

Evaluation Report

Conflict Transformation in the Palestinian Areas
(2013 - 2015)

The Palestinian Bible Society

With support from

The Evangelical Lutheran Free Church of Norway

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I. List of Abbreviations

CTPA- Conflict Transformation in the Palestinian Areas

PBS- Palestinian Bible Society

MOE- Ministry of Education

VD- Valuing Differences

VDP- Valuing Differences Principles

TOT- Training of Trainers

OPCY- Operation Palestinian Child and Youth

I. Executive Summary

The Conflict Transformation in the Palestinian Areas project is implemented by the Palestinian Bible Society with the goals of implanting more acceptance and support towards the idea of valuing differences, empowering Palestinians personally to build a healthy holistic life; mentally, socially, psychologically, physically and spiritually, and motivating and equipping them to reconcile with those different than themselves, in and outside their own community.

Coming to the end of the project period by December 2015, the project was evaluated in March 2015 by a team consisting of a Palestinian and a Danish evaluator. The main findings in relation to the Terms of Reference are:

A. Outcome and impact:

Impact of the project

While the lack of “hard data” with which to monitor the progress at the national level has been a challenge to the evaluation, the evaluators still found good indications of the contribution of the project towards the project goal.

Students, counsellors, teachers and youth groups all indicated that the project made them realize that differences can be overcome through the techniques provided by the project. The counsellors indicated that as a result of the training, the number of conflicts at their schools had been reduced. The evaluators assess that this effect will be multiplied as the counsellors continue using the tools with all their students.

It is a major achievement for PBS to be recognized by all the stakeholders as a national organisation, who works for the benefit of all Palestinians, not just the Christian minority.

Improving society’s ability to resolve conflict peacefully

This is a very wide and general objective, and not easy to measure. The tools provided by the project are undoubtedly useful, and expanding the project area would increase the impact on the society as a whole.

Gender

The evaluators found that gender is mainstreamed throughout the project, in the selection of the target groups as well as in the topics for the training. Even when the Ministries of Education have a policy of separating male and female counsellors, the project was able to bring men and women together in the training.

Added value

The approach of the project was recognized by the stakeholders as a unique contribution. Although the MOE works with other NGOs on similar projects and training, the values promoted by the project, particularly non-judgement and forgiveness, were seen as unique by the counselling departments.

The participatory approach which was applied, particularly in the self assessment of schools in

Ramallah was seen as something very unusual in Palestine society, where most NGOs come with a predefined agenda.

In the youth groups, the project successfully promoted community participation and volunteering.

Concrete results

Concerning the project outcomes, the evaluation team found that:

1. There is good evidence that valuing differences will become part of the annual plans of the school system in the areas targeted
2. There is a growing awareness of valuing differences, especially in the school system, and also to some extent among the targeted youth groups
3. It is difficult to measure to what extent better communication skills towards “the other” are practiced. However, getting a regular program on national TV is a major accomplishment that will contribute to this outcome.
4. The counsellors have been trained to practice the VD method with the students, and they are doing so with good results.

B. Project relevance:

Relevance to national priorities and strategies

The project is clearly relevant to national strategies of improving the physical, psychological, mental and social wellbeing of the students. The evaluation found that despite this national strategy, the government is not prioritizing these goals in terms of allocating funds. The project is thus filling a need identified by, but not financed by the state.

The Valuing Differences method addresses issues such as communication and interaction, self confidence and self esteem, resisting pressure, problem solving and decision making; all areas that are mentioned in the 2014 education targets of the Ministry of Education.

Adjusting to new opportunities

The project was able to adjust its program to new opportunities. A very good example of this is responding to the suggestion made to PBS by the Palestine Broadcast Channel to participate in the weekly live TV show for children.

Responsiveness to needs identified by target groups

The project was designed based on a need expressed by a representative group of counsellors. The project sought to address the needs of the direct beneficiaries – the students – as identified by the counsellors. Through the self assessment process, the direct beneficiaries were able to set the goals themselves.

C. Project sustainability

Sustainability at institutional level

There are clear indications that the project established processes, systems and tools that are likely to support a continued implementation in the local society, through the MOE directorates, and through the schools themselves. However the ability of the MOE to financially sustain taking the process further to other governorates is a concern.

The evaluators found that sustainability might be increased, if PBS partnered with other NGOs, outside the public school system.

The Palestinian Broadcast Channel was very interested in continuing the cooperation, but also indicated that much is dependent on the PBS team using the puppets.

Sustainability at beneficiaries' level

Counsellors, students and youth indicated that they are willing and able to replicate the experience in their surroundings.

Conflict sensitivity

Religious and cultural backgrounds dividers are the main conflicts affected by the project activities. The conflicts seem to be reduced at the level of the direct target groups and beneficiaries.

Concerning political conflicts, the PBS team is very sensitive in order not to be seen as biased.

D. Project Efficiency and Effectiveness

Project management and financial routines

The skills of the project team are good. Project partners and direct beneficiaries expressed great satisfaction with the project team and the methods and tools used.

The evaluators found that the financial routines and capacities are adequate and sound.

Allocation of resources

The resources allocated to the project are fair. However, much is dependent on the personalities and dedication of the project team. It would be wise to allocate more resources to Monitoring and Evaluation and Public Relations.

E. Recommendations and lessons learnt

Strengths

The strengths of the project are, among others:

- The passion and commitment of the project team
- The access to public sector institutions
- The diversity of methods used
- The participatory approach
- The public TV broadcasts

Challenges

These include:

- Limited human resources of PBS
- Time constraints of counsellors
- Engaging the parents

Lessons learnt

- When people from different groups are brought together, it has been remarkably easy to change perceptions of “the other”

- Include other groups who might think that others have negative perceptions of them
- The self assessment process was very successful, mainly due to the participatory approach. However, aligning the process with the project objectives would take some more direction from the project team.
- The choice of school counsellors as a target group was a wise and strategic decision, as they have high potential for transferring the knowledge to others.

Recommendations

Continue and expand the project, while taking into account:

- Having an even more strategic targeting strategy
- Upgrading the training package
- Expand the tools that target children in their homes
- Allocate more human resources to PBS and project team

II. Introduction

The Palestinian Bible Society – PBS - was established in 1992, as a Christian organization that is mandated to counteract religious misconceptions. Throughout the years PBS implemented various projects that responded to the community and civil society needs with focus on promoting democratic values and practices, empowering the marginalized and vulnerable groups in the community, and promoting dialogue with the society and among the different sectors, religions, etc.

The Conflict Transformation in the Palestinian Areas project came as a complementing project for previously implemented interventions, including the Operation Palestinian Child and Youth (OPCY) project. Through a progressive needs identification process with the different stakeholders, the PBS introduced the actions that are targeted to contribute to achieving the strategic objectives of the PBS, but also to respond to a need, building on the following objectives hierarchy:

Development Goal - Long term goal:

As prescribed in the project design; the long term goals target the people of the Palestinian Society, and aim:

- To implant more acceptance and support towards the idea of valuing differences.
- To empower them personally to build a healthy holistic life; mentally, socially, psychologically, physically and spiritually.
- To motivate and equip them to reconcile with those different than themselves, in and outside their own community.
This will build a more efficient contribution to their community, by building a stronger, more cohesive civil society.

Outcomes – impact on society

1. Valuing differences has become part of the Palestinian educational system / schools.
2. Growing awareness and practice of valuing differences are seen in the Palestinian society, especially in the education system / schools and on the PA governmental level.
3. Better communication skills towards the “other” are practiced within the Palestinian society.
4. Making the project sustainable through implementing the TOT methodology, by training at least 150 educators within the MOE system to become trainers of VDP’s to at least one group of children or youth they are working with on a regular basis.

Indicator: The activeness and the ability of the educators to pass the VDP experience to the group of children or youth. (This will be measured through testimony sharing during trainings, journal writing and baseline questionnaires)

Outputs – impact on target group

1. By the end of the project period, the participating educators will:
 - a) Know at least 5 valuing differences principles (VDP) towards conflict transformation.
Indicator: At least 80% of the participants will know at least 5 VDP towards conflict transformation.
 - b) Be more competent in valuing differences in their own personal context.
Indicator: At least 50% of the participants will share a personal testimony of change in competence in valuing differences.
 - c) Apply these VDP's on at least one group of children / youth they work with.
Indicators:
 - i. At least 80% of the participants will fill in 3 periodic evaluation reports on the implementation in their field.
 - ii. Stories of change from 50% of the participants that will show how VDP's affected their children / youth groups.
2. By the end of the project period, the participating youth will:
 - a) Know at least 5 valuing differences principles (VDP) towards conflict transformation.
 - b) **Indicator:** At least 80% of the participants will know at least 5 VDP towards conflict transformation. Be more competent in valuing differences in their own personal context.
Indicator:
At least 50% of the participants will share a personal testimony of change in competence in valuing differences.
 - c) Participate in a VDP related initiative in a creative way.
Indicators:
 - (i) At least 80% of the participants will be involved in the initiative
 - (ii) Documentation of the progress of the initiative from its birth till the final product.
 - (iii) By the end of the project, there will be 3 – 5 initiatives by the participating youth.

3. By the end of the project period, the following media products will be made:
- a. A 12 episode series teaching creatively VDP's for families, with an instruction manual for use
 - b. A 12 episode series teaching creatively VDP's for youth, with an instruction manual for use
 - c. 3 – 5 Short movies / Advertisements to communicate VDP.
 - d. Broadcasting above mentioned media products on local TV channels / radio / interactive internet – facebook, twitter, you tube.
 - e. Incorporate each one of the above mentioned products (and other relevant ones we have from before) with at least 5 groups to use them.

Indicators:

Feedback from interactive media (facebook, twitter, you tube). This will open up feedback from others (which are in a way secondary target audience). Feedback that we will gather is one that contributes to a story of change on the level of knowledge, attitude and behaviour of the individual.

III. Objectives of the Evaluation

The purpose of the external evaluation is:

- ✓ To evaluate if the project is reaching its goals as listed in the project document
- ✓ To show what lessons are learnt in this process
- ✓ To give recommendations for a new phase project
- ✓ To document the evaluation results achieved

And shall respond to the following specific questions;

A. Outcome and impact:

- What is the added value of the project at the local community, families and schools? Do the outcomes achieved contribute effectively/directly to achieving the projected impact of the project?
- Does the project affect the society's ability to resolve conflicts peacefully? If not what might be improved?

- With the reference to project document # 7 ‘Gender Analysis’, what strategies are in place to address gender issues and empowerment of girls and women?
- Which concrete results/outcomes can be reported from the project phase so far?

B. Project relevance:

- Are the project’s objectives and activities relevant to national priorities and strategies? If not, what changes can be made in order to ensure that the project activities are more relevant?
- To what extent has the project been able to adjust its program as new/unexpected opportunities and hindrances occur?
- Was the project responsive to a need identified by the targeted groups / direct beneficiaries?

C. Project sustainability

- At an institutional level; To what extent does the project establish processes, systems and tools that are likely to support a continued implementation of conflict transformation based on valuing differences in the local society in the long term?
- Assess in what ways the project can be said to be conflict sensitive?
- At the beneficiaries level; Are there good indications that the participants will be motivated and able to continue the conflict transformation process on their own, after the project period is over?

D. Project Efficiency and Effectiveness

- Are the project management, structure, financial routines and capacities appropriate to ensure quality implementation of the project as planned?
- Were the resources allocated for the project implementation adequate to achieve the planned objectives?

E. Recommendations and lessons learnt

- What are the strengths of the project?
- What are the major challenges for the project?
- What are the major lessons learnt from this project so far?
- Were you able to identify model/success stories? Please detail
- What would be your recommendations for a possible next phase of the project

IV. Evaluation Methodology

In order to respond to the evaluation questions above within the planned timeframe (March 2015), the evaluation team used a participatory approach in conducting the evaluation through engaging the different project stakeholders throughout the different stages as follows:

Stage One: Desk review; The evaluation team reviewed the relevant project documents including:

1. The original design of the project, plans, results frameworks
2. Annual, semi-annual Progress reports and plans for the years 2013 and 2014
3. Baseline information limited to what was prescribed in the project document/design
4. Ministry of Education Strategy for the years 2011-2013 and PBS draft strategic plan for the years 2015-2018.
5. Project deliverables including training manual, media and TV program samples, promotion material including audio documentation on the self-assessments and projects of 12 schools in Ramallah Governorate.
6. Previous projects evaluation reports (OPCY I, OPCY II)

Stage Two: Design the evaluation tools and field based data collection:

The evaluation team developed evaluation means¹ to respond to the different evaluation questions; including:

a. Focus group sessions including two types of targets aiming at responding to social impact related questions, satisfaction as well as prospects for future interventions/needs identification and identification of success stories.

Firstly; Schools focus groups; where the team facilitated three focus groups with a sample of direct and indirect school programs beneficiaries in the governorates of Ramallah and Tulkarem including school principals, school social workers/counsellors, and teachers. In Jenin, one focus group of counsellors was interviewed. In addition, the team facilitated two focus group sessions with a selected sample of school students in Ramallah and Tulkarem.

Total Number of Participants in the schools focus groups is 28 (5 schools principles, 3 teachers, 8 counsellors and 12 students).

Secondly; Youth teams focus groups where the evaluators facilitated two sessions with youth groups in Ramallah and Zababdeh. The intention was to include parents and community leaders in these focus groups. Unfortunately, given the time constraints, this was not possible.

Total number of youth participants met is 11.

¹ Refer to annex 1- Tools design

b. Design of semi structured interviews that aimed at responding to relevance, effectiveness, sustainability and prospects for future interventions/needs identification related questions.

The team prepared a pre-set of question to interview the project partners² including;

- The public Sector; the MOE director in Ramallah Governorate; counselling departments' heads in the three governorates.
- Other partner organizations representatives including the municipality of Beitunia; the municipality of Zababdeh, Palestine TV program producer and Ramallah Public Library.
- CTPA project leader and team

Stage Three: Analysis and reporting

The evaluation team had a wrap up meeting and summarized the initial finding and recommendation which were presented to the project team on March 23rd. The first draft of the evaluation report is submitted to the PBS on March 31st.

V. Project relevance:

The project was designed based on a need expressed by the target group. As stated in the project document, prior to the design of the project, PBS did a group interview with 8 representative counsellors of different areas in the West Bank to assess the actual needs on the ground. Feedback on the situation came as a confirmation to some of the recommendations proposed in the previous project phase (OPCY) specifically those related to expanding the intervention to target the education system through the Ministry of Education and expanding the number of community volunteers. The major issues highlighted through this consultation process included:

Violence and hyperactivity among those in grades 9 – 12. Schools in the Ramallah province are actually gathering children coming from many different areas (different cities, villages, refugee camps, etc), and a high percentage of children come from broken families. Despite some attempts by the education system to work with these broken families, in many cases it is quite difficult to bring the parents together, either because they are separated, or the children are living with their relatives, because their parents are abroad (usually in the US). This creates what is locally called cultural estrangement.

Low motivation; The counsellors' estimated that 90% of the children in the public schools come to school and feel heavy hearted, and think that their school is terrible and nothing in the school is done to promote a sense of belonging and love from “our” school.

Sexual malpractices, and this is found in all its varieties – within the student body (older with younger), and also among different and same sexes.

² Refer to annex 2 – Interviews schedule

Superiority issue; where the children from villages consider themselves “above” those from refugee camps.

Limited involvement of parents: The parents usually exert no control over what their children watch on TV or other media sources. Symptoms of this are increased levels of violence, sexual abuse and molestation. The general attitude of the parents is to “get rid” of the children during the day.

Limited investments on the public schooling system in extracurricular activities for the students. The children are not given the opportunity to explore their full gifts and potential. There are no classes of drama, art, sports and science labs.

Smoking, argila (hubbly bubbly) and drugs are commonly used within school premises, and outside even more. There is no reinforcement of the law for no selling of smokes to those under 16.

Behaviour of teachers, including verbal violence – they do not know how to deal with people, including parents.

While the needs identified by the counsellors to overcome some of these challenges included:

- Work with children of broken families, and their families
- Counsellors to specialize in family counselling
- Program for helping children, especially girls, to accept oneself (their own body). This is a culture who favours boys.
- Develop the ability to make good decisions that will be suitable for planning their lives in the upper grades.
- Minimizing the gap between the MOE and what is happening in the schools. Counsellors report that MOE shows no appreciation for their work, and decisions are made from above with no participation of those in the field
- Students need to have good examples – leading examples in teachers / counsellors

Relevance to national strategies

The above mentioned needs and the whole project design are relevant to the national plans and mainly to the Ministry for Education strategic objectives; where school health needs were clearly defined in the strategy to include the” improvement of the physical, psychological, mental and social well being of the students through reinforcing concepts and skills that support their capacities to deal with their daily life events in an effective manner within safe environmental conditions³.” Working with school councellors was also defined as a need in the national strategy document and objectives; however the planned interventions only tackled adding school councelling rooms and increasing the number of councellors to cover the schools, while the quality and capacity of providing councelling was left to the availability of externally funded projects that can tackle that area. Despite the fact that the relevant quality education targets of the

³ Palestinian ministry of Education strategy 2011-2013

ministry for the year 2014 include building the capacities of students in areas of critical thinking, openness to the cultures, communication and interaction, preserving the environment and natural resources, self confidence and self esteem, resisting pressure, problem solving and decision taking, activities to address these areas are apparently not included in the public budget. The CPTA project thus fills a need identified by, but not financed by the state.

At the department strategy level and according to Mr. Abd el Minem - head of the counselling department in the MOE of Jenin Governorate; “the project is inline with our department objective of reducing violence in the schools of the governorate.” The counseling director of the Tulkarem directorate also confirmed that the project is relevant to their vision: “ *Of course! Making people happy is our top priority and the project achieved that! In our plan we consider violence, safe environment etc. The project targets many of these areas. Decision making skills, communication skills. Forgiveness helps in reducing violence.* “

The decentralization of the Ministry of Education was among the other priorities defined in the strategy, where the decision making process needs to be more participatory and responsive to the actual needs on the ground. This was another area where the project activity in Ramallah Governorate, (the school self assessment) was clearly relevant through building the capacities at the school level in participatory decision-making; but also at the level of piloting a decentralization practice in the governorate and with the counselling department. Ms. Khawla Sarhan; the head of the counselling department in Ramallah directorate, stated that this is the first time the different stakeholders are engaged in the decision making process, school principals, community organizations, parents, teachers, counsellors and above all students. “ *We will keep this structured, well organized process and use it in the future to decide what is actually needed at the schools level*” she said.

Relevance to PBS strategy

The project also works in line with the PBS strategic goal of empowering the Palestinian society through equipping individuals, including emerging leaders and focusing on women and youth, with the competencies to induce positive change in their communities.

Relevance to needs expressed by stakeholders and target groups

The PBS team was also able to grasp the opportunities they saw throughout the implementation process, they are in constant consultations with the different stakeholders; so far they were able to apply different methods based on the context of the target group they are working with.

The project was clearly very responsive to different stakeholders needs including the partner organizations, the community organizations (through the self-assessment process), the direct targeted group, the counsellors and the end beneficiaries including the students. The evaluation team confirmed with the project team that they are managing well the expectations from the different stakeholders, and that they are maintaining clear distance to protect the PBS independence.

Relevance of VD method

The Valuing Differences method in itself is somewhat intangible and not easy to define in a few sentences. The method is built on the SET – Social Emotional Training – method in which the team has been trained and have used in past projects. The SET is so to speak the scientific base on which the VD method is built. The VP principles are taken from the SET – these are the principles on which the project has decided to focus. The training itself is based very little on lectures, but much more on exercises, games etc., and the concrete outcome of each session depends on the context, the personal history of each participant and so on. The team apparently uses a very intuitive way of deciding what the training should look like, but at the same time building on a clear manual, which the participating counsellors receive, and which they can use as they apply the principles learnt on the children in the schools.

Intangible as this might be, the findings of the evaluation demonstrates that the method is relevant and effective.

VI. Project impact

The evaluation team found that the project has made a clear contribution towards the realization of the long term development goals of:

- implanting more acceptance and support towards *the idea of valuing differences*,
- empowering the Palestinian society on the personal level to build a *healthy holistic life*, mentally, socially, psychologically, physically and spiritually,
- motivating society member and equipping them to *reconcile with those who are different* than themselves in and outside their own community
- thereby building a more efficient contribution to their community by building a stronger, more cohesive civil society.

It has been a challenge in the evaluation that there is no specific “hard” data with which to monitor the changes that the project had on the Palestinian society as a whole, and no a baseline to build on (PBS developed M&E tools collected relevant data to monitor the outputs). But the evaluation team’s observations in relation to the impact on the long term goals are very positive.

Valuing differences

It was impressive to meet students, youth groups and school counsellors and teachers who recognize now that the differences within the Palestinian society and in their communities are not major differences, and whatever difference they face can be easily melted through the techniques provided to them through the PBS interventions and trainings. For example, the youth group in Ramallah explained that the most challenging difference they had in their summer camps is the age group differences; however they confirmed that they are now more able to manage and overcome this challenge, and the older youths are now more responsive to them.

Another example came from a 4th grade (9 years old) girl student in Ramallah who said “we have a Christian girl in our school, we do not see her different, she is nice and we love her.”

The counsellors as a direct target of the project also confirmed that techniques provided to them also melted the differences that they themselves as adults did not realize would be manageable. In all the focus groups they provided several testimonies. For example a counsellor in Tulkarem said he thought it would be strange to work with a Christian institution - PBS, but he realised that there are no major differences and he actually now recognizes their contribution. Another community leader from the municipality of Beitunia said “*We now see the PBS as a national organization and not only a Christian one*”.

Though the testimonies that came from individuals, the evaluators assess that the effect on the individuals have a multiplied effect on the other groups they work with, given that the project has targeted the majority of school counsellors in two governorates (Jenin and Tulkarem). This means that the expertise, knowledge, skills and attitudes gained by the counsellors will flow to the majority of schools in these governorates as most of the counsellors are working with two schools each. (In Jenin the project targeted 45 counsellors is 100% of counsellors in the governorate. In Tulkarem 65 counsellors were trained).

Both the direct and indirect beneficiaries of the project confirmed that they are taking their new knowledge and skills to other groups around them. The counsellors for instance are applying what they learnt both at the schools level, and in their personal lives. For example, a student from Tulkarem mentioned that she is now cooperating with her younger sisters and brothers.

Aiming at empowering the Palestinian society on the personal level to build a healthy holistic life, mentally, socially, psychologically, physically and spiritually, the project activities targeting the counsellors at the schools provided the counsellors with creative, new and inspiring techniques to use working with the students in groups and on individual basis. The MOE does not have specific tools or indicators to monitor the performance of the counsellors on regular basis, but as a practice they look at the number of individual cases transferred to the counsellor. However, the way this is interpreted differs from area to area. Counsellors in Jenin explained that the number of cases increased after implementing the project activities with the students, and they trust this is an indication of increased trust between the counsellors and the students. While in Tulkarem the counsellors confirmed that the number of individual cases was reduced by 50% after implementing the project activities, which for them indicates that the students are now able to manage some of their conflicts through the techniques provided to them. The low capacity of the MOE in monitoring and evaluation affected the ability of PBS to track success.

The recommendation section will specify areas for expanding the impact through more strategic targeting techniques, but also on the need to further develop the Monitoring and Evaluation capacities of the PBS, so impact can be identified in a more accurate manner and be based on baseline data. For example, when the evaluation (according to the ToR) is supposed to reflect on the *effect on the Palestinian society's ability to resolve conflicts peacefully*, this is a very wide and general objective, and not easy to measure. However, to improve that ability at the direct beneficiaries and end beneficiaries' level, the project needs to be expanded geographically and include other governorates (as the project did between youth from Beitunia and Jenin). In addition, there must be more diversity in the groups of direct beneficiaries and organizations involved. For example, universities students and teachers appeared to be a very important target. Universities include students and teachers from a wide range of cultural and religious and

political backgrounds. Engaging the universities can also contribute to diversifying, bringing in other stakeholders other than the public sector.

Added value

In addition to the added value of the project towards the development goals, the evaluation team also found other indicators of the unique contribution of the project. For example, in Tulkarem the MOE works with other NGOs on similar projects. But when asked what makes the CPTA project different, the director of counselling answered that the *“CTPA project also has some new topics, not covered in the other projects. Such as not judging others, how to look at different stages of your life and evaluate them, and forgiveness.”*

Community participation and taking a role in developing the local community is another added value for the project. This area was tackled in several project activities including the youth groups; who now realise and are confident that they can contribute to their communities and can take the experience and become role models for their peers. In Zababdeh village in Jenin the youth group are implementing a project to organize one of the main streets in Zababdeh as they are constructing a roundabout in coordination with the municipality. Fares, a university student from Zababdeh said *“ our friends are now asking us how they can also contribute, they want to join our team and also join the PBS activities.”* So in this way, the project has also contributed to creating a culture of volunteering.

Students who participated in the school committees in Ramallah governorate self-assessment activities stressed that this was the first time they participate effectively in developing their school. The impact was increased, as the students took this experience to the other girls around them. It was clear from our discussions with the various stakeholders that this activity specifically had a major impact on the organization because of the structured participatory approach, where the community was involved in the different stages of schools diagnosis (self-assessments, need identification), as well as and the design of projects that effect directly the school environment and their life. Several respondents mentioned that this participatory approach is unique in Palestinian society. Most NGOs would come with a predefined agenda, whereas the approach of the PBS was to let the beneficiaries themselves decide on the objectives for their school. The project has therefore to a certain extent promoted a participatory democratic process in the Palestinian society.

Addressing gender issues

Building on the gender analysis provided in the PBS report of 2014, the evaluation confirms that the gender considerations were mainstreamed throughout the whole project. For example, in Ramallah governorate, both male and female counsellors were trained. The PBS team informed us that having men and women in the same group was a challenge, and it took 2 workshops to bring them together. The MOE would always separate the men and women, but MOE is ok with PBS joining them in groups. The benefit of mixing is that they exchange knowledge and experiences.

In the youth groups as well, genders are mixed. While we recommend expanding the targeting to engage parents (please see the recommendation section), we would like to see further mainstreaming gender through targeting fathers. Especially because the feedback from the field on parents' engagement with the students was mainly through mothers, while boys' schools were suffering from not being able to communicate with the students' parents, as the fathers are not engaged and the mothers not willing to go to boys' schools.

Project outcomes (results):

1. Valuing differences has become part of the Palestinian educational system / schools.

The testimonies coming from counsellors, school principals and directors of counselling departments in the different governorates targeted confirmed that valuing differences became part of their annual plans. The counsellors have received "clear instructions" from the ministry to replicate the training package of PBS – specially the social emotional training" with the other classes they work with (not only the classes piloted during implementation). Mr. Basem Zahran , director of the counselling department in the ministry directorate of Tulkarem confirmed:

"The method could be part of the curriculum in the education of counsellors, certainly. For every intervention we discuss the sustainability. We keep the curriculum with us. We follow up with the counsellors who have been trained, so they sustain their new skills."

The director of the counselling department in the ministry in Jenin also stated that *"The method, the activities are good. It is part of their strategy now. They have a plan of every counsellor. All 45 counsellors have been trained, so no need for more activities. But they will keep the tools and continue the activities with the children."* There are however some concerns about financially sustaining the activities. This will be dealt with in the sustainability section.

2. Growing awareness and practices of valuing differences are seen in the Palestinian society, especially in the education system / schools and on the PA governmental level.

This outcome was hard to assess given that there is no baseline data from the Palestinian society (as a whole) as there is no national institute neither public nor non -governmental that collect relevant data on regular basis. However some observations from the field - though limited - confirm that the valuing differences practices and awareness have increased among the youth groups, who also transferred their knowledge, experience to their peers. It was easier to see the achievement of this outcome at the schools level, where testimonies from Ramallah schools and ministry, who implemented projects through a first time participatory self-assessment. The practice of the process brought together different schools, different principals, different teachers, different students, different counsellors, different students and above all different positions within the Ministry. This in itself is a practice that was never implemented before. Mrs. Khawla Sarhan, Director of Counselling in Ramallah Directorate, stated that *"it was successful because for the first time it brought us together. School principals coming from different schools and cultures are now friends and they consult with each other. Even the directorate heads of department were impacted; they now realise the responsibilities that falls on each department and they are able to manage conflicts between the departments in a more peaceful relaxed manner."*

3. Better communication skills towards the “other” are practiced within the Palestinian society.

This was also hard to track given that there are no national studies in this area. It is a much stretched outcome and it is recommended to revise it into a more accurate SMART outcome to be assessed. It is essential though to stress on the important role of the TV puppets show in reaching out to a large number of Palestinians, not only inside Palestine through the terrestrial channel, but also broadcasted on the satellite to reach out to Palestinians abroad as well. It is a major achievement of PBS to have this relationship with the government owned public TV channel. PBS is openly credited in the program, and the channel has never had any negative feedback on working with a Christian organisation. The weekly live show for children is the station’s only children’s show, and none of the other national TV stations have children’s programs. Some pan-Arab satellite stations, however, do have programs for children.

Measuring the impact of TV programs is notoriously difficult, especially with children’s programs. The PBC has no statistics on the size of the audience, nor do they measure the feedback from the audience. However, the producer from the PBC channel informed the evaluators that the number of phone calls from children to the live show has increased since the PBS puppets were included in the show. More children call than there is time for during the show. They want to talk to the puppets (operated by the PBS team.) The “puppet” then directs the conversation to the topic of the episode. The puppet show is well known all over Palestinian society, as can be seen when the channel takes part in public events with the puppets – the children in events know the puppets well.

The project team was trained on social media just recently so they can use this knowledge to better access the Palestinian community and specially youth and children who are using Facebook at a large scale.

4. Making the project sustainable through implementing the TOT methodology, by training at least 150 educators within the MOE system to become trainers of VDP’s to at least one group of children or youth they are working with on a regular basis.

Until March 2015, the number of counsellors outreached through the PBS project is 122 (the project just started working directly with the counsellors in Ramallah, so the number is expected to increase to at least 206 during 2015). Part of the training methodology was expanding the training period so every counsellor can implement the activities of each session with one of the classes he/she is working with. This appears to be working well. However, there is less confidence on the ability of the trained counsellors to train their peers or the school teachers to expand the impact. This was not part of the project activities, and the counsellors have not been trained in training neither their peers nor the teachers. The project team realises that it takes a while and a lot of practicing with the students first, so the trainers can obtain enough self-confidence to start training peers. These counsellors expressed their satisfaction with the training method and trust that taking a step by step approach, where they can apply what they learnt in the field with the students, were very important to the success of the training.

VII. Project Efficiency and Effectiveness

The project management skills available for the this project are very good, especially that the team leader and staff allocated for this project had strong relevant experience in delivering this kind of training, in developing training tools and packages and in delivering trainings in the field. This was well recognized by the project partners and direct beneficiaries who expressed satisfaction with the methods used, tools and techniques and team experience.

Most of the feedback and testimonies were clear about PBS having a unique method in training and that they have new techniques that differ from any other project. The director of counseling in Tulkarem expressed that saying *“Some [other] programmes are with the teachers. We have a project with Red Crescent – psychological support within the class. This had counsellors and teachers together. The projects have the same objectives. The difference is in the activities, approach, not in the objectives. The [CTPA] project brings together all the projects in one manual. It is the only tool which brings it all together. But the CTPA project also has some new topics, not covered in the other projects.”*

In addition, the self-assessment activity that was implemented through a very well organized and structured manner obtained a very positive feedback on the effectiveness of this project and the quality of support the MOE was receiving from the PBS team and consultants.

One of the key strengths of the project is the management structure at the PBS. It is decentralized, but also ensures the engagement of the different organizational layers within the organization at the different stages, including some active board members who participated in the design and monitoring of the project implementation and who also follow up on financial performance of the different projects managed by the PBS. This increases the accountability of the team, not only to the donor, but also internally to their governing body and constituency.

It is important to mention that the PBS has a wide diversity of funding sources which contribute to the sustainability of their operations. They not only have 18 partner donor organizations but they also generate funding locally through small scale economic activities.

Looking at the financial practices and routines at the PBS in general and for this project specifically, we found that the PBS has a finance committee appointed by the BOD and that comprise a qualified financial expert, a local consultant and the accountant. The committee meets on quarterly basis to discuss the financial status of PBS and set policies and procedures.

The PBS has a comprehensive finance manual that applies to its operations and projects; the procedures and policies approved by the board are being implemented by the accountants for all the projects. The accountant is a BA degree holder and has adequate experience in accounting. Budget monitoring for this project is however part of the project leader’s responsibilities to ensure that financial transactions are relevant to the project activities, so she is also playing the financial controller role in this project.

PBS uses Bisan accounting software which allows 6 segments to link each transaction to project, donor, activity, branch, category etc. and therefore generates relevant financial reports.

PBS is in compliance with the Palestinian rules and laws regarding the income tax and labor law and the ministry of interior requirements and is being audited by an independent auditor on annual basis.

The ratio between the operational costs compared to activities costs varies depending on the projects activities, however they are usually reasonable as the administration costs are usually fixed as they mainly comprise office Rent, Utilities and communications.

The PBS integrated the procurement procedures into the financial manual, the practices are the same for procuring goods and services. In general the practices are being transparent, however it is recommended to upgrade the manual to include the formulation of procurement committees.

The financial resources allocated to the project are fair, the human resources however is an area that needs further investment, not because of capacities of the current team but because of the project needs that requires additional types of expertise including a Monitoring and Evaluation team member and public relations team member. The evaluation team agrees that these two positions are a very important addition to the PBS team. Such staff could fulfill these roles for other PBS projects as well.

II. Project sustainability

At an institutional level; there are clear indications that the project established processes, systems and tools that are likely to support a continued implementation based on valuing differences in the local society through various channels. Firstly, through MOE directorates counselling departments, where the counsellors were not only trained and received the tools and manuals, but also by having those tools for further training of new counsellors and for expanding the end beneficiary groups within the schools. The approach and tools developed and implemented through the self-assessment process in Ramallah directorate (for 12 schools) are now owned by the counselling department for replication with the other schools in the governorate (186 schools). Mr. Ayoub Allayan; director of MOE Ramallah stated that the process will not stop if the PBS funding stops, although they do not have enough budget to continue with the same consultant, the partnerships established with local organizations (like the municipality) through this process shall be sustained, and they can seek the help of their friends (volunteers from university teachers for example) to take a role in replicating the experience with the other schools.

Secondly through the schools as another institutional unit itself. Positive feedback about the uniqueness of the self-assessment process was documented at the schools level who for the first time practiced the participatory approach in identifying the schools' needs and in establishing school committees that include students, teachers, counsellors, principles and above all community members. This provides a very strong indication that the schools integrated their approach in their annual planning. A school principal from Ramallah (Beit Our school) indicated that “ *we owned the process for the first time, and it was a very successful process with clear results, this practice will also help us in the future for engaging the local*

community who are now also financially contributing to our schools projects.” One of the school counsellors in Tulkarem confirmed that they received clear instructions from the ministry to keep using the tools and to replicate them with the other students groups. The MOE is now more strict about having one class per week for each class with the counsellor. This was not always the case before, when counselling classes were given to other teachers who needed to use it to complete their curriculum.

The Ability of the MOE and the schools to financially sustain the activities remains one of the major concerns, as the majority of the representatives interviewed clarified that there are no adequate budgets to continue the actions, and had no clear vision on how to mobilize the funds locally or from the government budgets allocated for these purposes. This area needs to be tackled in a more comprehensive manner while designing the project exit strategy.

It is our observation that the PBS had some limitations partnering with other civil society organizations who are working with the same target groups. This could be another channel to sustain the conflict transformation methods and tools for future projects and this could be added in future interventions. Another type of limitation identified is the limitations at the MOE to extend the training to include teachers where the impact could be even higher.

Sustainability of project activities within the other partners including Ramallah public library and the municipalities are less likely to be maintained, given the kind of intervention. It is recommended to reconsider the approach of targeting these organizations and the methods of implementation with them.

The Palestinian Broadcasting channel does also have good indications of sustaining the project activities through they expressed that the success of this program highly depends on availability of Ramzi and Raed and Mary (our volunteer) (PBS team) using the puppets. There should be further training for other PBS team members to ensure that the activities are not dependant on one or two persons.

At the beneficiaries level; the counselors, students and youth are now willingly able to replicate the experience in their surroundings, at home, at school, with other youth groups. The counselors however need to practice what they learnt for several school students groups before they are confident and able to take it to the teachers and parents. Students however expressed that what they learn will be with them in their future; a student who used to be oppressed and used by others since he was an orphan is now able to say “NO” to those who used him for his social situation.

The youth groups in Ramallah and Zababdeh seems have the ability and willingness to replicate what they learnt in summer camps and even at the university groups and they recognize the impact of the intervention on their personal life. On their ability to handle more conflicts and hard situations, about handling age differences, a young lady from Ramallah Group said” *I am now able to manage older than myself in the camp, and they learnt how to respect and listen to me despite my age.*”

Conflict sensitivity

Building on the conflict analysis reported by the PBS for the year 2014, some of the dividers and connectors were affected by the project. Religion and cultural backgrounds dividers were the main conflicts affected by the project activities targeting counselors and youth. The conflicts seem to be minimized at the direct and end beneficiaries' levels where the religious differences are not viewed by the youth and counselors as being real conflicts. It was expressed by the groups that it was a matter of meeting persons with different backgrounds – being exposed to others make people realize that there is no real conflict. It was however recommended by those targeted to work with groups from the other side (relevant groups who were not targeted through the project) so as to have the impact projected from the activity. For example the youth group in Zababdeh confirmed that *“there are no real differences amongst us in Zababdeh though we are a mixed community (Muslims and Christians). However other youth from other villages around the governorate do not know that until we visit those villages introduce ourselves, have some activities together and then they would simply ask us to be back again.”* Same feedback came from Sami, a Zababdeh municipality employee who oversaw the youth exchange activity with Beitunia. He said *“The communities are very similar, not big difference. The Christian youth in Zababdeh are used to being with Muslims. No big differences to be overcome. In 3 hours they knew each other. The differences are with the parents' generation.”*

Cultural Backgrounds are mainly related to deviations between city, village and refugee camp differences. This was not a major issue in Jenin and Tulkarem, while it was clearly expressed by one of the students in a girls high school in Ramallah. She said *“girls make fun of me because I am a refugee and because I have a different accent. I do not like to be with them in this school.”* The project did not yet tackle this issue in Ramallah governorate though are planning to work with the school counsellors in the governorate on valuing differences during 2015.

Political dividers were not directly affected by the project mainly due to the PBS willingness to protect themselves in this area as they did not want to be perceived as biased given that political deviations are a very sensitive area specially amongst the youth and given the practices of two different governments in the area. The PBS team is indeed very sensitive to this conflict. As one team member said: *“We consider every word we say.”*

The project also emphasised several connectors amongst the society, Abdel Karim who is a Beitunia municipality employee said *“Jesus is Palestinian, he was born in Bethlehem and he is as much a Palestinian as I am”*, and this historical connector was clearly emphasized through the project activities. Another connector affected by the project is the high dependency on donors funding and the willingness to increase local contributions towards a better future for the children was also clear, the school are now willing to mobilise local contributions, the ministry sees that as a strategic approach, the youth group in Zababdeh are volunteering to contribute their time and effort to construct the street circle without donors funding (though the Mayor who was appointed recently was willing to discuss funding for this activity).

III. Recommendations and lessons learnt

Strengths

The Evaluation team could identify various strengths for the CTPA project and for the PBS in general. The passion and commitment of the project team to do what they are doing is a major strength contributing to the success of achieving the project goals. This was not only observed by meeting the team, but it is an observation that came from the field. The team of PBS is highly recognized for the skills, talents, expertise and joy that they bring with them to this project.

The access that the project managed to have with the public sector institutions (mainly the MOE) while maintaining the freedom to access the roots (schools) directly was another strength of the project given the bureaucracies with the public sector and the usually tense relationship between the public sector and civil society organizations in Palestine.

The diversity of methods that the project brought about building on the different contexts of each governorate was strength where the PBS managed to customize the interventions in response to the needs while maintaining the goal.

Another strength is the participatory approach that the PBS is following in implementing their project, but also bringing in this approach to the partner organizations (ministry and schools) as a common practice for them to consider.

The outreach of the project to a wide variety of targets and through different channels is also an important element for the success of the project, where for instance the TV program that was supposed to be broadcasted locally is now broadcasted on the satellite for a wider targeted group of children, and the show is now competing in regional and international contests.

Challenges

Major challenges identified by the stakeholders and observed by the evaluation team include:

The limitation in terms of human resources (number of staff) so PBS will have the ability to reach out to larger numbers of target groups or other governorates.

The counselors' time constraints – many of them were not only allocated to two schools each but also overloaded with various training projects - was another challenge that the project team had to deal with though expanding the training period to one year per governorate.

Engaging the parents was a big challenge for the counselors to multiply the effect and have a comprehensive approach towards the child's life and surrounding environment (including parents, teacher and the children themselves). This project could not overcome this challenge so far; the evaluation team could not meet any of the parents either.

Lessons Learnt

The first lesson learnt from this project is that it's not that difficult to change perceptions. When you make people meet and use good tools to bring them together; exposure to the other can easily melt the differences, especially at younger age groups and religion differences.

However another lesson learnt is you have to target the other relevant groups too, for example valuing the disabled students by a 6th grade student in Tukarem makes a difference but working with the disabled student to realize that there are no negative perceptions about them amongst the other students is a necessity.

The self-assessment tools and process are very important. However having the project team more involved in the design of the tools can yield more relevant results (relevant to the project objectives).

Working through the school counselors increase the outreach and has high potential to transfer the knowledge to the different influencers in a child life (teacher, parent and child).

Success stories:

1. At the institutional /organizational level the project had a major success in introducing the participatory approach where all the different stakeholders are included. Not only to the 12 schools who implemented the project, but also the practices and mentality of the MOE directors. The process was described with much appreciation and sense of ownership by Ms. Khawla Sarhan director at MOE Ramallah;

“ The governorate has 186 schools. We divided them in North, South, Central, and Bir-Zeit. We had a workshop for all 186 schools informing them about the project. The schools went home, discussed, and decided whether to apply to be part of the project. About half of them applied. We excluded the elementary schools. We then selected 12 schools, 3 from each of the 4 areas, in each area a boys, a girls, and a mixed school. We made sure that each school had a counsellor and a teacher who could devote some time to the project.

We had meetings with the schools, facilitated by Dr. Sami Basha. He made sure they wanted to process to be participatory. The department has a policy of reducing violence, so this was the main goal of the project: Safe school environment.

To make sure the self assessment process would be independent; We had a workshop within the MOE – to make sure we would not interfere in the decisions, It was followed up by several meetings by Dr. Sami and the school principals who went back and consulted with the students, teachers, and parents. The principals received the feedback, and Dr. Sami then had a series of field visits, too discuss the challenges, as they were developing the tools, the criteria, the indicators for the assessment of the schools.

When the tools were ready, they started using them, looking for data and needs identification. The results of the needs identification were presented to PBS, especially when financial support was needed.

The teachers and counsellors were comfortable with the tools used by Dr. Sami. Now they have the capacity to assess their needs in a very structured way.

They are proud, feel very special about having that opportunity, and want to push it to the MOE to use in other schools.”

2. At the end beneficiaries level; amongst several short success stories about taking the experience to other family members and replicating the counselors activities and youth groups who were brought together in stations based on their gifts, we selected this story related to valuing difference training activities. One of the counselors documented one of his own success storied using images of what he passed to the school’s students as a result of the training received through the CTPA project and more specifically the flower exercise;

“ A 7th grade student in Tulkarem boys school, students used to make fun of him because he was smelling (his family had a livestock business) and the kid smelled, no one wanted to play with him, after applying what I learnt with his class, see what changed”. He had a photo in his cellphone where the other school students were physically close to him, ”they were playing and laughing together,” the counselor said.

Recommendations

The evaluation team recommends *continuing and expanding* the project while taking into account the following recommendations:

✓ **Having a more strategic targeting strategy to include**

- Expanded geographic coverage /between governorates
- Diversity of targeting channels including other civil society organizations and universities.
- Complementary target groups; including teachers and parents
- Expanding future interventions with the other side groups (e.g; the diasables example from Tulkarem)

✓ **Upgrading the training package and tools to consider**

- Customised activities for the different age groups
- Logical sequencing of the manual activities
- Customise the activities for a 40 min. Session regular school class is 45 min.)

✓ **Expand the children at home targeting tools through:**

- Consider having another TV program with different characters and partnering. another local TV channel (other than the public national channel).
- Upgrading the use of social media to promote principles and ideas.

✓ **Resources allocation including**

- Recruitment of specialised M&E personnel (to enhance the capacities in identifying targets and objectives, baseline data collection, monitoring tools,..)
- Consider adding more support and human resources to follow up and expand the public relations and visibility of the project.
- For better transparency in managing the funds, consider having a procurement committee as part of the procurement practices in the manual.

IV. ANNEXES

A. Terms of reference

B. Team Schedule

C. Detailed Evaluation tools

Annex A Term of Reference:

Terms of Reference: Evaluation of CTPA Project for period of 2013 - 2015

1. Purpose of Evaluation:

The external evaluation is a requirement of the CTPA project. The purpose is:

- to evaluate if the project is reaching its goals as listed in the project document
- to show what lessons are learnt in this process
- to give recommendations for a new phase project
- to document the evaluation results achieved

2. Questions/ problems to be assessed

F. Outcome and impact:

- What is the added value of the project at the local community, families and schools? Do the outcomes achieved contribute effectively/directly to achieving the projected impact of the project?
- Does the project affect the society's ability to resolve conflicts peacefully? If not what might be improved?
- With the reference to project document # 7 'Gender Analysis', what strategies are in place to address gender issues and empowerment of girls and women?/ cross cutting issue throughout the evaluation given that a gender analysis report is already available at the PBS.
- **Which concrete results/outcomes can be reported from the project phase so far? On the target group.**

G. Project relevance:

- Are the project's objectives and activities relevant to national priorities and strategies? If not, what changes can be made in order to ensure that the project activities are more relevant?
- To what extent has the project been able to adjust its program as new/unexpected opportunities and hindrances occur? They were very responsive to the actual needs of the partners, but they need to learn. They need to learn how to say no, realize the limits. Though they did not want to compromise what they achieved in establishing the relation with the ministry. Manage the expectations, we are practicing.
- Was the project responsive to a need identified by the targeted groups / direct beneficiaries?

H. Project sustainability

- At an institutional level; To what extent does the project establish processes, systems and tools that are likely to support a continued implementation of conflict transformation based on valuing differences in the local society in the long term?
- **Assess in what ways the project can be said to be conflict sensitive?**
- At the beneficiaries level; Are there good indications that the participants will be motivated and able to continue the conflict transformation process on their own, after the project period is over?

I. Project Efficiency and Effectiveness

(Note: Look at financial routines)

- Are the project management, structure, **financial routines** and capacities appropriate to ensure quality implementation of the project as planned?
- Were the resources allocated for the project implementation adequate to achieve the planned objectives?

J. Recommendations and lessons learnt

- What are the strengths of the project?
- What are the major challenges for the project?
 - Limitations of human resources that limits their ability to reach out to more groups and expand their targeting.
 - Establishing partnerships that can contribute to the project objectives.
 - The time constraints of the counselors (1 counselor for two schools)
 - Engaging the parents is a huge challenge
 - Strategic targeting of the youth groups
- What are the major lessons learnt from this project so far?
- Were you able to identify model/success stories? Please detail
- What would be your recommendations for a possible next phase of the project

Scope of Project

We would like to have a draft of the evaluation report by March 30, 2015, where PBS will have time to review and give feedback on it. We would like to aim for a final evaluation report by April 7, 2015.

Before Mette leaves the country, there will be a meeting with the team, and if possible also right holders, to present some of the findings and observations in the field work.

3. Evaluation Team

Rasha Salah Eddin
Mette Schmidt

4. Methodology:

In order to respond to the evaluation question above within the planned timeframe (March 2015), following is the proposed methodology:

Stage One: Desk review (can be coordinated remotely by both evaluators)

This stage includes a review of the project documents including:

- 1- The original design of the original design of the project, plans, results frameworks, et
- 2- Progress reports / seasonal or as available
- 3- Any baseline data collected
- 4- National strategies specially those of the ministry of education , PBS strategy , etc
- 5- Project deliverables including training packages, media and promotion material, etc

Stage Two: Tools Development (can be coordinated remotely by the evaluators)

a. Design focus group sessions including:

- 1- Focus groups with selected sampled schools (two schools at most), and shall be designed for the targeted schools stakeholders (in one group) including the school principal, social worker, selected teachers, selected students.
- 2- Community level focus group sessions in selected two communities and including parents, community leaders, etc.

The focus group session shall respond to social impact related questions, satisfaction as well as prospects for future interventions/needs identification and identification of success stories.

b. Design of semi structured interviews:

The team shall agree on pre-set of question to interview the project partners and project team to respond to relevance, effectiveness , sustainability and prospects for future interventions/needs identification.

Stage Three: data collection including:

- Facilitation and reporting on the focus group sessions; prior to Mettes arrival to Palestine.
- Interviews with the selected stakeholders (to be agreed on between Rasha and Mette)

Stage four: Analysis and reporting (while Mette is in Palestine)

Stage	Action	Start Date	End Date	Responsibility
Sateg One: Desk Review	Documents collection and review	March 9th	March 13	Mette and Rasha / project documents to be provided by Project team as soon as possible
Stage Two: Tools Development	Design of 2 types of data collection tools including , , focus group sessions and semi structured interviews	March 16	March 17	Mette and Rasha
Stage Three Data collection	Focus groups	March 18	March 19	Rasha/ to be schedule through the project team
Stage Three Data collection	Semi structured interviews (4 stakeholders + project team)	March 16	March 18	Mette and Rasha/ to be scheduled through the project team
Stage Four: Data analysis	Team analysis	March 19	March 20	Mette and Rasha
Stage five : Reporting	Preparation of initial draft	March 21	March 23	Mette and Rasha
Stage Five	Submission of first draft	March 24	March 30	Mette and Rasha
Final report submission, after feedback from the organization				Mette and Rasha

Annex B – Team Schedule

CTPA Evaluators Field Schedule

Date	Appointment	Location
March 16, 2015 Monday	10:00 – 11:00 Ramallah School Focus Groups (students) 11:00 – 13:00 Ramallah School Focus Groups (rest)	Ministry of Education, Ramallah Branch
March 17, 2015 Tuesday	08:45 Interview with Diana Interview with CTPA Team	Rasha’s office PBS office Ramallah
March 18, 2015 Wednesday	Tul Karem focus group Interview with Bassem Zahran	Ministry of Education Tul Karem
March 19, 2015 Thursday	10:00 Jenin focus group 12:30 Interview with Abd el Minem 13:30 Municipality: Mayor & Abu Bashar 17:00 Focus Group Ramallah	PBS office in Jenin Rasha’s office?
March 20, 2015 Friday	09:00 Interview: Abdel Karim Zeyadeh 10:00 Interview: Muhammad Farraj & Wala Battat (Palestine TV) 11:00 Hama Freij 13:00 Accountant	Grand Park Lobby PBS office JRS
March 21, 2015 Saturday	Team discussion and wrap up	
March 22, 2015 Sunday	09:00 Head of MOE Ramallah Head of Psychology Dept Ramallah – Khawla Sarhan	MOE Ramallah
March 23, 2015 Monday	08:30 – 10:30 Concluding Workshop with Team	PBS office Ramallah

ANNEX C Detailed Tools

1. Focus groups

Focus groups with selected sampled schools (two schools at most), and shall be designd for the targeted schools strakeholders (in one group) including the school principle, social worker, selected teachers, selected students.

Geographic target: Tulkaren governorate schools, Ramallah Governorate schools

Participants in each session: 3 school principles, 3 school social workers/councillors, 3 school teachers and 6 students (Total 15 Participant)

Duration 2hours +1 hour with students

Main discussion points:

- What are the main changes that you observed in the approach of the school councillors during the last year?
- What are the major changes in your life during the last year, those that you can link with new approach the councilors are using, changed in your life, in the various levels, professional, personal, etc.
- How did you feel about the school during the last year, what changed?
- What needs to be changed?
- How we can work together to change it?

Community level focus group sessions in selected two communities and including parents, community leaders, etc.

Geographic target: Jenin, Beitunia

Participants in each session: 5 youth from among trainees and projects contributors, 5 Parents of school students (from among the schools targeted), 5 community leaders (can be social workers from a partner NGO, religious figures who was involved in the projects, etc)

Duration 2-3 hours

Main discussion points:

- What are the major changes in your life and behaviour (or your child) during the last year, those that you can link with the valuing differences trainings the youth and school councilors received ?
- How did you feel about youth involvement and contribution to the committee during the last year, what changed?
- What needs to be changed?
- How we can work together to change it?

(will also be used for documenting some success stories)

2. Interviews questions

Questions for Palestine Broadcast channel

Background

What is the position of PBC in Palestine?

How many viewers do you have?

How did the relationship with PBS come about?

How are you working together on the programs?

Relevance

What is the valuing differences method?

Why is it important?

Describe the content of the programs/segments

What is different about the programs, compared to your other programming?

Effectiveness

Do you think raising awareness about this method will change anything in the Palestinian society?
How/Why?

Do you get any feedback from the audience?

- In general
- For these programs

Sustainability/ Prospects

Is the cooperation continuing?

What have been the main challenges in this cooperation?

What have been the main challenges in this cooperation?

If PBS had not come up with this idea, would /could somebody else have done it?

Questions for MOE

Background

How did the cooperation with PBS come about

What other NGOs are you partnering with?

Relevance

What is the valuing differences method?

Why is it needed?

What makes this project different?

Is the project relevant to national priorities and strategies? How?

Effectiveness

Is the method effective?

Why?

How have the teachers/counsellors trained reacted/responded

What are the changes you see in the schools who have participated?

Sustainability

How will the project impact be sustained, after the project is completed?

Will training in the VD method be part of your curriculum?

If PBS had not done this, would anybody else?

Prospects

What are the strengths of the project?

What has worked really well?

What have been the major challenges?

What are the lessons learnt?

Questions for PBS project team

Background on PBS

Project organisation and relation to other PBS projects

Relevance

What is the valuing differences method?

How and why did you decide to use method?

Were the target groups involved in the decision/planning of the project?

Did you consider the PA national strategies?

How is gender addressed in the project?

The different elements of the project:

- **Schools**

How did you decide to work with schools?

How did the cooperation with MOE come about

In general, are the schools in PA open towards working with conflict transformation?

- **Self assessment of schools in Ramallah**

How is the self assessment related to the VD method/project goals?

Why did you decide to include this element in the project?

- **Youth groups**

Why do you work with youth groups as well as with schools?

What NGOs are you working with? How did the cooperation come about?

- **Media**

Why did you include TV in the project?

How did the relationship with PBC come about?

Effectiveness

How do you teach the VD method?

Why do you think the VD method is efficient?

What is the change you see in the counsellors? Among the students?

What is the change you see in the youth groups?

The beneficiaries have moved from prioritizing Faith & Religion dialogue, to prioritizing Life dialogue. Is this a success? Why?

How vital is the TV part to the success of the program – the change you want to see?

Do you get any feedback on the programs?

- From PBC
- From the viewers?

Sustainability

Will the counsellors teach their colleagues in the VD method?

Do you think VD will become part of curriculum? On national basis?

Prospects

What are the strengths of the project?

What has worked really well?

What have been the major challenges?

What are the lessons learnt?

What is your vision for the future? What is the next step?

Questions for NGO partners

Background

Describe your organisation

Have you partnered with PBS before?

How did the partnership come about?

Relevance

What is the valuing differences method?

Why is it needed?

What makes this project different?

Effectiveness

How do you select the youth to take part in the activities

Describe them (age, gender, etc)

Explain what happens in the activities

Is the method effective?

Why?

What are the changes you see in the youth who have participated?

Sustainability

Are the youth bringing some of their learning back into the organisation/family/community

If PBS had not done this, would anybody else?

Prospects

What are the strengths of the project?

What has worked really well?

What have been the major challenges?

What are the lessons learnt?

