



Junta de Comunidades de
Castilla-La Mancha



Movimiento por la Paz

“JCCLM 09 Program”

Program’s Evaluation



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Acronyms and Definitions

Abbreviation	Definition
GS	Gaza Strip
JCCLM	Junta de Comunidades de Castilla la Mancha
LFA	Logical Framework Analysis
MPDL	The Movement for Peace
OPT	Occupied Palestinian Territory
PCC	Palestinian Counseling Center
Program	"Strengthening of civil society, improvement of the social and economical situation of women and youth and protection of the Human Rights of women and vulnerable groups in the Middle East (Occupied Palestinian Territory)".
Project	One of the 4 implemented projects
TI	Tamer Institute
WATC	Women's Affair Technical Committee

1. Evaluation summary

This document furnishes the result of the evaluation of the program "Strengthening of civil society, improvement of the social and economic situation of women and youth and protection of the Human Rights of women and vulnerable groups in the OPT. The evaluation comes in line with the donor's specified objectives. Look at **annex 1**.

Specifically, the evaluation focused on the work that was implemented by local partners, through various development activities in the OPT: Palestinian Vision –DARNA, Palestinian Counseling Center PCC, Tamer Institute TI, Women's Affair Technical Committee WATC with the support and assistance of the Movement for Peace MPDL.

The objective of the evaluation was to assess the implementation of the projects, consider the impact of the projects and their elements of sustainability investigate the capacity of developing partners and of models and methods of corporation and implementation employed and document the experience gained and lessons learnt.

The findings of the evaluation are divided into four sections based on the projects. Each of the four projects was evaluated based on its relevance, effectiveness, efficiency of the administration, impact and sustainability.

First: Palestinian Vision – DARNA. The results of the discussions indicated a high degree of relevancy of the project in terms of goals setting and relevance to current situation. When comparing the project's goals with the stakeholders' observations we find that DARNA has effectively achieved the objectives of the project within the budget and planned timeframe which also reflects the efficiency of the administration. The impact of this project is incorporated within the knowledge gained by beneficiaries. The sustainability can be found in several areas as the project established three youth centers, future initiatives by beneficiaries and the accomplished awareness which positively influenced the women's participation.

Second: Palestinian Counselling Center. The project is relevant to the goals as it focused on the prevention of early marriage among females through encouraging females to complete their education. PCC managed to fulfill its obligations in an effective manners it had sufficient capacity to perform its proposed role and meet its commitments. The sustainability of the project lie in the hands of the beneficiaries who expressed their willingness act as change agents. The impact will be fully achieved when confidence within individuals, and trust within different genders is maintained.

Third: Tamer Institute. The project is relevant taking into consideration that Tamer Institute is not an educational center rather it is community learning center. Through verification of children, they reported that they have achieved their goals. Tamers project management is smooth and transparent. The project is sustainable to good extend as the libraries will remain to serve others but also the intangible factors like the knowledge gained and behavior change.

Women's Affair Technical Committee –WATC. The project was realistic in focusing on young women. WATC effectively managed the project as the actual work only began after a clear vision was provided. Goals and objectives were identified from the very beginning and they were shared with the beneficiaries. Sustainability of this kind of project is measured through the behavior of the beneficiaries who this case reported that they have already started advocating in their small surrounding societies.

Through working with 4 different parties implementing different projects in WB and GS, JCCLM managed to integrate the work of each project in the context of its general vision and context. Although each project alone doesn't fulfill the general objective of the program the whole program gathering the four projects does.

2. This Report:

This report views the evaluation of the project "Strengthening of civil society, improvement of the social and economical situation of women and youth and protection of the Human Rights of women and vulnerable groups in the Middle East (Occupied Palestinian Territory OPT)". The project was implemented by multi-counterparts under the supervision of the Movement for Peace MDPL.

After going through the objectives and methodology of the evaluation, this report presents the evaluation of each of the four interventions by Dama, Tamer Institute TI, Palestine Counseling Center PCC and Women's Affair Technical Committee WATC. Each was evaluated as per key factor (relevance, effectiveness and efficiency) followed by the recommendations. Overall program evaluation is presented in the last chapter.

2.1. Evaluation Objectives:

- a. Assess the implementation of the project with a view of weighing to what extent the project has achieved its objectives in relation to its set outputs and identified indicators. Focus on the attained results on the sector at large and on the direct beneficiaries.
- b. Consider the impact of the project and its elements of sustainability. Reassess the risks and employed means of mitigating them.
- c. Investigate the capacity of developing partners and of models and methods of corporation and implementation employed.
- d. Document the experience gained and lessons learnt while identifying and advising on potential areas of improvement.

2.2. Methodology:

COE's methodology is based on the participatory approach. Our participatory evaluations share several characteristics. These include:

- *Participant focus and ownership.* Our approach is primarily oriented to the information needs of program stakeholders.
- *Scope of participation.* Full array of stakeholders.
- *Participant negotiations.* We will organize meetings for participating groups to communicate and negotiate to reach a consensus on evaluation findings, solve problems, and present recommendations to improve performance.
- *Diversity of views.* Views of all participants are sought and recognized.
- *Learning process.* The process is a learning experience for participants. Emphasis is on identifying lessons learned that will help participants improve program implementation, as well as on assessing whether targets were achieved or not.

The evaluation passed through the following steps:

- 1- Desk Review of all related documents
- 2- Individual interviews and meetings with key informants
- 3- Focus group meetings with stakeholders
- 4- Briefings from MPDL Staff and other relevant stakeholders.
- 5- Review of other relevant literature.

The detailed action plan can be viewed in **annex (2)**

3. Program Description:

This section presents the program's background; projects' stakeholders, portrays the projects' actors and relationships.

3.1. Background:

This program is part of an agreement of action to strengthen civil society in the Middle East (OPT, Lebanon and Jordan) funded by the Spanish Agency for International Development Cooperation AECID for the period 2007-2011 and including the implementation of 12 development actions.

The program arose from the need to reduce levels of poverty and vulnerability in the region by creating an approach based on human rights. Assuming that the decrease in poverty levels is inevitably linked to the defense and promotion of human rights and an active civil society, the Program focuses on the most vulnerable groups and seeks to provide the tools and knowledge necessary for them to become agents of change, while creating "spaces" and political, social and economic resources for an independent action that can improve the quality of life.

This program presented to the Junta de Comunidades de Castilla La Mancha (Spanish regional donor) focuses on vulnerable population and in particular, on Youth and Women. Actions to achieve the planned objectives focus on strengthening civil society, training and empowerment of women as essential elements of all interventions. These actions will complement the Program, providing both further geographical extent and increasing the number of interventions and beneficiaries, as well as the full realization of activities and results that require co-financing support from the beginning of the terms of the Program.

Specifically, this program aims to complement and expand the work that is being implemented by local partners, through various development activities in the OPT: Palestinian Vision –DARNA, Palestinian Counseling Center PCC, Tamer Institute TI, Women's Affair Technical Committee WATC with the support and assistance of the Movement for Peace (MPDL)

3.2. Program Base Corners:

This section presents the program's main stakeholders along with their projects. The four implemented projects are interrelated. Though the target group for each project and implementation criteria vary; the four projects share the same overall objective underlined by JCCLM and MPDL.

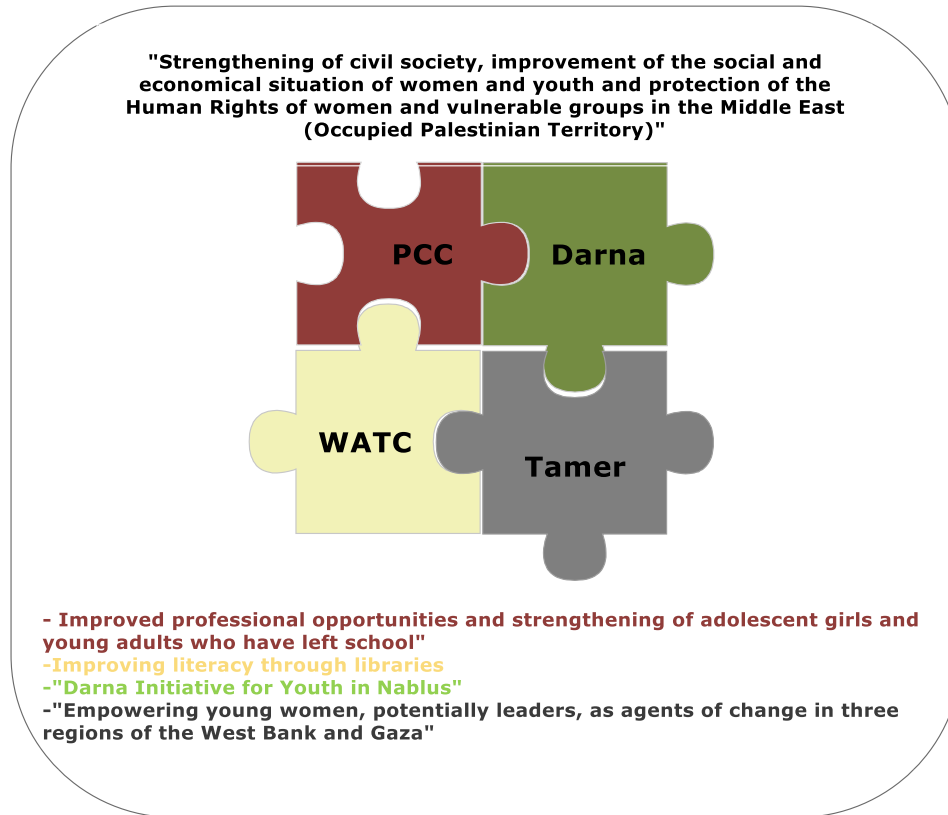


Figure 1

The Movement for Peace (MPDL):

MPDL is a Spanish organization founded in 1983, working in over 30 countries in the areas of Development and Humanitarian Aid. MPDL working in Palestine since 1994, when implemented the first project in the West Bank. M PDL spread to Gaza in 2002. Since then, MPDL has worked in most of the Occupied Palestinian Territory, implementing projects directly or in cooperation with local counterparts, particularly in the areas of Youth, Health / Disability and Gender / Institutional Strengthening

Palestinian Vision –DARNA

Palestinian vision is a non-profit youth organization that works towards activating and strengthening Palestinian youth in general, and youth Jerusalemites in particular, through awareness, mentoring (guidance) and capacity building programs which aim to reinforce their belonging and national identity and to encourage them to participate, volunteer and be proactive in fulfilling their own dreams and aspirations. "Towards a dynamic, proactive Palestinian youth, capable of reinforcing its identity, belonging and active role in Palestine!"¹

Palestinian Counseling Center (PCC)

The Palestinian Counseling Center (PCC) was established in Jerusalem by a group of psychologists, sociologists, and educational experts in 1983. The Center was established to work on developing and improving mental health concepts and services in Palestine.

¹ <http://www.palvision.ps/static.php?lang=1&id=7>

Work at the Center started out on a voluntary basis through raising awareness in school to the importance of counseling and the importance of working with children exposed to physical and political violence. At that time, mental health services were restricted to psychiatric treatment for mental disorders at mental health hospitals such as the hospital in Bethlehem, in addition to private clinics that were operated by psychiatrists. Treatment methods used were limited to bio-medical treatment, i.e., medication and electric shocks as well as behavioral therapy.

Tamer Institute (TI)

TI is an educational non-governmental non-profit organization established in 1989 who is the main actor and implementer of the project “Developing the Children Literature”. TI’s role was to assess the main problem, design the project and implement it by coordinating the roles of the other actors in the project.

Women's Affair Technical Committee (WATC)

The Women’s Affairs Technical Committee was founded in Jerusalem in 1992 as one of the technical teams formed to support the peace negotiations. In addition, it was intended to be part of the organization and infrastructure building of a future Palestinian state, to integrate gender into all preparatory work in support of the peace process, and to build state institutions in a manner that would fulfill the Declaration of Independence (1988) which affirms the principle of equality among Palestinians regardless of sex, religion or race.

The Following sections represent the evaluation findings for each of the four counterparts separately followed by an overall evaluation for the program:

First: Palestinian Vision - DARNA:

This section presents the project's background; project's stakeholders, portrays the project's actors and relationships.

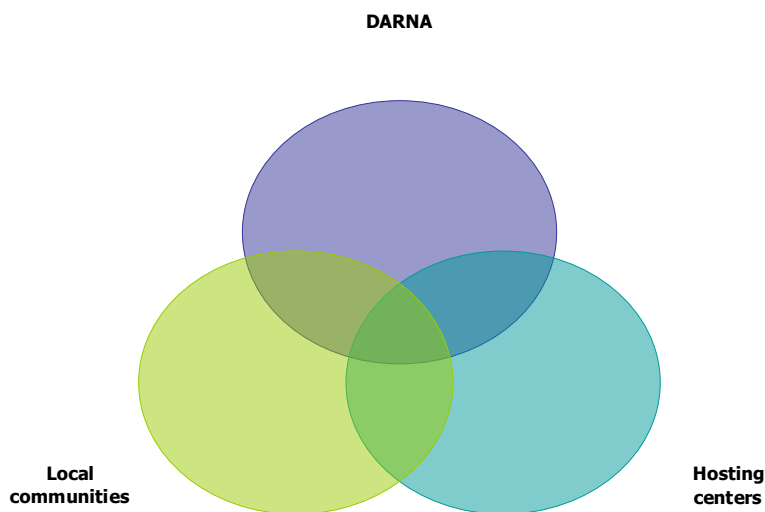
1.1. Background:

Capacity building of rural associations initiatives in Nablus governorate (Madama, Qaryout and Qousseen) for the goal of "Strengthening of civil society, improvement of the social and economic situation of women and youth and protection of the Human Rights of women and vulnerable groups in the Middle East (Occupied Palestinian Territory)" is the headline for this project which was implemented by Palestinian-Vision DARNA.

The purpose of this project is to increase the social and cultural participation of Palestinian Youth in three rural areas of Nablus District (Madama, Qoussin and Qaryout) through the provision of social and cultural resources. Under an agreement funded by the AECID, three youth centers have been created, strategically located in areas with difficult access to these resources and where young people lacked opportunities and initiatives to enable them to participate actively in their communities. The three centers are located on the outskirts of Nablus city, in towns and rural areas separated by checkpoints and subjected to regular closures imposed by Israeli occupation forces, which prevent Youth access to universities, colleges and youth centers located in the city of Nablus. For Qoussin is particularly relevant because in addition to being isolated by three checkpoints, it is also surrounded by two settlements, implying that Israeli security forces often impose curfews and closures before any symptom of political instability. Madama and Qaryout present similar conditions.

1.2. Project Stakeholders:

The following graph s the project's stakeholders.



1.3. Findings:

This section presents the findings of DARNA project evaluation versus five key factors: relevance, effectiveness, efficiency, Impact and sustainability. Under each of these factors, the report underlines the major discussion points then compares them with the observations and findings.

1.3.1. Relevance:

The project's relevance was assessed by discussing the problem solved and the target group geographical and political differences. The results of the discussions indicated a high degree of relevancy of the project in terms of goals setting and relevance to current situation.

i. Problem solved by the project:

- Youth in marginalized areas put up with plenty of spare time. Females find it hard to visit Nablus city for a cause. They consume much of their time, money and energy as they have to transport for 30-60 minutes assuming transportations were available all the time.
- Lack of social, educational and cultural activities in most of Palestinian remote areas.
- Energy in youth isn't invested by any suitable means

The above mentioned problems represent the current situation in general. The Palestinian youth live everyday under severe stress when crossing borders and checkpoints, and when hearing depressing news. Another source of stress is found by the restrictions families impose on their children and especially girls. Families think believe that staying at home keep their children safe. Youths activities became so limited to the "necessary" which is merely school and work most probably. This attitude in its turn buried a lot of energy underlying in youth which according to psychologists "compile a risk of being transformed into another shape if kept within the youth without investing in a proper way".

This project provided the youth with the space to rebel on the passive behavior and start working to improve themselves and their surroundings rather than sticking to their prescheduled agendas imposed by the circumstances, for example; "we used to go to school, play around and do nothing else, now we have the facility to learn and to organize our own activities" A young beneficiary said. Another young girl "Qaryout's coordinator" said: "because of the curfew we have most of the time and because of the checkpoints we had no chance to organize any activities, now that we have this facility open we dare to come up with, discuss and implement some creative ideas, we even started to teach children and help them in their school work at Qaryout's centre".

During the life time of this project, practical and logistical issues were dealt with. Indeed, the financial component -which was discussed deeply- is an important aspect overcome by this project. Beneficiaries reported that working in a dynamic environment implies additional cost that families don't consider as a priority. The project tackled this problem carefully by bringing the activities as close to the beneficiaries as possible. By doing so, the families concerns were minimized and allowed relatively free movement for the youth – specifically girls-

Target Group, Geographical and political differences:

- The project was realistic in focusing on a segment of the society that needed lots of attention which are the marginalized youth.
- Selecting three working areas, helped in targeting good number of beneficiaries, taking into consideration that beneficiaries did not only include people from the selected areas but also from the surrounding areas.
- Gender differences were highly considered despite of the challenges faced at the beginning. Some of the female beneficiaries reported that they had major difficulties persuading their families with the idea at the beginning. After attending sessions with the coordinators who explained the project, the families started interacting with the project and had more flexibility with regards to the female participation. The percentage of participating females which approached 59% from the total number of beneficiaries (2639) indicates that choosing the target group was practical and confirming gender equality, even in the focus group meetings girls formed majority.

1.3.2. Effectiveness:

When comparing the project’s goals with the stakeholders’ observations we find that DARNA has effectively achieved the objectives of the project within the budget and planned timeframe. This opinion is based on the results level as it is hard at this point to measure the outcome or the impact of the project. Our conclusion was based on Log frame analysis:

Table 1

	DESCRIPTION	INDICATORS	Evaluator’s Comments
RESULTS	R.1: The young volunteers in Darna centers in Madama, Quseen and Qaryout have increased their active participation in their communities through the development of their capacities, providing services and supporting youth organizations.	<p>R1.I1: 30 young volunteers in the Darna centers in Madama, Quseen and Qaryout have been trained in subjects identified as interesting to be trainers of young people belonging to youth organizations.</p> <p>R1.I2: Young volunteers from Nablus and its surroundings have organized and coordinated 2 cultural events.</p> <p>R1.I3: Young volunteers from Nablus and its surroundings have organized and coordinated 2 sports events.</p>	<ul style="list-style-type: none"> • International Computer Driving License (ICDL) • 74 hours – 16 beneficiaries • Communicative Skills and English • 57 hours – 16 beneficiaries • Project Cycle Management • 77 hours – 15 beneficiaries • A fortnight of Cultural and Sportive events was organized in the 3 villages during the second part of January 2010. The fortnight gathered a total of 257 participants and around 300 visitors. • A final event was finally planned and implemented on the 16th of September 2010. It gathered more than 100 guests
	R.2: The leaders of youth associations in Nablus and its surroundings have	R2.I1: 300 young people participating in youth organizations (workers, members, and volunteers)	<ul style="list-style-type: none"> • 391 young people participated to Youth to Youth trainings, including 329 between May and September 2010. • English: 81 sessions – 142 beneficiaries

	increased their capacity to plan, implement and coordinate activities.	of Nablus and its surroundings have been trained in subject identified as interesting.	(including 67 men and 75 women) • ICDL: 97 sessions – 210 beneficiaries (including 84 men and 126 women) • PCM: 16 sessions – 39 beneficiaries (including 12 men and 27 women)
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1.3.3. Efficiency and administration

i. Work flow and processes:

During the focus group and individual meetings, it was clear that beneficiaries were comfortable with the way the work was done in general, when we proposed this question: “how could this project been implemented for better efficiency?” the answers were mostly about time expansion but nobody raised a debate-worthy comment. This finding is supported by the following practices by DARNA.

- The Actual work began after providing a clear vision. Goals and objectives were identified from the very beginning and they were shared with the beneficiaries.
- Training sessions and activities were decided employing a participatory approach.
- Decision making was mostly bottom-up oriented. Beneficiaries from the three working areas participated in continuous meetings. Different suggestions were generated and developed. The suggestions were discussed with the administration through the coordinators.
- Needs assessment was conducted at the initiation phase through open discussions in focus groups. However a written questionnaire could have been used to improve the efficiency and document the results.
- Problem solving was managed pragmatically. Amendments were made to get aligned with the cultural environment. This was revealed by the initiative which was taken by the working team in Qaryout where a male coordinator was assigned the mission of coordination for a group of mostly girls. Apparently this caused some drops in the number of female beneficiaries. Based on that a suggestion was raised to split the coordination responsibilities with a female coordinator. The solution was discussed, approved and extended to the three working areas in a very professional manner.
- Meetings and time issue were managed in coordination with the beneficiaries.
- The quantities of the equipments which were purchased and distributed to the 3 centers, varied in size and amount. The variances were related to the actual needs. DARNA provided the centers with equipments in a considerate manner. An example was DARNA’s decision to devote more Personal Computers PCs to Qouseen Center based on the actual comparative need.
- Flexibility was obvious in the implementation phase. This was viewed through setting specialization for different centers. In Madama and Qaryout the specialization was in education, while gender issues were discussed thoroughly in Qouseen.
- Communication on different levels was appreciated during the project. The experience of each center was shared with other centers. Benefit is maximized.
- Beneficiaries reported that networking, meeting people from different centers added so much to their knowledge database; a young girl reported “ Even after this project ends we’ll still work on visiting each other and organize social events because what we learn from each other about simply dealing with daily problems is worth it” on the other hand the main project representative said:” we learnt more about the differences between people and we tried to deal with each area according to the believes, customs and traditions of its people” .

ii. Selecting Partners and beneficiaries:

- **Beneficiaries:** Beneficiaries' selection was not a controlled process. It varied according to the type of beneficiaries. Participants in the sport activities were chosen after an announcement published in newspapers. Selection was mainly based on the registry order.

It may be concluded that the important factor of such activities was not the tournament or the sport itself; rather it was more about the social gathering and correspondence. On the other hand cultural activities should have been given a slightly more attention in the selection process, and clear criteria would have certainly helped maintaining transparency.

- **Partners and hosting centers:** DARNA had to choose 3 hosting centers to conduct its activities in and provide them with stationery and some equipment to allow those hosting centers to provide services for the local community members. The selection process was not based on a certain selection criteria; it was depending on the assessment of earlier collaboration and real-time testing for those hosting centers. The selection also took into consideration the availability in the chosen rural areas.

iii. Monitoring and Evaluation:

Monitoring from DARNA's side was done through:

- Direct participation was mainly the monitoring method considered by DARNA.
- Internal meetings were conducted on weekly basis. A weekly internal report was prepared.
- Meeting for the three centers was conducted on monthly basis. Monthly report was prepared accordingly. The reporting and monitoring focused on the activities, the numbers of attendees to the events and sessions, the differences between the three working areas...

1.3.4. Impact:

This part of the report sheds light on the project's impact. The following points were raised during the focus groups and individual meetings arranged with stakeholders and beneficiaries:

- New knowledge was added to many beneficiaries, this was basically revealed through the preparation of the cultural and sports events, many beneficiaries learnt how to use computers and internet.
- Some of the female beneficiaries learnt how to produce art work. This could help them to be more self dependant financially.
- Women and other citizens became aware of gender issues; for example a few young women hesitated and didn't intend to be a part of the project, a session was conducted to explain the project and the role that women shall take in it, a discussion was made between the young woman and her family, when she was able to convince them.
- The concept of having social activities was introduced to the people who will start to conduct their own activities.
- Good, polite behavior has been encouraged by the "Ms. School, Mr. School" competition, according to the coordinators: "the school teachers noticed a big change in the behavior of the kids after the competition and asked DARNA to conduct this event on yearly basis for all schools".

1.3.5. Sustainability

The project sustainability can be found in several areas like:

- Establishment of three youth centers served as a base of support for local youth organizations. That develops and / or enhances the organizational capacities in the implementation and coordination of their activities.
- The knowledge the participants gained enables them to reinvest in future generations.

- The social awareness is a basic step towards improving living conditions of the civil society in the OPT. Social awareness was improved through promotion of the rights, education, and equality of opportunity. In addition to social integration of women, youth and other vulnerable groups.

1.3.6. Recommendations

Relevance:

- Expanding Target group in terms of numbers, 47 benefited from training of trainers and 391 from youth to youth training in addition 2201 from cultural and sports activities.
- Expanding target group geographically, - the past phase covered 3 work areas- . This will enable further networking and mixing different types of people. This will lead to further sharing and exposure of different customs and traditions.
- Investing in the experience of parents and students who participated in earlier stages for promoting the project's idea; for example they can organize and lead sessions to propose the project, they can also repeat the youth to youth trainings by getting support from municipalities or any other facilities after presenting some success story.

Efficiency and administration:

- Setting defined criteria for the selection process.
- Defining the risks more thoroughly and examine all possibilities before starting the implementation phase.
- Conducting pre-scheduled awareness campaigns to allow other contributions.

Sustainability:

- Encouraging the work of women through promotion of their products.
- Taking symbolic fees in return for the services provided by the hosting centers.
- Encourage networking between beneficiaries and other society members on a basis that allows them to reinvest their gained knowledge.

Second: Palestinian Counseling Center:

This section presents the project background; project's stakeholders, portrays the project's actors and relationships.

.1. Background:

This intervention is aimed at-risk youth in Nablus. The young participants are aged between 12 and 18 and the main objective is the reduction of dropout and early marriage. This is a preventive intervention that addresses the problem with a predominantly socio-economic perspective. The young participants in the project fall into three basic risk groups:

- Young people identified as likely to drop out.
- Young people aged 12-18 years according to Palestinian Ministry of Education MOE who have left school last year.
- Young people aged 16-18 who have left school and got married.

The intervention cycle is completed by a year working with a group of 40 young people who have been selected because they belong to one of these risk groups mentioned. This screening is done with the guidance and support of the Palestinian Ministry of Education as well as public schools and tutors for

each class, which are derived youth to the program. The ultimate goal of all this is to reduce the vulnerability to which they are exposed. Regular activity includes follow-up visits at home to involve families of young people, weekly group meetings, training PCC staff (psychologists, social workers and counselors), talks and lectures for families, and awareness campaigns targeting the general community.

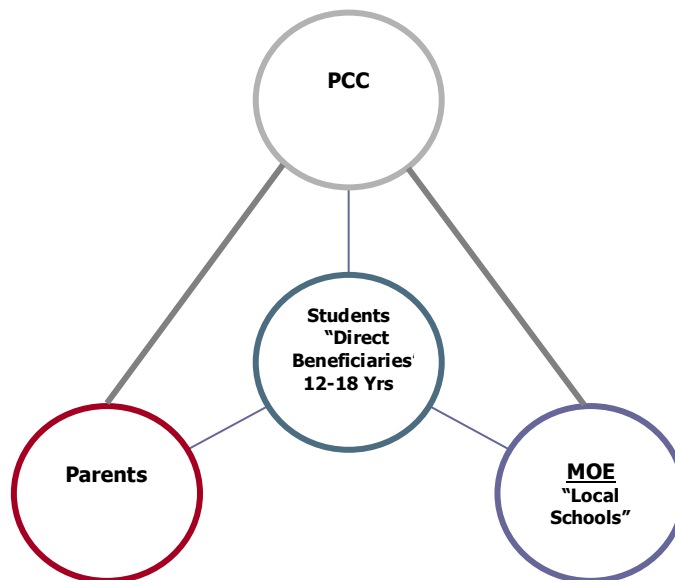
During the summer months, activity is concentrated in the implementation of summer camps with educational content and psychosocial support activities.

With this funding, JCCLM was willing to give a necessary continuity and an extension to these areas of intervention. In this way, it continued with the weekly meetings of the group of 40 young people will follow-up home visits aimed at providing more individual attention and the dual objective of supporting the family and involve them in the audit process. Also, as part of the dynamics of working with families, will be continued training courses and talks for families. In this framework will cover topics such as communication interfamilial, growth stages of children, violent behavior, and sex education and, in general, those items that provide a better understanding of adolescence.

Awareness campaigns are a dimension of performance for the community and aims to provide a general understanding to families on issues of psychology and mental health, adolescent behavior, stages of development, etc. JCCLM's contribution will promote the broadcast of six spots on radio station "Al Ajyal", one of the most popular in Palestine. The program aims to break with the more general topics in the conception of what mental health is to avoid alienating and discriminatory attitudes based on ignorance. Finally, within the program of public awareness campaigns and also as a contribution of JCCLM, 3,000 copies of a brief training on mental health information pack will be distributed in Ramallah, Jerusalem and Nablus.

2. Project Stakeholders:

This section presents the project's main stakeholders along with their roles and relations. The following graph summarizes the project's actors and the relations between them.



.3. Findings:

This section presents the findings of PCC evaluation in terms of capacity and capabilities in the first part and the project evaluation versus four key factors: relevance, effectiveness, and efficiency. Under each of these factors, the report underlines the major discussion points then compares them with observations and findings.

.3.1. Relevance:

i. Problem solved by the project:

- Early marriage is an important issue facing young women in Palestine. Although most countries in the Middle East and North Africa (MENA) are experiencing an increase in the age at marriage, early marriage in Palestine continues to be relatively high. About one in 10 Palestinian women ages 15 to 19 is married².
- This project focuses on the prevention of early marriage among females through encouraging females to complete their education, and by improving their life skills, and helping them make their own, informed decisions in life.
- School dropout in Palestine is considered a critical issue. A study in this area reported that 8.28% of females and 4.31% of males left school at the secondary level for the academic year 97-98 In another study found that dropout rates overall education to young people from the age of (10-24) years in the Palestinian territories for males stood at 23% of the total males in this category. Amounted to females in the same age group, 21.9% and the results indicate that the dropout rates in the West Bank and Gaza Strip are, 24.7%, 18.6%, respectively.³
a huge debate regarding the above two problems goes back to financial issues, psychological problems within the young and namely lack of awareness among parents. This is why this project is tickling critical sides of the problem and participating in the overall improvement of psychological health for youth especially girls.

ii. Geographical, gender and political differences:

- Inequality in Palestine is a major issue. As a result of the dominating patriarchal culture in which Palestinians live, males and females in Palestine are not encouraged to participate in mixed group activities. However, PCC's philosophy is to change perceptions of youth towards the opposite gender by exposing them to mixed group activities. In fact, the results of post-tests indicate that, as a result of PCCs intervention with youth, 78.4% of males have improved attitudes towards females, and 86.5% of females have improved attitudes towards males.

.3.2. Effectiveness:

i. Achieved objectives and number of beneficiaries:

Tracking the project's Log Frame, it can be tracked that PCC managed to fulfill its obligations in an effective manner.

² MARRIAGE PATTERNS IN PALESTINE __ Yara Jarallah

³ Youth issue – Dr. Talal Abu Afifah

	DESCRIPTION	INDICATORS	Outcome
RESULTS	R1: Social and academic problems decreased and the mechanisms to fight them of 40 young people at risk in Nablus strengthened	R1: 50 youth have gained various life skills that have enabled them to deal with social and academic problems	<ul style="list-style-type: none"> • Youth participated in 45 sessions • 37 youth filled out questionnaires to measure the level of improvement in their behavior, • Parents participated in 10 discussion sessions • 5 home visits were conducted • Individual consultations were provided to parents and youth engaged in the program • The Ministry of Education approved PCC's implementation of the program with youth from public schools
	R2: PCC capacity to plan and develop activities for 40 youth people at risk in Nablus increased	R2: PCC employees have participated in training and supervision activities that have improved their capacity to work with 50 young people in Nablus	<ul style="list-style-type: none"> • Parents participated in two workshops on family violence and the integration of youth in community organizations
	R4: Awareness increased in the community regarding the population with mental health problems in Nablus	R4: Community members participate in workshops that raise their awareness on mental health issues	<ul style="list-style-type: none"> • 5 awareness raising campaigns were conducted, one in Jerusalem and four in Nablus and the surrounding areas • Banners, stickers, bags and brochures were published in support of the awareness raising campaigns, specifically for the campaign in Sabastya and the end-of project awareness raising campaign with parents. • Community activities were organized for youth • Recreational activities, including open days, and joint activities between parents and children were organized • An end of project workshop was organized for youth to assess the impact of the project on youth's lives, and to discuss recommendations for future programming with youth

.3.3. Efficiency and administration

i. Work flow and processes:

- Based on the discussions with different parties, it can be concluded that needs of target group were reflected in the objectives.

- PCC had sufficient capacity to perform its proposed role and meet its commitments. Project management staff has had sufficient opportunity to familiarize themselves with the project through visits to the project site and discussions.
- Stakeholders, target group had been clearly defined and their selection was a great step specially parents whose participation was of great value for both themselves and their children. It was important to keep the follow up and care in home.
- Although PCC has collaborated with MOE in its implementation phase it was not easy to get full collaboration from their side. On the contrary some schools formed stumbling blocks for the project as they refused discussions and they threw the responsibility on PCC for encouraging the students. This is considered a good indicator for PCC indicating that they have transformed the students from passive entities into effective change agents. However the efficiency could totally be improved if a more solid communication and collaboration base was established between MOE and PCC.
- Decision making was considerate for the needs of parents and students in terms of schedules, activities and planning.
- PCC made use of its former studies and knowledge of students needs. PCC employed its experience in developing/accessing questionnaires and other forms that were used within the scope of this project for selection, monitoring and evaluation purposes.
- Working in mixed group was a challenging situation for PCC. Several parents reported through the focus groups that they would not allow their daughters to participate in this project, but they have no trouble at all allowing their sons to. This had been a debate PCC had to deal with during the project's duration, and the effect of this appears when comparing the numbers of boys and girls who participated in this project, were the girls form one third of the whole participants. However PCC's approach which included meetings and discussions with parents to increase their awareness played a positive role in convincing some parents. This can be proved through the remarks of the parents and even the students who said "we used to think differently of the opposite sex but now we can understand the other side".

ii. Selecting Partners and beneficiaries:

- PCC uses clear selection criteria that parents and students seem to be satisfied with. The process mainly starts by consultations with schools counselors – if they exist- to help PCC in defining the most vulnerable students who are more likely to drop out of school. The drop out takes place either because of early marriage or for having problems in the education. Some schools used other criteria which implied announcing the project and asking for nominations. Of course this made it easier for students to join, in both cases the beneficiaries (students) were not fully aware of the original problem that the project is targeting. Apparently this had no effect on the short term outcomes, and nevertheless it does on the long term.
- Having parents as direct beneficiaries proved to be a wise decision as they complemented the whole learning experience.

iii. Monitoring and Evaluation:

- PCC managed to implement its own monitoring and evaluation methods that demonstrated their efficiency. Starting from the forms which were filled by the parents, students and schools, moving to the field home visits and ending up with the establishment of concrete relationships with parents who reported directly to PCC about any developments.
- PCC was part of the events not just an organizer or coordinator but monitored the status of its beneficiaries by direct observations.

- Concepts, needs and plans were continuously examined and aligned through “program meetings” and department meetings”.
- Reporting and assessment were done by PCC based on their own procedures. Apparently the analysis and assessment criteria weren’t shared clearly with MPDL, which might have complicated the situation in spite of doing the work.

.3.4. Sustainability:

- Separating the duration of JCCLM fund; the project can’t be totally sustainable, as it sounds a bit hard to measure the impact in such a short duration. Yet taking into consideration the older age of this program clarifies things better especially after conducting the 2-days workshop in Jericho in which the impact among the last five years was discussed.
- The beneficiaries who participated in this and earlier periods expressed their willingness to take a more sophisticated level where they start giving to others which means they are being change agents.
- The relationship, experience and studies conducted during this project can be referenced in the future as indicators for further actions or fund raising.

.3.5. Impact:

In addition to the direct outcomes specified in the log-frame the following points expose some of the long-term impact of the project:

- Increasing the capacity of networking with community organizations in order to link youth with their communities, and to encourage their active participation in community work. The youth said “they are now able to be more effective, to suggest, discuss and implement their ideas with the help and support of other community members.
- Raising the awareness of the students of their capabilities and role in the society which makes them act in a positive way. One of the students reported: “ *after we finished this project I joined another like project because I felt I still have energy and I can give more*”
- Increasing confidence within individuals, and trust within different genders. One girl reported: “*When I first joined the project I was thinking of boys as a different creatures, but now I trust they are just like us and I know they are dependable*”

.3.6. Recommendations

Following are some recommendations, raised as a result of the discussions in the focus groups and individual meetings, which serve in improving the five aspects mentioned above:

Relevance:

- Expanding Target group in terms of numbers as 50 benefited from this phase.
- Expanding target group geographically; to enable further networking and mixing different types of people so that experience can be deeply transformed and different customs and traditions examined.
- Concentrating on females, and conducting further awareness campaigns to encourage their participation through schools, or even by direct contact with parents and families in the local societies.
- Investing the experience of parents and students who participated in earlier stages for promoting the project’s idea. ; for example they can organize and lead sessions to propose the project, they can also repeat the youth to youth trainings by getting support from municipalities or any other facilities after presenting some success story. (in the focus groups a former participant set a great example as he

said “ I’m now studying at the university, I’m working, and I can’t wait to payback for this project which saved from leaving school and going to unknown destiny” his participation helped those new participants and encouraged them way further than hearing the story from the trainers or coordinators)

Objectives and Effectiveness:

- Setting a clearer vision of the objectives
- Sharing the original log frame with wider variety of stakeholders who might benefit the project.
- Increasing the level of the project’s intervention.

Efficiency and administration:

- Define clear communication criteria within different counterparts in the project.
- Guarantee full understanding of the project’s vision and mission prior to filling the application.
- Set out agreements and terms of reference with other partners and counterparts (especially MOE)
- Intense communications with the monitoring agency to make sure of the presence of common understanding.

Sustainability:

- Develop a plan for the beneficiaries to integrate in further activities lead by them for beneficiaries who are younger than them.
- Document the current experience to keep it as reference for future projects.

Third: Tamer Institute:

This section presents the project background; project’s stakeholders, portrays the project’s actors and relationships.

.1. Background:

Within the Convenio funded by the AECID, Tamer and MPDL have directed their efforts to improve the quality of children's libraries of Nablus and Hebron. In the first phase various activities and workshops were carried out in ten libraries in Hebron, providing them with books and other educational resources. Subsequently, the activity moved to Nablus and surrounding villages, focusing on strengthening further ten community libraries through workshops and activities with children and mothers, provision of books and an assessment of the specific educational needs in the area. The strategy includes training for librarians (classification, indexing and animation), joint workshops between children, librarians and mothers and providing books and educational materials for libraries. Libraries are chosen according to their geographical location and always promoting those that are located in communities with a greater degree of vulnerability In Nablus, for example, those libraries located in the Old City of Nablus (the brunt of the Israeli-Palestinian conflict and curfews), in refugee camps (high population density and few community services) and in communities and villages near Nablus with little access to the city have been given priority.

This funding from JCCLM was requested to support the third phase of collaboration between Tamer MPDL and, on this occasion, the funds will be invested in Gaza, as planned from the project's inception and now even with the greatest need due to recent events in the Strip. The activities planned for Gaza

mostly comprise an implementation of the activities that have already been done before in Hebron and Nablus as explained above. But this time, it will require greater resources due to the recent destruction of infrastructure, materials and equipment Gaza. Therefore, the requested funding will be directed to support these emerging needs. Thus, in the framework of activities carried out in Gaza to be supported by the JCCLM, 10 libraries were selected from the Strip, located especially in Northern Gaza (but also some in the South and Center).

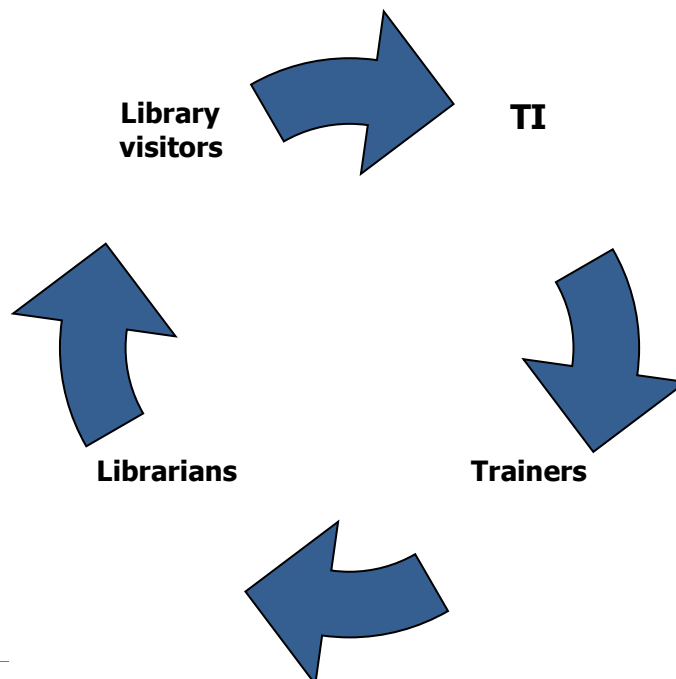
Following the strategic lines of Tamer, libraries have been selected taking into account patterns of vulnerability of the area, such as refugee camps and overcrowded and impoverished areas and being able to benefit as many participants as possible.

The process of restoration includes the repair and equipping of spaces of games, buying basic furniture in some of the libraries (tables, chairs, etc.) and other basic equipment such as computers, photocopiers, enabling them to provide with a suitable array of services to users. The distribution of this aid in rehabilitation is not proportional libraries but is based on a prior analysis of needs to fit the specific needs of each school. Rehabilitation activities include the purchase of books, children's literature adapted to the interests of children with different ages and expectations, which aims to make reading an enjoyable and interesting habit. Tamer is a pioneer in publishing children's literature with compelling formats that foster imagination in a didactic and provide an alternative to the violence to which child population in the Gaza Strip is exposed due to the sociopolitical context.

The events that occurred have also triggered a high level of frustration in children, many of them with clear symptoms of post-traumatic stress. The stress-reduction will be a main goal, to be reached through regular activities like workshops and activities guided by professionals in safe spaces, like painting workshops, evenings of storytelling, music, performance of plays, puppet making, creative writing and artistic expression, etc.

.2. Project Stakeholders:

This section presents the project's main stakeholders along with their roles and relations. The following graph summarizes the project's actors and the relations between them.



.3. Findings:

This chapter presents the findings of TI versus five key factors: relevance, effectiveness, efficiency, Impact and sustainability. Under each of these factors, the report underlines the major discussion points then compares it with our observations and findings.

.3.1. Relevance:

- The problems solved by the project were discussed with librarians, children and parent and they indicate high relevance of the project as according to a parent this was the only chance for some to do non-curriculum activity, another lady said: *“I think that the project has realistic objectives which varies the number of children Bureij 10 000 children attending one library in the region “*

From children’s point of view the following problems were discussed

- Difficulty of reading and writing in school, leading to low academic achievement.
- Difficulty to accept the engagement with the opposite sex in the same activities.
- Some of the behaviors and negative practices in some children, such as failing to maintain the environment, lack of respect for others.
- Isolation experienced by people with special needs special educational and recreational activities outside of school
- Not a love of reading and an aversion to the book and lack of appreciation of its value
- Inability to self-expression
- Lack of attention to the talents of children, discovery and development

On the other hand librarians from different associations reported that the main problems that the project helped with were:

- Lack of library furniture and books
- The weakness of the relationship between the community and the library
- Difficult for children to stories and books
- Lack of cooperation and coordination between the school and the institution
- Refusing the idea of mixing between the sexes by local committees.

In conclusion the pragmatism of the project can be amounted to 95%, based on the needs the community has since the project has contributed in providing the community with books that meet the needs of children and parents cannot provide or purchase and this contributed to the publication of books in general as the project is the first project of its kind implemented in the region and this explains the strong turnout of people and children to the library and those who are still reluctant so far.

.3.2. Effectiveness:

i. Achieved objectives and number of beneficiaries:

	DESCRIPTION	INDICATORS	Outcome
RESULTS	R.1: 10 libraries rehabilitated and provided with books for children and young people.	R1.I1: 10 libraries rehabilitated in Gaza. R1.I2: 10 libraries provided with resources for children and young people in Gaza.	- Improved skills and capacities of librarians, after receiving trainings and working with children in workshops. - Encouraged participation among children in attending the activities inside libraries. -

			<ul style="list-style-type: none"> - Formed 10 "friends of library" groups at each of the ten libraries consisted from children who are always interested in attending libraries and participating in activities. - The 10 libraries are supplied with their needs of furniture, electronics, and book the thing that contributed in providing a well-equipped and comfortable place for children.
	<p>R.2: Reading habits promoted and developed among 4,000 children and young people in Gaza through the participation in activities in the local libraries.</p>	<p>R2.I1: At least 2 monthly activities performed in 10 libraries in Gaza at the end of the project. R2.I2: 4.000 children and young people go to 10 libraries in Gaza during the Project implementation. R3.I3: The attendance to 10 libraries and to the performed activities increased in a 30% at the end of the project.</p>	<ul style="list-style-type: none"> - Increased number of the libraries' attendees as compared with the period before the project starts. - Increased percentage of books borrowed by children. - The voluntarily work which appeared obviously in the librarians extra work in conducting workshops with children more than the ones they are committed to. - Developed libraries, especially on their various and diverse activities implemented during the implementation of the project comparing it to the libraries' stillness and stagnation state that was prevailing the libraries before.

Through children's testimonies, they reported that they have some of the goals achieved:

1. The increase in the general knowledge.
2. Learn to read through their reluctance to libraries.
3. Improve their ability to read and write.
4. The availability of books and stories easily and free.
5. The development of some talent they have and to participate in competitions for talents.
6. Deepen the relations between them.
7. Mitigation of cases of shyness and introversion.
8. Improved their perception of the school and formal education
9. Learn the skills of representation and the novel writing

.3.3. Efficiency and administration

.3.3.1. Major discussion points:

- Work flow and operational management
- Evaluation and monitoring
- Selecting Partners and beneficiaries

.3.3.2. Observations and findings:

i. Work flow and processes:

- The children said that contact with the operators of the project was available all the time and librarians have cooperated with them always, and some of them have been chosen as library friends who assisted the librarians whenever needed.
- TI made use of the old experience by conducting an evaluation workshop with the mothers who participated in the first project's phase funded by AECID. 49 attendees of mothers and librarians attended the meeting, which was mainly to evaluate the first phase of the project from all aspects like, target groups, actual results, materials, work methodologies, and other aspects.
- TI was flexible in the implementation as it adapted to some changes and initiatives; for example The motive behind implementing such activity with children is to encourage children to write their own stories creatively the thing that corresponds exactly with the objectives of the project to enhance literacy among children and youth through libraries.

ii. Selecting Partners and beneficiaries:

- Selection of the Librarian was a smooth process which is totally dependable on choosing the rural areas which suffer from marginalization and the process was evaluated by the librarians as transparent. It can be understood that TI will eventually invest their own experience and complete what they have started earlier, what gives them the power to decide on the needy places.
- As to the selection of beneficiaries from children, the project was concerned with all children in the area and did not exclude any children who came to the library in order to benefit, moreover during the project; the librarians have made a great effort to promote the project, and they had field visits to the homes and schools to attract the largest possible number of children

iii. Monitoring and Evaluation:

TI worked through a transparent clear monitoring plan, where:

- *The “coordinator of Tamer used to visit us and bring along stories, and followed up workshops and shared with librarians the assessment of our views and problems that confront us.”* This was expressed by the children.
- As for the librarians, they were asked to provide the coordinator of Tamer intended monthly plan.
- Field visits by the Coordinator were sometimes accompanied by members of TI
- monthly meetings with librarians were coordinated
- Monthly reports were provided by the librarians about the conducted activities.
- monthly assessment of Coordinator for librarians on the mechanism of managing the activities and the library
- Some workshops were attended by TI coordinators.
- A visit by the representative of the funding organization accompanied by members of TI
- Uninformed monitoring visits.

.3.4. Sustainability:

- Different institutions are still continuing in the implementation of the project where they have benefited from the results that came out and they still welcome the children in the

libraries and hold workshops with them, but this does not mean they don't need to provide with handbooks and stationery.

- The training courses taken by the librarians provided knowledge that will be used regardless of the project's status and can be transferred to other future librarians, or library friends.

3.5 Impact:

Increase level of awareness about the importance of literacy and library attendance.

This is proved by the libraries' record of the borrowing and attendees which indicate high increase in the percentages:

No.	Library's name	Percentage of borrowing	Percentage of attendees
1	Developing women and children Association	8%	9%
2	Women Program Center- Al Buriej	30%	40%
3	Sonaa Al Irada Benevolent Association	10%	10%
4	Dr Al Balah Cultral Center	25%	30%
5	Khan Younis Club Services	40%	30%
6	Abassan Municipality Library	30%	30%
7	Tawasol Center for Youth and Culture	24%	35%
8	Bonat Faletine Association	60%	65%
9	Yaboos Benevolent Association	15%	20%
10	Sanabel Al Naser Benevolent Association	20%	44%

.3.5. Recommendations

Relevance:

- targeting a larger number of children
- implementing the project in new areas to benefit the largest possible number of people.

Objectives and Effectiveness:

- The integration of parents in joint workshops.
- Increase the number of workshops for fathers
- provision of materials and tools needed for special needs such as speaking stories ...
- the provision of educational games for children

Efficiency and administration:

- Networking with other institutions or organizations to allow integrating different mindsets.
- Increasing the number of topics discussed in the training.

Sustainability:

- Providing the libraries with full furniture and audio-visual materials, books, stationary, display devices to make it easier to rely on themselves without the need for support from institutions
- Concentrating on providing the books and materials in addition to the knowledge
- Increase the awareness and abilities of the young children and prepare some of them to take the lead of next activities.

Fourth: Women's Affair Technical Committee -WATC:

This section presents the project background; project's stakeholders, portrays the project's actors and relationships.

3.3. Background:

Under the Convenio funded by the AECID, WATC and MPDL have promoted the empowerment of Women and Youth organizations in Ramallah and Gaza. During the first year of implementation, the Convenio is directed primarily to training aimed at strengthening personal skills, gender analysis, report writing, computer skills and participatory leadership skills among other skills. During the second year of implementation, 50 young women active in women's organizations, youth organizations are putting into practice the training received during the first year of implementation. Networks are being consolidated, coordination among the participants encouraged and campaigns conducted about gender equality in each of the beneficiary communities. There have also been organized joint planning forums and video conferencing in order to join efforts and enhance coordination between the networks. It is a priority to design a community advocacy strategy.

Due to the successful implementation of the activities of WATC in Ramallah and Gaza, the JCCLM funding has been invested to support these activities and replicate mainly in the city of Hebron, key location where WATC has previous experience working gender equality with women's organizations and youth, with a high level of participation and acceptance by the local population.

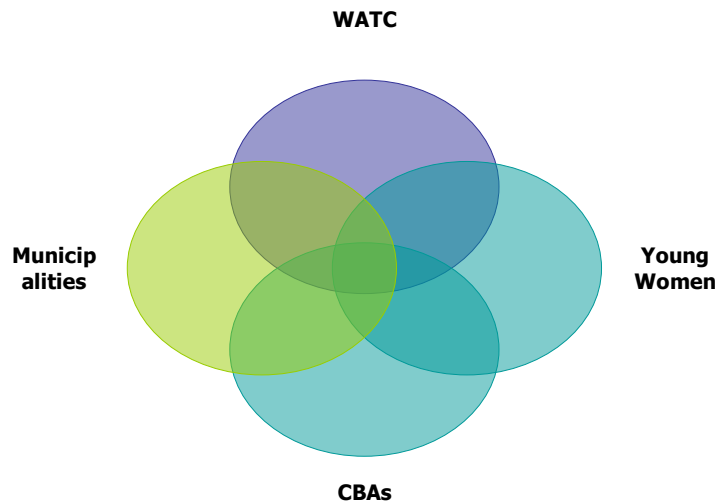
A group of 25 young people from the town of Hebron has been selected, taking into account socioeconomic status and giving priority to young women in rural areas, refugee camps and those from the ancient city of Hebron because of the difficult context and conservatism with regard to gender issues that pose a challenge to the program but that in turn add value with respect to the effectiveness of the action. For a year this group of women has received intensive training to develop both their technical knowledge (courses on women's rights, advocacy, Palestinian law, reading and reporting statistics and articles under a gender perspective, computing and technology information) and core capabilities to become change agents within their communities (assertiveness, communication techniques, decision making and building self-esteem). The aim of this course is to empower and train these young people to become leaders in exchange for a more equitable between men and women, by organizing a series of discussions and activities will include awareness raising and working together with local organizations, municipalities and local councils, ministries and grassroots organizations working with women and youth in rural areas of Hebron. This needs analysis with a participatory approach by all actors in the area, will design an action strategy based on the real needs of Palestinian women and to be prepared and shared with other organizations to develop a work for equality gender

under common strategic and avoiding duplication of effort through coordination between different organizations.

In turn, the policy framework is complemented with events aimed at the general community supported both by the participants in the program, women leaders working in organizations concerned, for youth by organizing activities that are included in the sensitization and awareness program: public debates, plays and video forums, etc. All relevant issues will be discussed regarding women's rights, the situation of women in the Palestinian context specific and Hebron as well as gender equality approach.

3.4. Project Stakeholders:

This section presents the project's main stakeholders along with their roles and relations. The following graph summarizes the project's actors and the relations between them.



3.5. Findings:

i. Problem solved by the project:

- Lack of openness and knowledge in women related issues namely legacy and early marriage, “we have always heard about these issues but we never had the facilities to discover them deeply and discuss them rather than just receive information” one of the beneficiaries reported.
- Many young women find it hard to get involved in projects or activities to let go their energy, even though many girls are getting high degrees of education they have no external replacement for spending free time or practice what they learn outside the frame of traditional work.

ii. Target Group, Geographical and political differences:

- The project was realistic in focusing on young women, who are hardly thought of as active agents of change in the society. *“Despite the large geographical area of Hebron compared to the other areas, the space accorded to women's freedom in this province is so little, they suffer from the control of the patriarchal system and the handcuffs of the customs and traditions which led to the difficulty of access to participation and decision-making positions in the social, educational and health and political fields”⁴*
- According to a study prepared in 2010:
 - 561 unemployed woman who has worked compared to 7465 man in Hebron
 - 2065 Unemployed never worked woman Vs. 8768 man
 - 166414 vs. 84 067 economically inactive
- Gender differences and the pre-expected challenges this issue could make in Hebron lead to the choice of working with girls only in many areas, nevertheless self confidence and practically facing situations were females are obliged to deal with male men will support the reality and pragmatism of this project; the project coordinator described this as their next step *“In future work we hope to have mixed groups which we couldn't have in this phase as we were surrounded by the challenge of time strain and working in Hebron where traditions are highly appreciated and valued”*.

3.5.1. Effectiveness:

i. Achieved objectives and number of beneficiaries:

	DESCRIPTION	INDICATORS	Outcome
RESULTS	R.1. Leadership and planning capacities of the young women in Hebron developed	R1.I2: discussions about issues focused on woman and gender included) R1.I2: Participation of 25 young women in training courses about “CEDAW and the rights of the Palestinian women”. R1.I3: Participation of 25 young women in training courses about “Assertiveness and communication”. R1.I4: Participation of 25 young women in training courses about “Advocacy planning at the community level”. R1.I5: Participation of 25 young women in training courses about “Targeted groups for participative	<ul style="list-style-type: none"> - Participation of 25 young women in training courses about “CEDAW and the rights of the Palestinian women”. - Participation of 25 young women in training courses about “Assertiveness and communication”. - Participation of 25 young women in training courses about “Advocacy planning at the community level”. - Participation of 25 young women in training courses about “Targeted groups for participative discussions”. - Participation of 25 young women in training courses about “Gender analysis of the laws and the legislative procedure of the PLC” (debate simulation included). - Participation of 25 young women in training courses about “Writing of

⁴ Study for the status of women in the governorate of Hebron – Sahar Qawasmih 2010

		<p>discussions”.</p> <p>R1.I6: Participation of 25 young women in training courses about “Gender analysis of the laws and the legislative procedure of the PLC” (debate simulation included).</p> <p>R1.I7: Participation of 25 young women in training courses about “Writing of reports from a gender approach”.</p> <p>R1.I8: Participation of 25 young women in training courses about “IT and computing”.</p> <p>R1.I9: Participation of 25 young women in training courses about “Interpretation of statistics from a gender approach”.</p>	<p>reports from a gender approach”.</p> <ul style="list-style-type: none"> - Participation of 25 young women in training courses about “IT and computing”. - Participation of 25 young women in training courses about “Decision-making” (community discussions about issues focused on woman and gender included) - Participation of 25 young women in training courses about “Interpretation of statistics from a gender approach”.
	<p>R.2. Increasing of the coordination and planning level among the young women in the rural communities in Hebron.</p>	<p>R2.I1: 25 young women of Hebron hold at least 8 meetings with 6 local youth and women organizations that are not part of WATC to develop awareness and supporting campaigns in the community about the situation of women.</p>	<ul style="list-style-type: none"> - 25 young women of Hebron hold 12 meetings with 12 local youth and women organizations to develop awareness and supporting campaigns in the community about the situation of women.
	<p>R.3. Awareness level about the challenges of the young women in the rural communities in Hebron increased.</p>		<ul style="list-style-type: none"> - More than 20 professionals and community leaders actively support the awareness campaigns about the situation of women. - 15 young volunteers participated in the implementation of the awareness campaigns about the situation of women. - 1131 persons responded to the advocacy campaign in the different areas of Hebron to the awareness campaigns about the situation of women.

3.5.2. Efficiency and administration

i. Work flow and processes:

- During the focus group and individual meetings, the beneficiaries expressed their satisfaction with the project work flow, one of the young women said: *“the project exceeded anybodies expectations, we believe the objectives as far as we know have been met, and we’d like for this project to proceed for longer time”* this was mutually agreed on by the other young women.
- The young women
- The Actual work only began after a clear vision was provided. Goals and objectives were identified from the very beginning and they were shared with the beneficiaries.
- Allowing young women to choose the topic of their training was highly appreciated by the beneficiaries, not only the choice but the process itself which was empowering. *“talking about*

leadership and empowerment is something, but being leaders and doing things is another thing, we felt important when external human resources and esteemed minds visited us and explained things, like lawyers and specialists including grand “Mufti” of Hebron talked to us about women’s rights.”

- Meetings and time issues were managed simply in coordination with the beneficiaries.
- Communication on different levels was appreciated during the project
- Beneficiaries reported that networking, meeting people from different places and associations was so much important as they started to form a minimized community where they get the right to raise their voice and practice their pioneer roles; *“We were so happy to hear from Tamara – project field coordinator- about this meeting –focus group- because we needed to organize for our next event even if it was not related to the project’s frame”* one of the young women said.
- Due to the late correspondence informing WATC with the start of the project, 20 young women could only be chosen as there was no time to coordinate with the associations. When the trainings started only 20 young women participated in the events, but as the expected results referred to 25 young women, and after the extension have been granted 5 more young women took intensive training courses to follow their colleagues.
- Selecting young women from a wide range of associations within the same age span created some kind of harmony between them; when the young women were asked about what made this project special, they all agreed *“ Being all girls, educated having the same background, made it easier to understand each other, that in addition to giving us the chance to choose what topics to discuss made us feel as effective agents”*

ii. Selecting Partners and beneficiaries:

-WATC criteria for selecting the target group in the project were defined in and written:

- be involved in the age group 18-28 years.
- to be a habitable zone is within the areas of project implementation.
- to be involved worker or volunteer with youth organizations or feminist.
- Willingness to comply with all of the stages in the project (training program, all activities included in the project).

Criteria for selection of villages targeted by the project:

- villages and marginalized groups affected by the occupation and the wall and the poorest.
- villages that have seen crimes against women such as honor killings and other attacks in the selected areas.
- villages that have not implemented a similar project.

- The field coordinators didn’t know much about the criteria although they practically applied its terms they had no clue that they had it written when they were asked in the focus group.

iii. Monitoring and Evaluation:

- Monitoring was a continuous process performed mainly by the field project coordinator, who participated in all the events rather than the planning process. The beneficiaries referred to this in the focus group.
- Reporting was done on regular basis using the templates provided by MPDL.

iv. Sustainability:

- Through the gained knowledge, Leadership skills and capabilities created a good starting point for many initiatives to come.
- The beneficiaries reported that they have already started advocating in their small surrounding societies and so will the others.

v. Impact:

- Practical experiences in leadership practices
- Social relations were developed thoroughly
- New knowledge added to the young women who in their turn transfer to others, some of the gained knowledge and skills referred to by the beneficiaries are:
 - a. Icebreaking
 - b. Computer skills
 - c. Communication skills
 - d. Proposal/report writing
 - e. Coordination (This was basically gained through preparing for the events were the young women had to explain for different people in rural areas about legacy and women's rights.)

3.5.3. Recommendations

Relevance:

- Expanding Target group to include young men.
- Expanding target group geographically; to enable further networking and mixing different types of people so that experience can be deeply transformed and different customs and traditions examined.
- Working deeper on the selection of topics that relate to uncovered issues.

Efficiency and administration:

- Define the risks more thoroughly and study all possibilities before starting the implementation phase.
- Conduct promotional campaigns to allow other contributions and other associations to participate.

Sustainability:

- Encouraging the work of women through promotion of their products.
- Encourage networking between beneficiaries and other society members on a basis that allows them to reinvest their gained knowledge.

Overall program Evaluation:

Relevance:

- Through working with 4 different parties implementing different projects in WB and GS, JCCLM managed to integrate the work of each project in the context of its general vision and context. Although each project alone doesn't fulfill the general objective of the program because it covers only a single side in terms of direct beneficiaries and covered areas, the whole program gathering the four projects does.
- The relevance of projects varied from one project to another. Some projects were designed on an ad hoc basis rather than a consultative and actual needs assessment.
- All partners understood long-term goals of the organization and clearly envisioned how financing sources will evolve over time to accommodate this vision.

Monitoring and Evaluation:

- MPDL worked directly with the four stakeholders. Through its prescheduled, systematic reporting criteria and continuous field visits MPDL was able to follow-up on all processes and also being a part of it.
- Having a specific report form is certainly considered a professional value added that helps in time management and revision. On the other hand the report created sort of limitation for some of the partners where they found it hard to express their work. The partners stated that they have other reporting formats but didn't use as the program supplied them with what to use. Consequently we would recommend sharing the reporting format composition with the partners in earlier stages of the implementation to get their input and find a convenient form for all sides.
- The number of reports required versus period was overwhelming to partners. Partners reported that financial reports are rational, easy to prepare on a monthly basis, while it seems a bit overwhelming to prepare narrative monthly administrative reports, especially that they have to do the internal reporting steps before which hardly gives them time to refine their strategies and examine their implementation process, however since these reports were part of the agreement, they should be delivered in timely manner but it would be helpful to conduct a pre-signing meeting in which such details are discussed and agreed on.

Work flow and processes:

- Although MPDL provided good level of flexibility for the partners which made them feel ownership of the project, some restrictions were imposed over the financial processes. Partners were free to reallocate the financial items under the frame of the exiting budget but they were not permitted to go for further amendments by adding activities that were not included in the original financial plan. Some partners viewed these steps as important for the project goals.

- At the beginning of the program implementation, there was latency in sharing the milestones with partners. This caused time strains. Though an extension was given to compensate the time, this could have been avoided if a clear communication strategy was adopted and declared at the very beginning of the program.
- A high turnover was detected within MPDL coordinator staff at the beginning of the program. With the obvious collaboration level between MPDL and the four partners it was easy to communicate the current situation for MPDL representative; however this was time consuming and might have affected the effortlessness of the process.

Sustainability:

- The period of the support funds (12-15 months) is very short to achieve the objectives of the projects. However it's an add value that this fund aimed to complete the funding of already implemented projects, what allowed investing the experience and already developed policies to save time.
- The Experience gained through the different partners can be of great value for them in the future.

Recommendations:

- Increase the integration level of different partners (implementers) by participating in cross cutting activities that could enhance the networking between different organizations which in turn might to future collaboration in the long term.
- Allow the partners in deciding the final forms of reports in a manner that suits both the donating and the implementing organizations
- Making sure of the translation of all documents and being aware that some concepts might be lost in the translation.
- Make sure to engage the partners in timely manner by coordinating the contact strategy at the beginning of the project.

Annexes

Annex 1- Project Evaluation

Methodology:

Our methodology will be based on the participatory approach. Our participatory evaluations share several characteristics that set them apart from traditional evaluation approaches. These include:

- *Participant focus and ownership.* Our approach is primarily oriented to the information needs of program stakeholders.
- *Scope of participation.* Full array of stakeholders.
- *Participant negotiations.* We will organize meetings for participating groups to communicate and negotiate to reach a consensus on evaluation findings, solve problems, and present recommendations to improve performance.
- *Diversity of views.* Views of all participants are sought and recognized.
- *Learning process.* The process is a learning experience for participants. Emphasis is on identifying lessons learned that will help participants improve program implementation, as well as on assessing whether targets were achieved.

We will follow the next steps in the evaluation:

- 3 Desk Review of all related documents
- 4 Individual interviews and meetings with key informants
- 5 Focus group meetings with stakeholders
- 6 Briefings from Tamer Staff and other relevant stakeholders.
- 7 Review of other relevant literature.

Key Issues to be assessed:

Relevance: intervention vs. actual needs;

Effectiveness: Expected vs. achieved results and indicators;

Efficiency: The analysis of the efficiency of projects and actions development cooperation refers to the study and assessment of results achieved in comparison with the resources used.

Impact: The impact assessment aims to identify the main effects generated by the intervention, positive or negative, expected or not, direct and indirect, collateral induced. The impact analysis focuses on determining the net effects attributable to performance.

Feasibility / Sustainability: assessment on the continuity in time of the positive effects generated by the intervention after external support withdrawal.

Annex 2 - Evaluation Action Plan

Activity	Details
Desk review	<ul style="list-style-type: none"> • COE studied and analyzed relevant project documents, reports and previous assessment. • Assessed the structure and performance of the project management
Inform stakeholders about evaluation	<ul style="list-style-type: none"> • MPDL introduced the stakeholders to COE informing them of our intention to contact and meet them
Focus groups and individual meetings	<ul style="list-style-type: none"> • COE conducted 6 Focus Groups in which stakeholders and beneficiaries were met, 2 focus groups in GS and 4 in WB – detailed focus groups schedule listed below. • 6 individual meetings were conducted, 2 in Gs and 4 in WB – Detailed meeting schedule listed below
Data analysis	Compared findings of focus group and individual meetings with project documents.
Report writing	<ul style="list-style-type: none"> • Provided guidance and recommendations

Focus Groups

Date	Place	Interviewed Group	Comments
May 21, 2011	Tamer Institute - Gaza	Beneficiaries	
May 11, 2011	PCC-Nablus	Parents	
May 11, 2011	PCC-Nablus	Young Beneficiaries	
May 11, 2011	PCC-Nablus	Young Beneficiaries	
May 21, 2011	DARNA- Qouseen	Young beneficiaries	
May 23, 2011	WATC-Hebron	Young women / beneficiaries	WATC

Individual meetings

Date	Place	Interviewed Individual	Institute
May 21, 2011	Tamer Institute - Gaza	Trainer	TI
May 21, 2011	Tamer Institute - Gaza	Mother	TI
May 21, 2011	Tamer Institute - Gaza	Librarian	TI
May 11, 2011	PCC-Nablus	Parent	PCC
May 11, 2011	PCC-Nablus	PCC representative	PCC
May 11, 2011	PCC-Nablus	Project coordinator	PCC
May 21, 2011	DARNA- Qouseen	Project main coordinator	DARNA
May 21, 2011	DARNA- Qouseen	Project coordinator	DARNA
May 21, 2011	DARNA- Qouseen	Beneficiary - coordinator	DARNA
May 24, 2011	WATC-Ramalla	Project coordinator	WATC
May 23, 2011	WATC-Hebron	Field coordinator	WATC