

Evaluation

Conflict Transformation in the Palestinian Areas II 2016 – 2018

The Palestinian Bible Society

With support from The Evangelical Lutheran Free Church of Norway

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Chapter I. Introduction

The Palestinian Bible Society (PBS) was established in 1992, and is a Christian organization serving the Palestinian people. PBS works with churches and interfaith programming and also implements a variety of projects which respond specifically to the wider communities' and civil society's needs. With community and civil society projects, the focus is on promoting dialogue and appreciation for diversity within the Palestinian society. Previously, PBS implemented several projects, including the Operation Palestinian Child and Youth (OPCY) project. The current project which this evaluation focuses on is the Conflict Transformation in the Palestinian Areas (CTPA) project, which resulted from an extensive needs assessment following the OPCY project. The CTPA project is integral to the strategic objectives of PBS and simultaneously fully acknowledges the societal needs identified during and after the OPCY project.

This evaluation report specifically deals with the part of the CTPA project that focuses on training of counsellors. We have spoken with the project team, counsellors, head masters of schools, students, and people in the Ministry of Education responsible for counselling in public schools. PBS has an exceptionally good standing and trust within the Ministry of Education and with the counsellors they have worked with.

Through its community development projects, PBS aims to strengthen Palestinian civil society by focusing on several roles; training in democracy, empowering people and the organization of people, and building bridges and promoting dialogue. The CTPA project combines all three roles and has an ambitious set of long term development goals, as well as direct goals to impact the society and the project's target group. A detailed overview of these goals and their indicators can be found in the second chapter of this evaluation.

The purpose of this evaluation is to evaluate whether the project has reached its goals as listed in the project document. The evaluation focuses on the following goals:

1. Valuing differences will become part of the Palestinian educational system/schools.
2. Participating schools testify to less physical and verbal violence.
3. Participants acquired new communication skills towards the 'other', and are practicing it.
4. Participating educators are better role models for the children they work with.

In addition, this document will assess the project's measuring tools, give recommendations and baseline figures for a new project phase.

Chapter II. Executive Summary

This report was commissioned by the ELFCN and PBS, and provides an analysis and evaluation of the CTPA II project and looks at the possibilities of prospective programming.

The main findings of this evaluation are as follows.

A. Project Goals: Outcomes and Impact

- Feedback from counsellors who have participated in the SET VDP trainings is overwhelmingly positive.
- A large majority of the counsellors was able to implement the training during the training period and counsellors reported during the focus groups that some aspects of the training were continually implemented after the training period.
- Counsellors testified to being able to integrate violence reduction measures in their schools, such as stricter rules, open communication, and daily sports activities.
- It is currently not possible to clearly measure CTPA II's effect on society's ability to value differences.
- A majority of focus groups counsellors self-reported having become a better role model for students as a result of the SET VDP trainings.

B. Project Relevance

- The CTPA project is relevant to two national priorities presented in Palestine's National Policy Agenda 2017 – 2022: 'quality education for all' and 'quality health care for all'.
- One of Norway's priority development goals is education in situations of crisis and conflict. Part of that strategy is ensuring safe schools and improved education for vulnerable children in conflict situations. Training counsellors to work with children in Palestinian schools fits that strategy well.
- Monitoring of the SET VDP trainings are very thorough, but extended monitoring through school self-assessments are recommended to avoid only self-reporting by counsellors.
- [The CTPA project and team are conflict sensitive and gender is sufficiently mainstreamed in the project.](#)

C. Project Sustainability

- Full implementation of the SET VDP training has been challenging, many counsellors testified to having thoroughly enjoyed the practical nature of the trainings and the ease with which they were able to transfer their newly learned skills into the classroom.
- The SET VDP trainings will stop if PBS stops providing the trainings. There is no level of sustainability such that the Ministry of Education could take over the

trainings, due to the Ministry of Education severely lacking in financial and knowledge resources.

D. Project Efficiency and Effectiveness

- CTPA team is a strong and adequate project team
- PBS has sufficient financial routines and capacities
- The financial resources allocated to the CTPA II project are fair and were adequate to reach the objectives. However, it is recommended that if more financial resources are made available for even stronger MEL (Monitoring, Evaluation, Learning).

E. Empowerment Assessment

- The project has an empowerment assessment outcome of 'level 3: outcome'. This denotes an overall increase in resources by project to the target group and target groups show that they have gained not only individual power, but also some collective agency.

Chapter III. Project goals: outcome and impact

3.1 Development and project goals

The CTPA project has long term development goals and specific project goals in the form of outcomes and outputs. The long term development goals target the Palestinian society as a whole and are as follows:

- 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.

The impact on society is measured in outcomes and the impact on the target group is measured in outputs. The target group is defined in the project document as counsellors, social workers and / or teachers inside or outside the MOE system. During the project time however, the target group was constricted to counsellors inside the MOE system.

The outcomes are defined as the impact on society. For the purposes of this evaluation four main outcomes have been chosen to evaluate, defined as follows:

1. Valuing differences will become part of the Palestinian educational system / schools.
2. Participating schools testify to less physical and verbal violence.
3. Participants acquired new communication skills towards the 'other' and are practicing it.
4. Participating educators are better role models for the children they work with.

These outcomes will be evaluated further on in this chapter.

3.2 A discussion of the goals and main outcomes

3.2.1 Conflict transformation vs. social emotional training

The 'valuing differences' method, also called the VD method by PBS is at the heart of the training. This method is a variety of SEL (Social Emotional Learning), also called SET (Social Emotional Training). The VD method is perceived by PBS in the context of conflict transformation, defined in the project document as "a process of engaging with and transforming the relationships, interests, discourses and, if necessary, the very constitution of society that supports the continuation of violent conflict".¹ In the project document PBS notes that they "believe that we can do conflict transformation through valuing differences among individuals and groups". It is useful to note that conflict transformation is an extremely complex process and a term generally used for inter- or intra group conflicts.

¹ Miall, H. 2004. Conflict Transformation: A Multi-Dimensional Task. Berghof Handbook for Conflict Transformation, p. 4.

Especially in the context of Israel and Palestine, framing the project as ultimately working on conflict transformation is confusing and indicates a different type of work. Even in the light of PBS' mandate to advocate for healthy relations between religious communities in Palestine, this is not specifically part of the CTPA project. It is recommended that PBS frames their work with valuing differences not in terms of conflict transformation but rather as a method of SET / SEL for counsellors and schools to use. This will indicate much more clearly what type of work is being done with the CTPA (and any future) projects. Although small scale 'conflict transformation' might take place in the classrooms or in counsellors' personal lives, this is indeed social emotional learning and not conflict transformation in the usual understanding of the word. This is underlined by PBS also calling the VD method 'SET VDP' which stands for 'Social Emotional Training – Valuing Differences Principles'. The long term development goals set for the CTPA project also do not indicate conflict transformation but rather a working towards healthy communal and personal relationships in schools and wider society.

3.2.2 The VD method

The VD method has a strong set up and has been successfully used to train counsellors working in public schools throughout the MOE directorates in the West Bank and Jerusalem. This method of SET centres around eight principles – called the Valuing Differences Principles (VDP's) – which are meant to teach counsellors and eventually children to positively regard communal or personal differences, learn from each other, and solve problems and conflicts creatively. The method is taught by the CTPA project team who function as facilitators during the trainings. The trainings are conducted over the course of the academic year and include drama, art, small group sessions, and general discussions. The attending counsellors will be from one school directorate, e.g. Jericho or Jerusalem. This also facilitates cooperation between counsellors from different schools in each directorate and exchange of academic and practical knowledge.

Feedback concerning the VD method received from counsellors during focus group interviews was overwhelmingly positive. In general, counsellors stated the following:

- The method teaches practical tools for real life situations in the school environment
- The method is adaptable, i.e. certain taught interventions or exercises can be adapted successfully by age, gender or group interest if necessary.
- Counsellors had the opportunity to implement the method in their schools during the training programme and receive feedback or ask questions while the training was still ongoing.
- The manual continues to be helpful for certain exercises or interventions even after the training has finished.
- The method is a two-way street between the counsellor and the children, it requires participation from the children / teenagers.
- The method teaches the importance of children's privacy.

The findings about the VD method through the focus group interviews correspond with the CTPA team's findings from their own monitoring process, which is documented in the annual reports for 2016 and 2017.

3.2.3 The integration of the VD method in the Palestinian educational system and schools

Two focus group interviews were conducted with two groups of students. One group consisted of female middle schoolers and the other group were female high schoolers. It was clear from the discussion with the students that they value the role of the counsellor in their schools and their own personal lives. In the case of the middle schoolers, the role of the counsellor seemed to be mostly to help the students work through interpersonal conflicts together. In the case of the high schoolers, the counsellor's role was geared much more towards equipping students with helpful study habits and preparing for the final matriculation (*tawijjhi*) exams. Both groups of students were not aware of valuing difference principles, but both groups described the so called 'flower exercise'; a social emotional learning tool counsellors were trained on during the CTPA trainings. The students also noted that the counsellor is a point of safety in their schools and if any personal issues should arise the counsellor would be their first point of contact. They did not report the same level of safety with teachers, noting that not all teachers understand privacy of students and some seem to only care about grades, not their social-emotional wellbeing.

Two head masters were interviewed, in Tubas and Jericho. Neither head master was aware of the VD method, and in one case the head master did not seem very aware of the counsellor's work and role itself beyond conducting counselling classes. Since self-assessment of schools was cut due to budget cuts, there are no additional data on integration of the method within the schools, apart from the data as presented in the annual reports from 2016 and 2017 which is discussed below. During Phase I, twelve schools participated in self-assessment affirming that the CTPA project established processes, systems and tools supporting sustainability of the VD method. As a result of budget cuts, during the second phase no monitoring / self-assessment was conducted with school principals, teachers, or parents. This makes it difficult to assess whether the VD method has sustainably become part of the schools in the Tubas, Jerusalem, and Jericho areas, beyond the assessment of the counsellors themselves.

During the focus groups, the counsellors assessed that they have been able to integrate the VD method in their regular counselling curriculum. This is also the conclusion of the (2016 and 2017) CTPA reports produced by PBS. Findings were as follows:

- Counsellors use different programs throughout the year but the SET VDP manual is the most commonly used program that counsellors continue using in the schools.
- In 2016, counsellors from Yatta and Tubas gave proof of implementation of the VDP manual in the implementation reports filled out by counsellors during the training

periods. PBS concludes that at least for that school year, SET VDP has been part of the school system.

- What supports this further is that the policy of the Counselling Department is that any training programs that they have been trained in, needs to be implemented in the field during the training period.
- In 2017, the Head of the Counselling Department at the MOE in Tulkarem said that the SET VDP curriculum is implemented in all the public schools by the counsellors.

To further assess whether the VD method has been integrated in the Palestinian educational system, an interview was conducted with Mr. Mohammed Hawash, the general director of the department of special education and counselling at the Ministry of Education. Mr. Hawash pointed out that his department is very content with the effect of the CTPA project, which he called “Social Emotional Training”. He said his department has turned down SET proposals from other organizations because they are happy with the trainings PBS offers. None of the alternative organizations offer trainings spanning all MoE districts and for a prolonged period of time, which PBS does offer. However, the VD method has not officially been integrated in the Palestinian counselling curriculum, leaving it up to the individual counsellor to implement SET in their schools or not.

During the focus groups, the counsellors also underlined the large amount of trainings they are subject to. One of the effects is that counsellors are asked to implement each new training and consequently are not able to implement any of the methods long term, including the VD method. When asked about this high turnover of trainings, Mr. Mohammed Hawash of the Ministry of Education, said that the ministry chooses training providers carefully and certainly does not accept every offer. However, he agreed that pressure on counsellors might be high and that counsellors are indeed ‘easy targets’ for school-related trainings.

The counsellors suggested that there is a real need for teachers to be trained in SET as their communication with children (and parents) is often lacking. Teachers, not counsellors, are the educators that work with the children on a daily basis but they are not equipped to detect social-emotional problems or to differentiate in the classroom based on social-emotional or other special needs. Counsellors often have a schedule of meeting with each class one hour (or less) each week, which they noted is not enough to truly get to know children and to detect budding problems. The lack of training of teachers in the social-emotional realm often leads to a child’s issues spiralling out of control before the counsellor becomes involved. This issue was also discussed during the interview Mr. Hawwash, who agreed with the counsellors’ evaluation that SET for teachers is necessary. He said that this might be a logical next step for the CTPA project and that the Ministry of Education can be instrumental in arranging the necessary time away from the classroom for teachers.

3.2.4 Participating schools testify to less physical and verbal violence

As mentioned above, due to budget cuts no self-assessment of schools took place. This also means there are no significant data beyond the testimony of the counsellors (both during the project phase and during the evaluation focus group interviews) as well as the students and head masters of the two schools sampled for evaluation purposes. Since the head masters or students from the two sampled schools were not particularly aware of the VD method, they could not differentiate between a 'before' and 'after'. Both head masters were not very forthcoming about physical and verbal violence or other major issues in their schools but rather wanted to emphasize their schools' and counsellors' successes. Although understandable, it offered little information about physical and verbal violence in their schools.

During the focus groups, students spoke about the work their counsellor does with them. The students in Jericho mentioned working with two VD method exercises, namely the flower exercise and the diary keeping exercise. They testified to feeling safe knowing they have their school counsellor if issues would arise. The students in Jericho discussed violence in school and mentioned the existence of verbal violence and verbal fights between different groups of girls in addition to physical and verbal violence they said some students experience in their home environments. They did not testify to these types of violence reducing over the past year, but said that they had faith in their counsellor to deal with such issues if they would happen to them. One of the students, Fatma, shared a story about one of their friends who at 15 had become engaged to a man in his thirties, arranged by the family. The school counsellor had contacted the family and conducted meetings between the school and the family, finally agreeing to allow the student to finish her matriculation exams at age 18 before getting married. The students said knowing their school and counsellor has their back makes them feel safe.

Additionally, counsellors testified during the focus group meetings that the SET VDP program has proven a great tool to discuss verbal and physical violence with children. The student focus groups affirmed this, explaining that violence was an often discussed topic in the counselling classes, usually alongside exercises about self-awareness and respect for others.

Students and counsellors agreed that not only do students experience violence in schools, it is more common for students to experience violence within the family environment or be at the receiving end of political violence. Levels of political violence differ between school districts, e.g. student in East Jerusalem or Hebron face higher levels of violence than students in Jericho. The counsellors said that the exercises part of the SET VDP program help students to process violence they experience or witness. However, they also noted that the program is not sufficient for dealing with extended or direct trauma as a result of political violence but rather helps children be emotionally healthy as a preventative measure. Both the counsellors from Tubas district and the counsellors from Jericho and

Jerusalem discussed the high levels of political violence their students face. One counsellor from Tubas said:

Students who are already in a bad situation, depressed or with problems at home, are at risk for trying something dangerous like attacking a soldier so they will get killed. This is a form of suicide. I had a student who came to school telling his peers that she would go and let herself be killed by a soldier. The other students came to tell us and we were able to thwart her attempt at suicide. The fact she told others signalled to us that it was a cry for help. But if something this serious happens it is out of our hands. The case goes to the government's child protection agency. Because we are responsible for so many students (sometimes two schools, red.) it is almost impossible for us to spot students who have problems early on. Unless they come to us, we often don't find out they were having problems at home or other issues until it spins out of control.

The MOE does not provide data on the levels of violence in its school districts. Although it is known that the rate of violence (verbal, physical, or sexual) experienced by students is high compared to worldwide averages it is not possible to pinpoint exactly how high it is and whether violence levels in the school districts PBS worked with have been reduced.

Data from CTPA's annual reporting (2016 and 2017) indicate that the 96 counsellors who participated in the training and were present at the day of measuring on average saw improvements in levels of violence in their schools. Counsellors testified to being able to integrate violence reduction measures in their schools, such as stricter rules, open communication, and daily sports activities.

3.2.5. CTPA II effect on society's ability to value differences

This evaluation focuses on the work through the Palestinian Ministry of Education and not the media component, puppet groups, and youth leadership. Therefore, this report can only assess CTPA II's effect on the Palestinian society's ability to value differences in their communities based on the work with the counsellors through the Ministry of Education. As discussed above, the SET VDP trainings have proven to be useful and effective for counsellors working in Palestinian schools. No monitoring data are available on the effect of the trainings in the schools beyond the testimonies from the counsellors, let alone data that allow measuring of the effect of CTPA II's activities on society at large. It can only be projected that a ripple effect exists from working with children in schools on valuing differences principles. However, as discussed above, not all counsellors were able to implement the program fully beyond the training period due to requirements from other trainings. Students interviewed for this evaluation were not aware of the valuing differences principles, but one student focus group could describe exercises taught to counsellors in the SET VDP trainings. Concluding, it is currently not possible to clearly measure CTPA II's effect on society's ability to value differences. It is recommended that for future project phases

much clearer baseline figures – more realistic to monitor and evaluate – are in place, especially for measuring the project’s impact on the final beneficiaries and wider Palestinian society. If it is projected during baseline studies that it cannot be reliably measured, it should be left out of project goal descriptions.

3.2.6 Participants acquired new communication skills towards the ‘other’ and are practicing it

According to the CTPA II baseline report from 2016, 70.2% of 4th grade students possessed age appropriate communication skills against 65% of 8th grade students possessing age appropriate communication skills. According to the MOE both rates are below the proficiency levels required internationally, with an expected 80% of students expected to have age appropriate communication skills. Since the CTPA project does not focus on direct student education, but on training of trainers (i.e. training of the students’ counsellors), this goal is measured by looking at whether the counsellors have acquired new communication skills. All counsellors present at the time of measuring expressed having acquired new communication skills during the training. Counsellors said the new skills they have acquired and are practicing in their personal and professional lives are, amongst others:

- Active listening
- Healthy expression of feelings
- Understanding reactions
- Focus on the wrong behaviour, not the person
- Self-reflection
- Self-control
- Emotional communication: verbal and non-verbal
- Rephrasing of what the other person has said.

During the focus groups, the counsellors shared that these skills are immensely helpful in the daily practice of working with students. Not only did the counsellors themselves acquire these new communication skills, they are also able to practice these skills in front of and with the students. One counsellor, Mahmoud, who works on a boys school in the Tubas district said:

The boys in our society are taught it is not manly to cry or have sad emotions. So they learn to channel their negative emotions into anger or violence. I get to be a male role model for them where they see: it is OK to cry or use words and explain I feel hurt, or sad, or depressed. I don’t have to beat another person up or smash my arm into a wall to show the others I’m a strong person. They are learning that strength means self-reflection and self-control and allowing yourself to say: I don’t feel happy now. I am now also doing a better job teaching my own children this and I am better at doing it myself too. As counsellors we are not super humans we have to learn these things and practice them in our personal lives too.

Another counsellor from the Tubas district, Afaf, works at a middle school for girls. She said she had been successful in using some of the training exercises to discuss and practice communication skills with her students.

When issues arise between the girls, I sit down with them and let each of them talk about what happened. I will tell them they cannot speak in an accusing manner but that they have to speak from their own experience. For example: I felt bad when this or that happened. This helps them look at each other's feelings rather than continue to fight over who did what. I started doing this as part of the exercises during the training but I have continued to use this method as it works every time.

There are no recent data available from the MOE to help have a broader understanding of changes in communication skill rates in schools across the districts. However, considering the data from the CTPA annual 2016 and 2017 reports in addition to the data gathered at the focus group interviews, it can be concluded that the training participants indeed acquired new communication skills and are practicing these skills in their professional and personal lives.

3.2.7 Participating educators are better role models for the children they work with

According to the CTPA II baseline report of 2016, not many teachers see their role as educators being a good role model to the children they work with. One of the reasons, according to the baseline, is that salaries are low and many teachers, especially men, work a second job. Consequently, teaching is 'just another job'. Shockingly, only 43.7% of elementary school teachers are qualified, and only 19% of secondary school teachers are actually qualified. These data are according to the MOE's baseline report from 2014. In 2016, a month-long strike took place across the Palestinian school districts, to pressure the Palestinian Authority into responding to the teachers demands, amongst which was honouring previous agreements of salary raises.

During the focus group interviews it became apparent that counsellors were left out of the final negotiations and did not receive a pay raise because most are not classified as teaching staff. Some of the counsellors expressed their dismay, saying that it has shown them that counsellors are not seen as important to the schools but rather treated as an afterthought, both by the ministry and the teachers. Indeed, many counsellors in the focus group from the Tubas district displayed negative feelings towards their jobs as counsellors saying they feel underappreciated and not taken seriously. More than half of the participants testified to working additional jobs in order to provide for their families.

Both focus groups (with counsellors from Tubas, Jericho, and Jerusalem) expressed similar sentiments and on average most counsellors found it difficult to always regard their work with the students positively. Although working with the students is the core of the work, the surrounding difficulties often impact a counsellor's attitude towards their job. However, a majority of the counsellors in both focus groups said their work has meaning to them,

whether they get paid enough or not. The CTPA project team said they are of course aware of these dynamics and offer counsellors space during the trainings to talk about these issues in order to get negative emotions about their jobs out in the open. Not only is this a strategic part of social emotional learning for the counsellors themselves, it also helps the counsellors to reflect on their work and its negative and positive aspects.

The CTPA II annual reports (2016 and 2017) did not provide any data on the outcome 'participating educators are better role models for the children they work with', as attempts to get feedback from the heads of the counselling departments in MOE district offices were not successful. During this consultancy, the counsellors in the focus groups were therefore asked to self-evaluate. A small minority in both groups said they felt unhappy in their jobs and didn't think they were better role models, but couldn't leave their jobs as they needed the income. Other responses were more positive, with about one-third saying that they already had been good role models but had learned certain new skills helping them to be better communicators, and the majority said they had improved as role-models since they had developed as individuals as a result of the trainings.

However, self-evaluation is not always a correct rendition of reality. In order for this outcome to be useful for monitoring and evaluation, it is recommended that with future projects, such outcomes are evaluated by schools and students as part of the self-assessment of the public schools. This should be in addition to clear self-evaluation of all counsellors during the trainings, not only in a focus group by the external evaluator. It is questionable whether the Heads of the Counselling Departments have sufficient insight in the personal and professional development of each counsellor in their district so even if there was access to their feedback as planned, there wouldn't be sufficient data to measure this outcome.

Chapter IV - Project relevance

The CTPA project was designed prior to its start in 2013 with the help of a needs assessment. The assessment entailed a group interview with eight representative counsellors from different West Bank areas to assess the needs on the ground. The major issues counsellors saw in their school districts at the time included violence, hyperactivity, low motivation, limited involvement of parents, drug abuse (smoking, soft/hard drugs, alcohol), teachers' un-pedagogical behaviour. Based off the focus group interviews with counsellors and students during this current evaluation consultation, these issues continue to be prevalent in schools. The SET VDP program is geared towards the training of trainers who can in turn train their students to be social-emotionally healthy individuals. Counsellors who participate in the SET VDP training are equipped with basic tools to help children deal with difficult situations. The SET VDP program is a sensible first step to addressing these massive problems in schools and the program is certainly relevant to the situation. In this section the relevance of the project and its sustainability will be discussed more in-depth.

4.1 Relevance of overall goal

The overall goal of CTPA II is as follows:

“[The] CTPA II project will not only raise awareness, thus bringing change in knowledge, but challenge and support them for change on the attitude and behavioural level. We expect this to bring out changes on the level of structure and systems within society, including Ministry of Education becoming more professional in their counselling work at school and more professional supervisors over the counsellors, and manual with VDP exercises incorporation into the school curriculum.”

For a project goal, the above description is very broad and not as clear as a project goal would usually be expected to be. For the sake of clearly understanding the parameters of the project, the desired effects distilled from the overall goal are as follows:

- Bring about changes on a structural and systematic level within the Palestinian society;
- Help the Ministry of Education to become more professional in their counselling work at schools as well as help counsellor supervisors be more professional;
- Incorporate the SET VDP manual in the school curriculum.

This begs the question who the final beneficiaries of the project are; the Ministry of Education, counsellors or children who are going to public schools? The overall goal indicates extended and in-depth work with the Ministry of Education and counsellor supervisors, which is not the primary focus of CTPA II in accordance with the actual programming. Paragraph 2.3.2 will deal more in-depth with this question.

It is understandable that the Ministry of Education has received such a prominent spot in the overall goal. However, as their involvement is of tantamount importance to the success of SET VDPs implementation and the overall integration of professional counselling work in public schools. However, if PBS wants to work with the Ministry of Education to become more professional in their counselling work, it is recommended that there is a more focused and relevant strategy to do so in future project phases. Currently, this desired effect seems to be mostly a by-product of organizing the trainings in coordination with the local MOE department. This is not to say that as a 'by-product' it cannot be a positive development, it is however not the focus of CTPA II. This is confirmed by the CTPA II annual reports from 2016 and 2017 which discuss the 'development of the participating MOE departments' in terms of the professional development of the MOE counsellors.

Concluding, the overall goal of CTPA II lacks in clarity. However, throughout annual reports and interviews during this consultation it is crystal clear that CTPA II does have a clear goal: training counsellors in SET VDP to help develop healthy social-emotional habits in children.

4.2 Project relevance

In Palestine's National Policy Agenda 2017 – 2022, ten national priorities are laid out. Priority eight is 'quality education for all' and priority nine is 'quality health care for all'. Throughout the document there is no mention of counselling or mental health but it is made clear that education, health care, and resilience are priorities for the State of Palestine. Two policy interventions planned in the National Policy Agenda are [to] 'provide continuing training programmes for teachers and support staff' and [to] 'strengthen preventive health care, raise awareness and promote healthy lifestyles'. Training counsellors to work with vulnerable children in Palestinian public schools is certainly relevant to those national priorities.

Concerning CTPA II's relevance to Norwegian development strategy, one of Norway's priority development goals is education in situations of crisis and conflict. Part of that strategy is ensuring safe schools and improved education for vulnerable children in conflict situations. Training counsellors to work with children in Palestinian schools fits that strategy well.

4.3 Target group and final beneficiaries

This paragraph will discuss whether the target group and final beneficiaries have benefited from CTPA II as laid out in the results framework of the CTPA II baseline study from 2016. Although the terms 'target group' and 'final beneficiaries' are not used in the CTPA II baseline or results framework, they will be used here for clarity and future reference. In the overall project design there seems to be some confusion about what the project's target group is versus who its final beneficiaries are (see paragraph 2.3.1). To clarify the difference between the two, this consultation relies on the definitions of the European Union, which are as follows:

- **Target groups** are those groups or entities that will be directly positively affected by the action at the purpose level, e.g. if a project's purpose is to increase public administrations' capacities, the target group could be municipal specialists.
- **Final beneficiaries** are those organisations or persons who will benefit from the action or project in the long term at the level of the society or sector at large, e.g. due to the project the effectiveness of public administration services increases, thus there is benefit for the local population and businesses.

In the CTPA II project, the target group are the counsellors employed by the MOE, whereas the final beneficiaries are the students in the Palestinian public schools.

Within the target group, there are two separate groups. First, the counsellors who take the general counselling training as organized and administered by the CTPA team and second, the counsellors who participate in the specialized workshops, as a follow up program to the general counselling training.

In the monitoring process there has been no measurement of how the project has benefited the final beneficiaries, i.e. the students in Palestinian public schools. The target group, i.e. the counsellors, are what the results framework focuses on and indicators to do with the counsellors are separated in categories. The general counselling training (TOT VDP) has the following indicators according to the baseline study of 2016:

- At least 80% of the participants will know at least 5 Valuing Differences Principles towards conflict transformation;
- Understanding of VDP implementation into a story (drama).

The same baseline study of 2016 lists the following indicators for the specialized workshops (slight edits, red.):

- At least 80% of the participants will receive training (knowledge and skills) on the topics the trainings discuss;
- New knowledge and skills received through training;
- The participating MOE Department has developed in their performance and professionalism through the training.

During the project period, monitoring of the general SET VDP trainings is very thorough and creative. In the annual 2016 and 2017 reports, there is a great deal of specific information about the results of the SET VDP program. During this consultancy, the monitoring data provided by the CTPA team were verified through focus group interview with the counsellors. It is clear that the target group has benefited from CTPA II in accordance with the 2016 baseline study.

The set-up of the specialized workshops is to offer counsellors who have participated in the SET VDP program a follow up program which dives deeper into a variety of 'hot topics', such

as 'suicide prevention', 'how to build a counselling program', and 'group counselling'. The specialized workshops are organized but not delivered by the CTPA team, rather, experts are brought in to discuss a specific topic with the counsellors. The counsellors in the focus groups who had participated in the specialized workshops noted that the workshops were very dense and had limited practical engagement. Counsellors advised more practical engagement with the subject matter (e.g. role play) and had the following 'hot topic' suggestions:

- Culturally sensitive sex education to prevent sexual abuse
- Drug abuse / addiction: prevention and treatment
- Interaction with parents / community members
- Special needs: learning / behavioural disabilities
- Child / teenage depression
- Training of counsellors to train teachers on certain 'hot topics'

The monitoring of the specialized workshops is less thorough than the TOT VDP trainings. The specialized workshops are organized in coordination with the MOE and at the end of each workshop, a questionnaire is filled out by participants at the end of the workshop rating the workshop and the speaker. There is no longer term monitoring concerning implementation and impact of the trainings. As with the TOT VDP program, there is no tracking of how the specialized workshops have benefitted the beneficiaries (i.e. the students). For the specialized workshops, the questionnaires are the primary source of monitoring information concerning the target group. The baseline indicators for the specialized workshops are 'output indicators' rather than 'outcome indicators', which, even if data were available, would give little insight in whether the target group has benefited from the workshops. The primary data available are the data gathered in this consultancy, which showed counsellors' positive regard of the concept of more specialized workshops but displayed critical sentiments towards the current form of the workshop.

4.4 Conflict Sensitivity

Conflict sensitivity is a set of processes that help us recognise the unintended ways aid work can contribute to conflict. It involves understanding the conflict (through a conflict analysis), assessing how programming interacts with the conflict, and revising programming in light of this knowledge. The 2016 baseline does not offer a conflict sensitivity assessment with project intended and unintended consequences which might follow from the programme. However, the project document does discuss conflict sensitivity, specifically noting that the external evaluation confirmed that the CTPA I project was conflict sensitive.

Monitoring and evaluating for conflict sensitivity refers to the following: monitoring and evaluating the interaction between the intervention and the conflict context, both the way the conflict has affected the project and the way the project has affected the conflict. Although the CTPA project does not deal directly with the Israeli – Palestinian conflict, PBS is

a Palestinian organization operating within a context of occupation. It is therefore important that the reality of this conflict is recognized in programming (and monitoring / evaluating). Both the CTPA I evaluation and the CTPA II project document focus on inter-Palestinian conflicts, which are pinpointed as religious and political differences.

For the counselling work, which this evaluation focuses on, religious dividers are a non-issue as public schools run by the Ministry of Education are very rarely attended by students from the Christian community, and it is equally rare to have Christian head masters, teachers or counsellors. The counsellor focus groups agreed they don't see religion as an important divider (this is on par with the conclusion of the CTPA I evaluation). However, it is important to note that this is a socially desirable answer which might not paint the whole picture. The Christian community in Palestine is small and in many areas there are very few or no Christians. In the areas where there is a larger concentration of a Christian community, there are certainly strong lines of division. The Christian community has their own institutions, such as schools, universities, funeral homes, businesses, etc. Historically, divisions between Christians and Muslims also often could be placed along socio-economic class lines, which in many ways is still the case today. Christians and Muslims generally do not intermarry, which is a common predictor of social division. In both communities, strong prejudices exist towards the other, even if the usual answer to those not from the same community would be 'we're all the same'.

That being said, the CTPA II team is aware of these differences and the unique position of Christians as a minority within Palestinian society, and they work hard at establishing trust, both with the MoE and with counsellors. The CTPA II project is strictly a development programme and although executed by a team of people from the Christian community, religion has no direct place in the project. The CTPA II team displayed high cultural and religious sensitivity and deep knowledge of Palestinian society. Their leadership and interaction with the counsellors during the project is a step towards a more inclusive society.

Part and parcel of the Israeli – Palestinian conflict is the political reality it has established within the Palestinian areas. Rivalling political parties such as Hamas, Islamic Jihad, Fatah, and PFLP often not only have very different visions of what a future Palestinian state should look like, but also what Palestinian society should be like at the present moment. These political divisions run even deeper as Hamas and Islamic Jihad members are not only routinely monitored and arrested by the Israeli Defence Forces (IDF) but also by the Palestinian Authority who are run by the semi-secular Fatah party. PBS is a neutral actor and does not endorse a political party of movement.

Circling back to the beginning of this paragraph, the main conflict PBS and consequently the CTPA team functions in and deals with, is the Israeli – Palestinian conflict. This is a major risk to the project, which is not clearly reflected in the baseline. I recommend thoroughly integrating conflict sensitivity in the baseline for the next project, as conflict is a major actor for any project across Palestine. The risk the conflict poses to the project is reflected in the

situation in which the SET VDP trainings took place in Jerusalem and the outcome of those trainings. The political situation in Jerusalem at the time of the trainings was extremely destabilized with continual (alleged or proven) knife attacks by often young Palestinians on Israeli soldiers or police, and sometimes on civilians. The consequence of the political instability at that time was a training in Jerusalem which functioned less well and had less strong outcomes than other trainings across the West Bank where the situation was less severe.

4.5 Gender issues

It is important to emphasize that the concept of gender is not interchangeable with women. Gender refers to both women and men, and the relations between them. The existence of historical gender imbalances have meant that gender programming tends to focus solely on empowering women as a means to 'levelling the playing field', however promotion of gender equality should concern and engage men as well as women.

The CTPA project does not specifically focus on gender but has made sure that the target group (i.e. counsellors) are receiving training with men and women together. During the workshops, the CTPA team (itself mixed gender) makes sure that every individual finds their voice. Male and female counsellors tend to have different experiences within their schools as usually a male counsellor is assigned to a boys school and a female counsellor to a girls school. The Palestinian public education system has no co-educational schools.

During the focus groups it was clear that differences exist from area to area, as some parts of Palestine are more socially and religiously conservative than others. For example, the focus group from Tubas and Jenin divided themselves in the women on one side and the men on the other whereas the female and male counsellors from Jericho and Jerusalem naturally mixed.

The CTPA II project is sufficiently aware of gender issues and practices equality in the organizing and carrying out of the workshops.

4.6 Extent of participation in and capacity for M&E

The CTPA II team has done an excellent job with monitoring the project over the project duration. With creative means of monitoring, from drama to painting, to group sharing and self-reflection, the team has made sure that project participants are not necessarily aware that project progress is being monitored, resulting in less biased data compared to if participants would only fill out questionnaires. The capacity for monitoring beyond the feedback from counsellors is minimal due to the difficulty of navigating the Ministry of Education's and the schools' bureaucracies. It also costs considerable time, which is why the self-assessment of public schools monitoring tool was discontinued for CTPA II due to budget cuts. Since PBS or the CTPA II project team does not have a designated M&E officer, all monitoring work is the responsibility of the project team. Considering this, the CTPA II team has done an outstanding job with high quality data from the target group (i.e. the counsellors).

Part of the monitoring and evaluation is the preparatory work, i.e. a project baseline report. The baseline for CTPA II was written by the CTPA II project team. The fact that CTPA II has a baseline is commendable and it has proven useful for reporting and the final evaluation. The CTPA II team expressed the difficulty of designing a baseline for a project which effectively works with large numbers of people from a variety of geographical backgrounds. For example, working with counsellors from Yatta or counsellors from Ramallah can be quite different, both in terms of the target group and the final beneficiaries. This difficulty is understandable. The difficulty the team had in drafting the baseline is visible in the quality and usefulness. It is recommended for future projects that baseline studies are delivered by an external specialist as the research and drafting of a baseline study – which if done well is very useful over the whole project period – requires extensive understanding of monitoring and evaluation.

4.7 Adjusting to new/unexpected opportunities

CTPA II has been responsive to additional opportunities presented during the project period. In 2016, the team was presented with the possibility to teach two courses in the Palestine Ahliya University. The courses ‘Social Emotional Learning / VDP’ and ‘Use of Puppetry in Special Education’ were meant for students in a post graduate special education program. The project team was also involved in the organization of a counselling conference in partnership with the Ministry of Education’s General Directorate, which was attended by 450 participants as well as the minister of education. The conference was important for the visibility and recognition of the counselling work, as counsellors tend to be marginalized in schools. In 2017, the CTPA II team was able to be a partner in a teacher conference organized by the Frere schools (two in Jerusalem, one in Bethlehem, one in Jaffa), with the theme ‘Distinction in Teaching’. The team gave a workshop on VDP’s in addition to being an official partner. The CTPA II team again participated in the planning of a Ministry of Education counselling conference. The conference took place in January 2018 so beyond the scope of this document, but it should be noted that the preparation for this conference took place in 2017.

Concluding, the CTPA II team has been responsive to additional opportunities presented to them by major actors in the education field such as the Ministry of Education and private schools. The fact that PBS is recognized as a professional partner for conferences shows the excellent standing the CTPA project has in the educational field in Palestine.

Chapter V – Project Sustainability

5.1 Sustainability at institutional level

CTPA II is not a self-contained project. Rather, it is the natural continuation of CTPA I and OPCY (Operation Palestinian Child and Youth) I and II. The CTPA project resulted from an extensive needs assessment following the OPCY project. This long term commitment to Palestinian children's wellbeing has resulted in a project team with extensive knowledge of child welfare and training of people who work with children on a daily basis. This extensive knowledge and long term commitment has manifested itself in the good standing of PBS with the Ministry of Education. Additionally, the length of the project allows ample time for the counsellors to implement and practice the tools presented in the trainings and to integrate the tools in the school's existing counselling curriculum. The booklet on VDPs is an easy tool to keep and counsellors testified to continuing to use it.

Due to the large amount of trainings counsellors receive from different NGOs through the Ministry of Education, many counsellors testified to not being able to implement the CTPA training fully long term as they are asked to implement the next training as well. This threatens CTPA's sustainability, as the training is likely to not be fully implemented past the training period. However, counsellors did note that due to the booklet and the thorough, long term training over the course of a year, they were often able to integrate exercises in the counselling curriculum, securing the sustainability of the trainings in their schools.

The close ties with the Ministry of Education are a strong predictor of sustainability, as CTPA programming does not stand alone but is grounded in direct and close coordination with the MoE. To secure continued and growing sustainability, it is recommended that PBS develops even closer ties with the Ministry of Education. Although there are very good and fruitful relations between PBS and the Ministry of Education's headquarters and directorate offices, it became clear during the interview with Mr. Mohammed Hawash that a closer relationship could be developed between the Department of Special Education and Counselling. This invitation to operate with the Ministry of Education at this level, in addition to the coordination with the MoE's directorate offices, can be utilized to re-assess the MoE's needs and vision for counselling programming, whether for counsellors or teachers. PBS can be a soundboard and sparring partner for the MoE while at the same gaining current insight in the ministry's needs in an effort to both serve the Ministry of Education and continue to develop cutting-edge, sustainable programming.

5.2 Sustainability at target group level

In accordance with paragraph 4.3, this paragraph will discuss the sustainability of CTPA II at the target group level, not at beneficiary level. The target group are the counsellors employed by the MoE who have been trained during CTPA II.

The monitoring data show that 80 per cent or more of the participants in Tobas, Yatta, and Jericho knew 5 VDP's after the trainings, meeting the output indicator. In Jerusalem, only 53% of the counsellors knew 5 VDP's. The team observed that the counsellors in Jerusalem didn't have the same motivation as counsellors from other areas, which can be explained by the difficult political situation in Jerusalem during the training period. Due to the political unrest, counsellors would be absent from the trainings as they were dealing with problems within their schools.

The Annual Reports from 2016 and 2017 discuss implementation in the field as a success, with 100% of participants implementing. The output indicator is to have at least 80% of the participants fill in three periodic evaluation reports on the implementation in their field. It is important to note that this is of course *during* the training period. Not everyone handed in these period reports (respectively 69%, 79%, and 67%) but since the counsellors were required by the Head of the Counselling Department to implement the training, the annual reports state that it is safe to assume that all participants, that is 100%, implemented the training within the schools.

Having discussed the implementation of the program with the two focus groups, it is important to discuss a somewhat less optimistic view, for the purpose of successful implementation of future projects. The fact that counsellors were required to implement the training in their schools is not a guarantee that all counsellors did so successfully. The structure of the counsellors' work in schools is to work with each class of students one hour per week, or in case of larger schools or two schools per counsellor, even less. The counsellors follow an established curriculum but have space to react to current situations, for example a fight between the students or the political situation. Counsellors testified that within this space, they were able to implement the training, but not with every group. They used exercises taught in the training to help students talk about themselves or problems they face within or outside the classroom. For many counsellors in the focus group, this means that they did implement parts of the training, but almost no one was able to fully implement the training, due to curriculum restrictions. This also has consequences for how many final beneficiaries – i.e. the children in the schools – were reached, as it cannot be assumed that all children in the school where a counsellor works were subject to implementation of the SET VDP training.

With an average of 71% of counsellors handing in their periodic evaluation reports on implementation, it can be stated that the output indicator of 'at least 80% of the participants will fill in 3 periodic evaluation reports on the implementation in their field' has not been reached. Rather than assume that actually everyone implemented – even if some forgot to hand in their reports – it is important to understand why implementation is not as strong as expected. During the evaluation, several factors surfaced that seem to cause the difficulty of full implementation:

- The Ministry of Education works with a variety of NGOs to work with counsellors. During the focus groups, counsellors complained about the sheer amount of trainings they have to take and implement, not allowing for long term implementation of any of the trainings, and consequently not strongly establishing any of the newly acquired information and skills within their counselling work. Mr. Mohammed Hawwash agreed this is problematic and that counsellors are a 'quick ticket' to reaching many NGOs' projected final beneficiaries: children. When asked whether the MoE has a clear process and requirements for NGOs working with counsellors, there was no clear answer, which leads this evaluation to assume that there is no such process clearly established. Rather, it is likely that there is a case by case evaluation of whether a training will be necessary, resulting in a prolific amount of trainings for counsellors and corresponding implementation requirements.
- Counsellors are underpaid and not treated equal to teachers. After the school strikes in 2017, teachers received a salary raise but counsellors did not. Many counsellors in the focus groups expressed feeling demotivated and said they had to have second jobs to make ends meet. All counsellors said their profession was often not treated as an important part of a healthy and successful school, rather they were often treated as 'Jacks of all trades', asked to step in for odd jobs around the schools, taking away from their valuable time to work with the children.

Although it is clear that full implementation of the SET VDP training has been challenging, many counsellors testified to having thoroughly enjoyed the practical nature of the trainings and the ease with which they were able to transfer their newly learned skills into the classroom. Practical exercises were the most likely to be implemented during and after the trainings. A majority of the counsellors in the focus groups testified to having learned to be more child focused during the training, as well as having learned new ways to approach conflict situations with the children. It can be assumed that these are skills which, once integrated in a counsellor's methods, will continue to be practiced.

Concluding, it cannot be said with certainty that counsellors will be motivated and able to continue the SET VDP implementation once the project period is over. However, during this evaluation, there were indications that certain parts of the training, like conflict transformation skills and SET exercises, have naturally become part of many counsellors' methods due to their practical nature. For future projects, the issue of the 'over-training' of counsellors needs to be addressed and where possible alternative target groups selected. Counsellors suggested training of teachers and/or head masters, and Mr. Mohammad Hawwash confirmed the Ministry of Education would be able to facilitate that in practical ways. Even if training of counsellors continues (which the MoE also encouraged), it would greatly enhance the sustainability of the project as a wider segment of MoE employees, i.e. head masters and teachers, are trained in SET methods.

Finally, it is important to note that – in contrast to what was recorded in the CTPA I evaluation – the SET VDP trainings will stop if PBS stops providing the trainings. It is not realistic to assume that there is a level of sustainability such that the MoE would take over the trainings. There is a great lack of financial and knowledge resources within the MoE, which is why the MoE takes on so many NGOs offering trainings for their counsellors. Mr. Mohammed Hawwash underlined the importance of the SET VDP training and said he has declined other offers of SET trainings. However he also agreed it is fair to say that there is no prospect of the MoE being able to manage the trainings independently if PBS stops offering them.

Chapter VI – Project Efficiency and Effectiveness

6.1 Project management

The project team has done an excellent job managing the project, with Diana Samaan heading the team as project manager. She has built an excellent team: committed, enthusiastic, and knowledgeable. The project management has also been able to build strong rapport with the project's stakeholders: the Ministry of Education, the counsellors, and the schools.

The project management also safely oversaw the management of risks to the project, such as giving trainings to the counsellors from Jerusalem during a politically difficult time. Although implementation in Jerusalem wasn't as strong as in the other directorates, it was decided that Jerusalem counsellors and their schools could still benefit from the trainings, especially during such difficult times.

The development of the work breakdown structure and timeline for CTPA II was also adequate, with a baseline study and solid project planning for trainings and MoE meetings and involvement. Quality management happened through close monitoring of the trainings, which was excellent (see also paragraph 4.7).

Financial routines and capacities were adequate. PBS has a finance committee appointed by the Board of Directors, comprising of a qualified financial experts. The committee meets four times annually to discuss PBS' financial status and advise on policies and procedures. PBS further has an inclusive finance manual relating to all its operations, and the policies and procedures recorded in the manual are implemented by the accountants for all PBS' projects. Budget monitoring, i.e. financial controlling, is the task of the project manager but is reviewed by the accountant. PBS is in full compliance with Israeli and Palestinian rules and laws regarding income tax and labour law, and is annually being audited by an independent auditor.

6.2 Allocated resources

The financial resources allocated to the CTPA II project are fair and were adequate to reach the objectives. However, it is recommended that if more financial resources are needed for stronger MEL (Monitoring, Evaluation, Learning), that they will be made available. The choice to omit school self-assessment due to budget cuts has resulted in a complete lack of data from schools to understand the impact of CTPA II beyond the target group. Additionally, funds should be made available for a professional baseline study for a next project as it will greatly enhance project relevance and sustainability.

Chapter VI – Empowerment Assessment

6.1 Empowerment Assessment Table

The below table is the Digni empowerment assessment tool, measuring how a project has enhanced human dignity; the overall goal for all development assistance projects in Digni. The tool measures changes in empowerment and assesses all three empowerment dimensions: resources, agency, and achievements.

		DEGREE AND LEVEL OF EMPOWERMENT				
THEMATIC AREAS OF RESULT		Level 1: Output Individual or community	Level 2: Output Individual or community	Level 3: Outcome Individual or Community	Level 4: Outcome Community and/or Society	Level 5: Impact Community/ Society/ Structural
	Strengthening Civil Society			X		
	Peaceful Coexistence			X		
	Good Health			X		
	Gender Equality	X				
	Total assessment of project			X		

6.2 Thematic Justification

Strengthening Civil Society

This theme has been rated as “level 3: outcome” as the target groups self-report that they have gained “power with”, i.e. they see changes in their relation with the Ministry of Education and feel the government is working with them to build the counselling program. The counselling conferences are a resource for counsellors which did not exist previous to the CTPA program. The SET VDP courses have allowed for a higher degree of organization in the target groups as it has brought counsellors from one district together on a regular basis.

Peaceful Coexistence

This theme has been rated at “level 3: outcome” . The target group have gained “power with” as they have learned about the VDPs and testify that learning those have increased their self-esteem as educators and individuals. The SET VDP program also often changed the counsellors’ perspectives on themselves and their students, as well as on the larger society. The target group is able to promote

non-violent coexistence towards the final beneficiaries (i.e. the students) and the SET VDP course helps to provide children with a safer and more caring environment to grow up in.

Good Health

Public school counselling is a major actor in making Palestinian public schools a healthier place for children, both physically and mentally. The target group has demonstrated knowledge about conditions affecting the mental health of children and their families and are not afraid to openly address stigmas related to mental health. The presence of well-trained counsellors in schools also allows children (i.e. rights-holders) to have greater access to adequate health services. This theme has been rated “level 3: outcome”.

Gender Equality

This theme is rated at “level 1: output”. There is gender equality in the project, however it has not been demonstrated that the target group has changed their behaviour or has used resources to act towards increasing gender equality. This has to do with the fact that the CTPA project is not primarily focusing on working towards more gender equality, even if the project itself has mainstreamed gender in its programming.

Chapter VII – Lessons and recommendations for future initiatives

It is recommended that PBS continues to develop and expand the work they have developed during OPCY and CTPA. The strong relationships PBS has built with the Palestinian Ministry of Education and with counsellors in addition to their experience and knowledge is fertile soil for a next successful project including SET VDP. The below recommendations are recommendations and suggestions on what that could include and what lessons have been learned from CTPA II.

Monitoring, Evaluation, and Learning (MEL)

- It is recommended that any future work with valuing differences is framed not in terms of conflict transformation but rather as a method of SET / SEL for counsellors and schools to use. This will indicate more clearly what type of work is being done with VD's in future projects, allowing for a clearer overall project goal and corresponding envisioned project impact.
- School self-assessments as a monitoring tool are important and should be retained as part of monitoring for future projects with schools. School self-assessments offer additional data to the counsellors' self-evaluation, allowing for tracking impact on target group and final beneficiaries.
- Future projects would benefit from a baseline studies delivered by an external specialist. The research and drafting of a baseline study – which if done well is very useful over the whole project period – requires extensive understanding of monitoring and evaluation.
- The specialized workshops need to be monitored more closely so data can be obtained about this important follow-up program of the SET VDP workshops. The specialized workshops consequently warrant appropriate planning in a baseline study with its own projected outputs and outcomes.

Future project planning

- Counsellors are a much wanted target group for NGOs, while teachers are often thought of as harder to reach. However, the counsellors suggested a real need for teachers to be trained in SET VDP as their communication with children (and parents) is often lacking. Since teachers are working with children on a daily basis it is recommended that for future project planning PBS looks into the possibility of expanding SET VDP trainings to teachers. Mr. Mohammed Hawash of the Ministry of Education is willing to help arrange the logistics of allowing teachers time out of the classroom.
- Further professionalize specialized workshops: a standard curriculum centred on 'hot topics' which is more practical and less disconnected from the SET VDP programming. It is recommended that the CTPA team takes a stronger role in the specialized

workshops, not unlike the SET VDP trainings, but with an expert speaker present for more academic input.

- Offer corresponding practical guides related to the specialized workshop curriculum offering specific practical guides to working with students who are facing certain issues (e.g. depression, drug abuse, etc.) beyond the factual info offered in the current tools.
- PBS is encouraged to develop an even closer relationship with the Department of Special Education and Counselling. Operating with the Ministry of Education at this level, in addition to the coordination with the MoE's directorate offices, can be utilized to re-assess the MoE's needs and vision for counselling programming, whether for counsellors or teachers.

Chapter VIII – Annexes

Annex A – Terms of Reference

Annex B – Evaluation Tools

**Terms of Reference:
Evaluation of CTPA II Project
for period of 2016 - 2018 (January)**

We have chosen to focus on the major part of the project in this external evaluation. That means that the CTPA's work through the Palestinian Ministry of Education (MOE) has the main focus. The media component and interacting with society through social media initiatives, will be evaluated through stories and examples of how valuing difference principles are being communicated and grasped by society. Our work with puppet groups and youth leadership training will not be evaluated here because they are not major parts of the project. Further, we want to focus on the MOE in order to get insight which will help us develop the best possible strategy for the next phase of the project – where we also at this point intend to work with the MOE.

1. Purpose of Evaluation:

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

- to evaluate if the project is reaching its goals as listed in the project document (adjusted): Goal 1, 2, 4, 5
1. Valuing differences will become part of the Palestinian educational system / schools.
 2. Participating schools testify to less physical and verbal violence.
 3. Participants acquired new communication skills towards the "other, and are practicing it.
 4. Participating educators are better role models (leading examples) for the children they work with.
- to show what lessons are learnt in this process
 - to give recommendations for a new phase project
 - to document the evaluation results achieved
 - to give baseline figures that could be used in the new phase by assessing the ones currently used, and giving recommendations for next phase.
 - to use the Empowerment Assessment tool of Digni
 - to assess measuring tools used in the project for measuring results

2. Questions/ problems to be assessed

A. Outcome and impact:

- What is the added value of the project at the local community 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 value differences in their community (which will help resolve conflicts peacefully)? If not, what might be improved?

B. Project relevance:

- Are the project's objectives and activities relevant to Palestinian national priorities and strategies? If not, what changes can be made in order to ensure that the project activities are more relevant?
- How is the project relevant to the Norwegian development strategy?
- 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?
- With the reference to project document # 7 'Gender Analysis', what strategies are in place to address gender issues and empowerment of girls and women?
- Assess in what ways the project can be said to be conflict sensitive?

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 valuing differences (towards conflict transformation) in the local society in the long term?
- At the beneficiaries' level: Are there good indications that the participants will be motivated and able to continue the valuing differences (towards conflict transformation process) on their own, after the project period is over?

D. 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?

E. Recommendations and lessons learnt

- What are the strengths of the project?
- What are the main achievements and success stories in the project so far?
- What are the major challenges for the project in the current phase and for the next phase?
- What are the major lessons learnt from this project so far?
- Were you able to identify model/success stories? Please detail

Map similar initiatives and look at how this project fits within a larger strive for conflict transformation in schools and the wider Palestinian society. Also, highlight the project's specific differences and unique "selling points".

- What would be your recommendations for a possible next phase of the project

3. Scope of Project

We would like to have a draft of the evaluation report by March 23, 2018, where PBS will have time to review and give feedback on it. We would like to aim for a final evaluation report by April 4, 2018.

4. Evaluation Team

Annerieke Willemze

5. Methodology:

In order to respond to the evaluation question above within the planned time frame (February - March 2018), following is the proposed methodology:

- Read relevant documents (PD, annual plans and annual reports, also evaluation report of CTPA 1).
- Interview team leadership about project history (since OPCY), the project today.
- Two focus groups with students
- Two focus groups with counsellors
- Study baseline of CTPA 2.

- Visit the PBS main office, talk to Mary about financial routines. Talk to Nashat about how CTPA adds value to the PBS and to the Palestinian society.
- Field visits: Focus group interviews
- Interview MOE employees

Additional documents:

- CTPA 1 baseline if available together with CTPA 1 evaluation report
- Empowerment Assessment Tool
- Results framework with measuring tools of CTPA 2 (if not integrated in CPTA 2 baseline)
- Norwegian development strategy (from Norad).