



The Care Project

Enhancing Early Childhood Education and Care in Palestine

Project Number: 618061-EPP-1-2020-1-PS-EPPKA2-CBHE-SP



Co-funded by the
Erasmus+ Programme
of the European Union



Palestinian childhood - the hard-to-reach paths to resilience and implications for early education

What we might learn from life histories
Doris Bühler-Niederberger,
University of Wuppertal



Life history interviews with 15 Palestinian people who grew up in very different circumstances

- All of the interviewees described their life story as an (at least partial) *exit from a very confusing, overwhelming, emotionally charged early childhood phase.*

When they spoke about the paths of their (partial) personal liberation, they characterised them as “**accidental**”. They spoke of *unexpected fortunate coincidences*, for example: exceptional teachers; an excellent private school; youth workers who were exceptionally committed from the interviewees' point of view; scholarships abroad, which they only received shortly before or after completing upper secondary school; two of the interviewees emphasised the importance that art had for them, but also reported that access to international art was due to exceptional circumstances.



Early childhood was confusing, “it was the way it was”, there was nothing else”

- In contrast, early childhood is described by the interviewees as a period of emotional and informational overload in which they received *little support and little recognition* as children with their own rights
 - *adults' (parents and grandparents) stories of experienced atrocities* (examples of stories: These stories and the deep emotions of the adults as they told them, which the children understood very well, have burned themselves deeply into the children's memories.
 - *negative emotions on the part of adults such as fear, anger* (and occasionally resulting violence against children
 - *a constant flood of negative information* on media or in conversations
 - *limited material resources*, especially in terms of infrastructure relevant to children
 - *often very limited freedom of movement* in public spaces. (Particularly a problem for girls; 4 out of 6 women reported that they were not allowed to walk around, visit certain places, go on trips, etc.)
- everyday threatening situations children had experienced themselves*

Date



Co-funded by the
Erasmus+ Programme
of the European Union



- The following requirements for early childhood programmes can be deduced:
- providing information and processing the flood of media information in an age-appropriate way;
- providing information on children's rights;
- providing ways of dealing with traumatic experiences;
- providing ways of dealing with adults' negative emotions;
- working with parents;
- respecting children's rights (non-violent education!); building individual and collective self-confidence;
- creating awareness among the adult population for early childhood (which was also not present among some of the interviewees themselves when they reported on this phase).



Title of your Section

Here goes the subtitle of your section

Date

Your Footer Here



Co-funded by the
Erasmus+ Programme
of the European Union



Thank You!



First / Last
(123) 456-
Name
7890
Company

Date

Your Footer Here



Co-funded by the
Erasmus+ Programme
of the European Union