writing skills in 2013</li> </ul>	Test results
2.1.7	Implement self-empowerment program	Women Empowerment Coordinator	January-December 2013	<ul style="list-style-type: none"> <li>• Trainers :\$2700</li> <li>• Stationary \$250</li> <li>• Hospitality \$400</li> <li>• Hall rent \$1000</li> </ul>	70% of participants developed their personal skills in 2013	Focus groups report

**Second Objective: Improve children creativity.**

Activities		Person in charge	Time Frame	Resources(\$)	Indicators	Sources of Verification
2.2.1	Develop program mechanisms	Children literature Coordinator	May 2013	Stationary \$200	<ul style="list-style-type: none"> <li>• Clear mechanisms &amp; standards applied in the program in 2013</li> <li>• Clear participation mechanisms in 2013</li> <li>• Clear need assessment process in 2013</li> <li>• Clear polarization process in 2013</li> </ul>	<ul style="list-style-type: none"> <li>• List for the mechanisms applied in the program</li> <li>• Program guideline draft</li> <li>• Activities manual</li> </ul>
2.2.2	Coordinate with the Directorate of	Department	May 2013	0	Approval from the Directorate of	Memorandum of understanding with the

	Education	Manager			Education	Directorate of Education
2.2.3	Coordinate with schools	Children literature Coordinator	Beginning of scholastic years 2013	0	Having coordination with 4 schools in 2013	Cooperation agreement with schools
2.2.4	Implement activities to improve life skills for schools' students	Children literature Coordinator	Beginning of scholastic years –May 2013	Stationary \$200	50% of school students age from 8-15 years have improved their life skills	<ul style="list-style-type: none"> <li>• Pre and post questionnaires</li> <li>• Focus group documented report</li> </ul>
2.2.5	Implement promotion process for children to form center's groups  Implement promotion process for children for the summer camp	Children literature Coordinator	January 2013  May 2013	<ul style="list-style-type: none"> <li>• Stationary \$200</li> <li>• hall rent \$1000</li> <li>• hospitality \$300</li> <li>• clown \$300</li> </ul>	<ul style="list-style-type: none"> <li>• 60 children age from 8-15 years were targeted in 2013</li> <li>• 60 children age from 8-15 years were targeted for the summer camp in 2013</li> </ul>	Commitment agreement with parents
2.2.6	Implement activities to	Children literature	April-December	<ul style="list-style-type: none"> <li>• Stationary \$200</li> </ul>	70% of children developed their	<ul style="list-style-type: none"> <li>• Art shows reports</li> </ul>

	develop children creativity	Coordinator	2013	<ul style="list-style-type: none"> <li>• Trainers \$3000</li> <li>• Hospitality\$400</li> </ul>	creative abilities and implement art shows	<ul style="list-style-type: none"> <li>• Literary publications</li> </ul>
2.2.7	Implement activities to improve life skills for children	Children literature Coordinator	January 2013 February 2013 October 2013 May 2013 September 2013 December 2013	Stationary \$400	50% of participants have improved their positive behaviors	Student follow-up cards that shows improvement in children behaviors  Initiatives done by participants
2.2.8	Training workshops for parents on ways	Children literature	April-October	<ul style="list-style-type: none"> <li>• Trainers \$2000</li> <li>• Stationary \$200</li> </ul>	30 out of 60 women improved their skills in dealing with their	focus group report

	of dealing with their children	Coordinator	2013	<ul style="list-style-type: none"> <li>• Hospitality \$400</li> </ul>	children	
2.2.9	Training workshops for teachers about children literature	Children literature Coordinator	August 2013	<ul style="list-style-type: none"> <li>• Trainer \$800</li> <li>• stationary \$200</li> <li>• Hospitality\$400</li> <li>• hall rent \$1000</li> </ul>	50%of teachers developed untraditional methods in teaching students	projects &tools developed by teachers
2.2.10	implement summer camp	Children literature Coordinator	June-July 2013	<ul style="list-style-type: none"> <li>• Stationary \$500</li> <li>• Trip fees\$4200</li> <li>• Buses\$3000</li> <li>• Clown \$300</li> </ul>	60 children age from 8-15 years participated in summer camp activities	time sheets pre and post questionnaires

**Third Objective: Programs to develop children and youth academic and social skills.**

Activities		Person in charge	Time Frame	Resources(\$)	Indicators	Sources of Verification
2.3.1	Coordinate with the Directorate of Education	Manager Department	May 2013	0	Approval letter from the Directorate of education	Memorandum of understanding with the Directorate of Education
2.3.2	Coordinate with schools	Academic and Social Program Coordinator	Beginning of the scholastic year 2013	0	having coordination with 5 schools	Cooperation agreement with schools
2.3.3	Need assessment with school students to know their academic level	Academic and Social Program Coordinator	September 2013	Stationary \$200	200 school students participated in the need assessment process in 2013	Questionnaires filled

2.3.4	Choose students to form groups	Academic and Social Program Coordinator	November 2013	0	50 students were chosen in 2013	<ul style="list-style-type: none"> <li>List of students names</li> <li>Memorandum of understanding with parents</li> </ul>
2.3.5	Implement promotion process for university students(volunteers)	Academic and Social Program Coordinator	June 2013 September 2013	Transportation \$400	20 students were targeted in 2013	<ul style="list-style-type: none"> <li>Memorandum of understanding with universities</li> <li>Commitment agreements with university students</li> </ul>
2.3.6	Implement training workshops for university students (volunteers) to support children academically and socially	Academic and Social Program Coordinator	April-December 2013	<ul style="list-style-type: none"> <li>Trainers\$2000</li> <li>Hospitality\$ 500</li> <li>Stationary \$200</li> <li>Hall rent \$2000</li> </ul>	20 students acquired skills to support children in 2013	Evaluation report from (volunteers)

2.3.7	Implement activities to develop academic level for students	Academic and Social Program Coordinator	January-December 2013	<ul style="list-style-type: none"> <li>• Stationary \$200</li> <li>• Hospitality\$200</li> <li>• Hall rent \$2000</li> </ul>	50% of students improved their academic level in 2013	<ul style="list-style-type: none"> <li>• Internal reports</li> <li>• Students certificates</li> <li>• Test results</li> </ul>
2.3.8	Implement activities to improve social skills for students and youth	Academic and Social Program Coordinator	January-December 2013	<ul style="list-style-type: none"> <li>• Stationary \$200</li> <li>• Hospitality \$200</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of children improved their social skills in 2013</li> <li>• 50% of youth improved their social skills in 2013</li> </ul>	Cards that shows social skills development

2.3.9	Implement training workshops to improve parents skills in teaching their children- (learn how to teach)	Academic and Social Program Coordinator	November 2013	<ul style="list-style-type: none"> <li>• Trainer\$1000</li> <li>• Stationary \$200</li> <li>• Hospitality \$200</li> </ul>	40% of parents acquired skills & means in teaching their children in 2013	Projects done by parents at the end of the training workshops
2.3.10	Implement training workshops for teachers about ways in dealing with school students and how to use unconventional methods in teaching process	Academic and Social Program Coordinator	last quarter of 2013	<ul style="list-style-type: none"> <li>• Trainers \$2250</li> <li>• Hospitality\$ 600</li> <li>• Stationary \$200</li> <li>• Hall rent \$2000</li> </ul>	20 teachers have raised their awareness about ways in dealing with school students in 2013	pre & post questionnaires  tools and projects developed by teachers

**Third Goal: Effective Administrative structure and adequate financial resources**  
**First Objective: A new management system**

Activities		Person in charge	Time Frame	Resources(\$)	Indicators	Sources of Verification
3.1.1	Develop new organizational chart to improve work at the center	Administrative and Financial Manager	First quarter of 2013	Consultant \$17000	Specialized departments for programs and administration in 2013	Organizational chart approved by the Board of Directors
3.1.2	Recruit the staff according to the posts shown in the organizational chart	Administrative and Financial Manager	First quarter of 2013	0	Appropriate job descriptions related to the posts approved in 2013	Signed Contracts and job descriptions
3.1.3	Develop personnel system according to Israeli laws	Administrative and Financial Manager	First quarter of 2013	Lawyer \$2000	Having personnel system according to the Israeli laws in 2013	Personnel system guideline

3.1.4	Develop human resource system	Administrative and Financial Manager	April-December 2013	0	Having human resource system in 2013	Human rights guideline
3.1.5	Develop monitoring and evaluation system	Administrative and Financial Manager	April-December 2013	0	Having monitoring and evaluation system in 2013	Evaluation and monitoring system guideline

**Second Objective: A financial system according to internationally approved financial regulations.**

Activities		Person in charge	Time Frame	Resources(\$)	Indicators	Sources of Verification
3.2.1	Developing financial system	Hiba Yaghmuor	April-December 2013	0	clear financial procedures for the year 2013	Financial system guideline

**Third Objective: Adequate financial resources**

Activities		Person in Charge	Time Frame	Resources(\$)	Indicators	Sources of Verification
3.3.1	Networking and public relations with donors and CBO's locally, regionally and internationally	Executive Director Fundraising Officer	April-December 2013	0	Saraya Center is well known among donors and CBO's	<ul style="list-style-type: none"> <li>• Data base for donors and CBO's</li> <li>• Memorandum of understanding with CBO's</li> <li>• Memorandum of understanding with donors</li> </ul>
3.3.2	Fundraising and proposal writing	Executive Director Fundraising Officer	April-December 2013	Translation \$2000	New projects supporting various programs at the Center	Contracts signed with donors
3.3.3	Publications about the Center	Fundraising Officer	April-December 2013	Publications \$6000	Issue publications about the Center	<ul style="list-style-type: none"> <li>• Brochures</li> <li>• Annual report</li> </ul>

