



مركز الدراسات النسوية
Women's Studies Centre



External Evaluation Report

Of

UN Trust Fund to End Violence against Women-Supported Project:

"Aman – combatting sexual violence in the Palestinian Society"

Program

(Jerusalem, Nablus and Hebron)

Covering period between:

(January 2016 – December 2018)

Women's Studies Centre

(May /2019)

External Evaluator: Elham Zaqout

"This evaluation report has been developed by an independent evaluation team. The analysis presented in this report reflects the views of the authors and may not necessarily represent those of the Women's Studies Centre, its partners or the UN Trust Fund"

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1. List of acronyms and abbreviations

- **CBO – Community Based Organization**
- **CD - Compact Disc**
- **MOE – Ministry of Education**
- **NGO – Non-governmental Organization**
- **SBV- Sexual Based Violence**
- **TOR – Terms of Reference**
- **UN – United Nations**
- **UNRWA – United Nations Relief and Works Agency for Palestinian Refugees**
- **WSC – Women's Studies Centre**

2. Executive summary

This external end of project evaluation was conducted for learning from strengths (including successful innovations and promising practices) and weaknesses (factors impeding progress) of the project planning, design, implementation M&E, and ongoing management in the project, and provide practical recommendations for focus on key sectors in similar future projects.

Qualitative tools, including individual interviews, focus groups, desk review of documents in addition to quantitative tools of statistical analysis to post evaluation forms were integrated, and on-site observations were carried out during the final months of the project; and upon which our conclusions relied.

The project goal was that University Young female students and school aged girls in Jerusalem, Nablus and Hebron are better protected and equipped to respond to violence by the end of 2018.

The project targeted three main districts in Palestine, which were Jerusalem, Nablus and Hebron, and specifically targeted community groups and media in the locations to enable them to become capable of supporting survivors of sexual violence. And school aged girls and boys with focus on those with disabilities and their families in a manner that works on increasing their abilities to protect themselves from sexual violence.

The Ministry of Education partnered with the Women's Studies Centre(WSC) enabling them to conduct the project in schools and was very much in favor of the project's activities, the Ministry of Education's role in the project was an operating body and a l hosing bodies, through which it provided facilitation and technical aid whenever possible, cooperated both on the technical as well as on the administrative level.

Results indicates the project responded to urgent needs of the community, the relevance of the conducted activities is unquestionable, implementation was done in a coherent sufficient manner, objectives were achieved and in general all interventions were effective and led a lasting positive impact upon the targeted community.

Project outcomes aimed at reaching the majority of the locations in the targeted districts including thousands of children and parents, with focus on children with disabilities, educational professionals, media student and the community in general. Targeted numbers intended to be reached were reached and exceeded planned for numbers, this was due to the support and request of the MOE to enter more schools than planned for and reach higher targets.

Project related staff were all qualified, were provided with adequate follow up and supervision, three field workers were responsible for all activities on the ground, which was sometimes beyond their capability but were motivated and fulfilled the planned expectations.

The project reached 67 schools, with a percentage of 118% achievement of target, 16 community based organizations with a 106% achievement of target, 5 organizations for disabilities with 120% achieved target, 4314 educational staff and teachers with a 413% achievement of target, around 13,000 school students (in general) and with a 400% achievement of target and reached around 6000 parents with a 153% achievement of

target, moreover, the project was able to reach around 700 boys and girls through CBOs with a 141% achievement of target, and 24 CBO staff members as planned, 64 school counselors with a 118% achievement of target, and 120 disabled children with a 120% achieved target, and finally a total of 42 media university students as planned.

The recommendations included intensifying and maintaining the relationship with the ministry of Education, and expanding the work to include universities and other institutes and reaching out to grassroots organizations to work on community awareness on the subject, moreover expanding the work to target kindergarten students, more children with disabilities, and widening the target to reach more areas in Area C of the West Bank, in addition to further developing the project tools and further working on developing the relationship with service providers that can work with victims of violence and sexual harassment that are referred.

3. Context of the project

This work evaluates "Aman – combatting sexual violence in the Palestinian Society" Program, conducted by the Women's Studies Centre, is a program that had it been implemented since January 2016 until the end of December 2018, this project came to light due to the need of addressing the issue of sexual assault and the rise of sexual assault recently and specifically in the West Bank in Palestine. While the exact ¹number of cases of sexual assaults and rape cases are not known as a result of the limited research on the subject and the serious under reporting of cases due to social and cultural barriers, professionals agree that cases of sexual assaults and rape (including family incest) are steadily on the rise. Moreover, the WSC conducted 3 research studies on incest, sexual assault, and students' knowledge about sexual harassment and how to address it; which all concluded that the limited awareness within Palestinian society in relation to the magnitude and effects of sexual violence is widespread and perpetrators not only taking advantage of that but also of the partiality within the Palestinian² legal system.

The main problem the project therefore aimed and addressed is how to strengthen and empower women & girls to be able to protect themselves so as to reduce sexual violence against them, increase awareness of female child rights and enhance the capacity of the local community to combat and stand against rights violations. While the goal is large, the steps taken to reach this goal are more palpable. In order to tackle this issue, work had to be launched on finding where the problem started, analyzing the factors that increase the probability that sexual violence will happen and try to address the factors that are able to be addressed within the means available to the WSC. The WSC conducted a pilot project in 2005-2006 aimed at raising awareness of children (grades 1, 2, 6, 7, 9 and 10) on sexual based violence (SBV) and protecting themselves from SBV. After a memorandum of understanding with Ministry of Social Affairs and the Ministry of

¹ Data Base – Muntada "Palestinian Non-Governmental organizations Forum Against Domestic Violence Against Women.

² Sexual Violence Against Female Teenagers in the West Bank: from a Gender Perspective, WSC.

Education, this pilot and related assessment helped the WSC develop the AMAN program to address the issue of SBV. The project has grown and continues to target more schools in more districts, reaching 39 schools in 2008 and 669 in 2014. For the WSC, this analysis and steps forward have led to the development of a program that is the only viable resource in Palestine, that targets this specific age group of children and works in cooperation with the ministry of education in a systematic matter. for protecting individuals from and preventing sexual violence, and additionally helped develop partnerships and services for those who need legal recourse and active society members who want to take action to protect their families.

4. Description of the project

This work evaluates "Aman – combatting sexual violence in the Palestinian Society" Program, conducted by the Women's Studies Centre, is a program that is being implemented since January 2016 until the end of December 2018. The program is held in cooperation with the Ministry of Education and Higher Education in Palestine, and implemented in a number of governorates, specifically in Jerusalem, Nablus and Hebron. The project is currently in the ending phases and is due for an external evaluation. This program's goal is that University young female students and school aged girls in Jerusalem, Nablus and Hebron are better protected and equipped to respond to violence by the end of 2018. The program has two main outcomes which are:

1. The targeted community groups and the media in Jerusalem, Nablus and Hebron are more capable of supporting survivors of sexual violence.
2. School aged girls and boys with focus on those with disabilities and their families in Jerusalem, Nablus and Hebron have increased their abilities to protect themselves from sexual violence.

The project's primary beneficiaries (a total of 12712) are women and girls in General while the secondary beneficiaries (a total of 3919) are the general public and the community at large and men and or boys, social workers, and university students and activists.

In this period, the project targeted 62 schools: 16 in Jerusalem, 26 in Hebron (4 directorates), 20 in the directorate of Nablus and South Nablus. The work was attended by school administrators, teachers, supervisors, parents' council, students (target group classes) and their families.

In addition to this, the program targeted different categories of the local community: specialists (counsellors in schools and in Community Based organizations), media and social work university students.

The AMAN program to combat sexual violence in Palestinian Society, builds the capacity of stakeholders and duty-bearers to identify, address and prevent the occurrence of sexual violence against girls and women. The core component of the program is to identify and train persons in the educational system, social workers and university students to help teach girls and youth how to identify, prevent and protect themselves from sexually-based violence. It creates the tools, teaching materials and agreements with local and school authorities to deliver this service to create community and media support of the program.

The outcome of the program was that communities will become capable of supporting survivors of sexual violence. This support seems imperative if the WSC wanted to ensure that the vision of the program (sexual violence against women and girls within the Palestinian society is reduced;

there is an increased awareness of female child rights; and enhanced local culture against violations of those rights) was achieved.

The strategy of the program produced the anticipated outcome because of its success in bringing the tools, opportunity, impetus and drive for individuals and communities to take action on a local level. It created the atmosphere and environment that ensured that the current and next generation of women and girls are not victims to the same crimes as previous generations. It built civil society and communities' capacity to identifying SBV violations, supporting victims and taking action against further threats to the welfare of women and children. Importantly, it changes opinions and shows the communities that there is another way to deal with SBV than victim-blaming and ignoring the problem.

The project is implemented in Palestine, and specifically in the district of Nablus, District of Hebron and the District of Jerusalem. The total budget of the project over the course of 3 year is 460,000 US. Dollars, granted by the UN-Trust Fund.

The project is implemented solely by the Women's studies Centre and in carried out in cooperation with the Palestinian Ministry of Education and Higher education and the Najah University and Al-Quds University and Khadouri University, and a number of local Community Based Organizations CBOs and NGO Non-governmental organizations across the West Bank and Jerusalem. The Universities were targeted in the capacity building phase of the project, were there students participated in community awareness campaigns and carried out a field survey to assess impact of the project on the community in general. While the CBOs and NGOs were targeted in capacity building phase and participated in implementing community awareness campaigns.

5. Purpose of the evaluation

This is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women, on the other hand the WSC evaluates most of its projects and programs to assess the projects and use the evaluation findings to further develop the programs in the future.

Initially the WSC will use the evaluation results for its own development of the project further in the future and as a key to overcome challenges and mitigate risks, on the other hand the report will be viewed by the UN Trust Fund, to assure that the results and objectives used in the design of the project were achieved and attained the impact intended and that the project was sufficiently relevant, effective, worked on knowledge generation and gender equality and human rights. .

after the conclusion of the evaluation; the report will be utilized for setting future development plan for the project. The development is meant to scale up the project and further enrich the project. The decisions that will be take will be regarding the future prospects of the program and its development

6. Evaluation objectives and scope

Scope of evaluation:

The evaluation covered the entire project duration which is 1st of January 2016- 31st of December 2018, and the Geographic scope, where the evaluation team carried out the evaluation in all project locations within the Districts of Jerusalem, Hebron and Nablus. During which the evaluation team collected information through different means from the primary and secondary beneficiaries as well as another stakeholder.

The primary beneficiaries being (Women in Girls in General (through the school systems and parents). While the Secondary beneficiaries are the General Public, men and boys (through the school systems and parents) and social welfare workers and University students and activists

The evaluation process was carried out over the course of 6 months and was divided as follows:

Key Milestones in Evaluation	
Drafting Inception Report	November 2018
Finalizing Inception Report	December 2018
Data Collection Phase	November 2018 – March 2019
Data Validation Phase	December 2018 – March 2019
Reporting Phase	March 2019 – May 2019
Submission of final Draft Evaluation Report	May - June 2019

Evaluation Objectives:

the following are the objectives that the evaluation had focused on:

1. Measuring the achievements of the program, and comparing it with the work plan designed by the center and the sponsor. In addition to specifying the additional achieved accomplishments.
2. Measuring the suitability of the activities on the set objectives
3. Measuring the impact of the program on the societal awareness of sexual harassment, its ability to deal with this issue in the future, and to what extent the targeted groups, specially students, are familiar with the issue and their ability to confront it, and who should they approach in case of exposure to sexual harassment.
4. Specifying the points that the program didn't cover in reference to the target groups and selection, coverage of geographical locations, sufficiency of trainings, topics of trainings, tools used in school activities, etc.... and were found important from the feedback of the targeted group and the partner organizations, in order to be handled later. It also aims at defining the challenges that faced the team and finding suggestions to overcome it.
5. Measuring the efficiency of tools that were developed for use with people with disabilities.

6. To generate key lessons and identify promising practices for learning and building upon for future interventions

7 Evaluation Design and Methodology

This Evaluation was based on a Qualitative methodology that collected data through individual interviews, focus groups, and questionnaires with students, counsellors partner organizations, parents, school principals and organization directors, university and college students (safe house, women from the safe house and the counsellor of the safe house). Thus, the data collected through all those tools were analysed.

For the individual interviews and focus groups the following was done:

The Most prominent work done through AMAN project was carried out with the schools and within the school scope and due to the fact that the total number of schools targeted in the AMAN project were a total of 64, it was seen sufficient to select a sample of 20% was selected of the target group (at random) from schools (to conduct individual interviews and focus groups with) since all schools targeted function through the same governmental curricular system of the Palestinian Ministry of Education. And to assure that that both girls' and boys' schools were targeted equally, and all three age groups and classes targeted and localities, the schools were selected per Targeted Area.

As for the schools that focus on children with disabilities, 2 schools are targeted in the project thus both schools will be included in the evaluation

The following is a table that breaks down the target groups and the sample selected for the individual interviews and focus groups through the evaluation:

Areas	Schools targeted in project	Selected schools 20%	Selected Directors 20%	Classes (2 classes *12 selected schools)	Students Per class	Parents 20 %
Nablus	20	4	4	8	250	100 (20 males 80 females)
				4 boys	120	
				4 girls	130	
Jerusalem	18	3	3	8	120	80 (20 males 60 females)
				4 boys	50	
				4 girls	70	
Hebron	26	5	5	8	320	120 40 males 80 females
				4 boys	150	
				4 girls	170	
Total	64	12	12	24	690	300

It is worth nothing that the 20% schools per area were selected randomly, and thus were the directors, after which, within the selected schools the classes selected were also selected randomly within the schools, assuring that all age groups were covered.

The school directors were interviewed, and focus groups were carried out with the school students from different age groups, and focus groups with the parents.

As for schools for children with disabilities, the number of schools the project targeted were limited thus the evaluation team decided to conduct the evaluation with all the targeted schools specifically since each school dealt with different types of disabilities.

1. Data Sources:

Secondary sources: Project document, timeline, budget and logical framework, annual reports, and field reports.

Primary sources: (pre and post assessments were made with the students in the baseline and post the intervention with the schools, (these provided a lot of insight on the skills gained by the school children and counselors in application of the project intervention)_ the interviews of the Organizations and stakeholders included ministry of education and Palestinian schools, and groups of parents, counselors, students, organizational supervisors, directors from schools with disabilities, ...A sample of relevant beneficiaries whether direct beneficiaries or secondary beneficiaries that have had benefited from the project throughout the implementation phase. It is worth noting that the primary beneficiaries in the project were women and girls, while the secondary beneficiaries were men and boys.

2. Proposed Data collection methods and analysis: desk review, questionnaires, analysis such as statistical software and or traditional methods of analysis.
3. Proposed sampling methods: (schools, classes including different age groups, counsellors, parents' groups, sample should be selected in all locations of project implementation (Nablus, Hebron, Jerusalem)

Field visits: the evaluator is expected to carry out field visits to project implemented locations and schools, CBOs, NGOs, in Nablus, Hebron, Jerusalem

Work has been done on the following:

1. Literature Review:

The following studies, reports and previous studies were reviewed:

- Project proposal and budget
- Work Plan of project
- Annual Report of the administrator and the external advisor for 2016-2017-2018
- Training manual developed during project
- Stories for children and coloring books
- Project's manuals (educational materials about sexual abuse)
- Reports from the analysis of questionnaires that had been worked out with the target groups.
- Baseline study vs. post evaluation report (in comparison between both)
- Online survey and its results
- Reports of application of AMAN project by school counsellors and supervisors
- Trainers reports including (pre- and post-activity evaluation assessments)

2. Collecting data:

1. Open interviews:

25 individual interviews were conducted as follows:

- a. 9 administrators and counselors in Nablus
- b. 6 administrators and counselors in Hebron
- c. 4 administrators and counselors in Jerusalem
- d. 3 coordinators (Nablus, Hebron and Jerusalem)
- e. The project's manager
- f. The external counselor of the project
- g. The General Director of Guidance in the Ministry of Education and Higher Education.

2. Focal Groups:

*** 6 groups in Nablus**

- Heads of educational departments and supervisors (4)
- Female Guests from the Safe House (4)
- Male students (15)
- Female students (12)
- Students with disabilities (7)
- Counselors from civil society organizations (7)

*** 7 groups in Hebron**

- Heads of educational departments and supervisors (5)
- Counselors both males and females (26)
- Parents of students with Disabilities (3)
- Media students volunteering in the program (6)
- Students from the 10th grade (20)
- Students from the fourth grade (10)
- Parents of female students (3)
- Parents of male students (3)

***4 groups in Jerusalem:**

- Mothers (13)
- Counselors (6)
- Male students (15)
- Female students (10)

8. Evaluation Team

The evaluation team consisted of an external National Consultant Ms. Ilham Zaqout and an assistant, Ms. Zaqout, had carried out various consultancies for different NGOs in Palestine, and is a permanent evaluator of the Comprehensive System of Examination of the Palestinian Ministry of Education, Ms. Zaqout was responsible for undertaking the evaluation from start to finish and for managing the evaluation team under the supervision of evaluation task manager from the Women's Studies Centre, for the data collection and analysis

9. Evaluation Questions

Evaluation Criteria	Mandatory Evaluation Question
<p>Effectiveness <i>A measure of the extent to which a project attains its objectives / results (as set out in the project document and results framework) in accordance with the theory of change.</i></p>	<p>1. To what extent were the intended project goal, outcomes and outputs (project results) achieved and how? <i>In addressing this question please assess the extent to which the project directly benefited the targeted beneficiaries. At project goal level this refers to primary beneficiaries (women and girls) an at outcome level, secondary beneficiaries (such as men and boys). Please include a table on the number of beneficiaries reached as an annex. In all cases please address whether the project achieved results in accordance with the expected theory of change or not.</i></p>
<p>Relevance <i>The extent to which the project is suited to the priorities and policies of the target group and the context.</i></p>	<p>2. To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? <i>In addressing this question please assess the extent to which the project strategies and activities were relevant and appropriate to the needs of women and girls and whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project.</i></p>
<p>Efficiency <i>Measures the outputs - qualitative and quantitative - in relation to the inputs. It is an economic term which refers to whether the project was delivered cost effectively.</i></p>	<p>3. To what extent was the project efficiently and cost-effectively implemented? <i>In addressing this question, you may wish to consider whether the activities were delivered on time and to budget and whether activities were designed to make best use of resources (e.g. were cost comparisons made between different intervention/activity types before decisions taken?). Also consider whether the project has been managed well to make best use of human and financial resources.</i></p>
<p>Sustainability <i>Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends.</i></p>	<p>4. To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends? <i>In addressing this question, you may need to assess the likelihood for sustainability (given that the evaluation is conducted at the end of the project when longer-term sustainability cannot yet be assessed). For example, what steps have been taken to institutionalize the project, build capacity of stakeholders or secure benefits for rights holders through accountability and oversight systems?</i></p>
<p>Impact <i>Assesses the changes that can be attributed to a particular project relating specifically to higher-level impact (both intended and unintended).</i></p>	<p>5. To what extent has the project contributed to ending violence against women, gender equality and/or women’s empowerment (both intended and unintended impact)? <i>In addressing this question, you may have to repeat some evidence and analysis from question one on effectiveness, however this question should specifically identify any changes in the situation for women and girls in relation to specific forms of violence and look at both intended and unintended change for both women and girls targeted by the project and those not (if feasible).</i></p>

<p>Knowledge generation Assesses whether there are any promising practices that can be shared with other practitioners.</p>	<p>6. To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners?</p> <p><i>In addressing this question, it must be clear that the knowledge generated is new, innovative, builds on evidence from other projects or has potential for replication or scale up in other projects or contexts. It should not include generic lessons or knowledge that has already been frequently documented in this context.</i></p>
<p>Gender Equality and Human Rights</p>	<p>Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent.</p> <p><i>Practically this could mean: incorporating an assessment of human rights and gender responsiveness throughout the evaluation questions above - if not obvious; ensuring the evaluation approach and methods of data collection are gender responsive (e.g. women and girls must feel safe to share information); specify that the evaluation data must be disaggregated by sex and other social criteria of importance to the project's subject.</i></p>

Effectiveness

The project successfully completed and implemented all project activities within the project timeframe, it achieved planned targets on the level of goal, outcomes and outputs and reached beyond the anticipated numbers initially planned for this was according to revision of the secondary sources of data and through primary sources of data and feedback from the program staff and partnering stakeholders and beneficiaries who stated that the project was carried out efficiently and in a timely manner.

Most of the interviewees considered the "Aman" program as one of the most important extracurricular programs adopted by the Ministry of Education, as Aman was the first to deal with a subject that was considered a "taboo" despite its importance, in addition to being the first in raising the issue of sexual violence and the ways of protection.

In this regard, the external consultant, (a professional psychological specialist who is assigned to consult with on the project and the psychological aspect of it.)expressed that "This program changed the forbidden to the permissible(in terms of reporting about sexual assault, or discussing sexual education in general), whether in the relationship of parents with their children, or in the relationship between teachers and their students. In the same context, one of the school's principals expressed the school's desire to continue with the program even if the center stopped implementing the program." He added that the "Aman" is deep in the heads of the counselors and is part of their annual work plan.

It is obvious that the name of "Aman" is becoming familiar among students who had the opportunity to participate in the activities of the program (targeted classes), and even to those who were not currently included. When asked about the program, the students were fully aware

of the program's objectives and demanded to be targeted in the coming stages. The students even showed us a play and a film about the subject, in order to introduce their schoolmates, the negative implications of harassment. Other students talked about the importance of communicating with their parents and communities about the subject.

At the level of institutions dealing with children with disabilities, one of the counselors explained that this program gave him the official license to work with children on this subject, which he considers very important, especially that these children are the most vulnerable to sexual exploitation.

Here, too, a note must be made of cases of sexual harassment that have been detected in schools of children that have been or are being sexually abused, particularly by a known person or even someone within their family. Prior to the project application, such cases would have not been disclosed to anyone either because of fear or ignorance. This was expressed by counselors who received complaints from individual cases especially after the group sessions with the children in which they talked about what they were exposed to and asked for assistance.

The distribution of a booklet with the names and addresses of the institutions receiving complaints in this regard has had a good impact on the students. They have stated that they will keep this booklet and discuss it with friends because it gives clear guidelines on the topic which be addressed taught to students who are in schools that do not apply the program.

In some cases, the students and their mothers spoke about the fact that this program opened up more horizons for a more open relationship between the mother and her daughter. Here, we must note the weakness of participation of mothers and parents in general in the meetings held in schools. This is due to both the preoccupation of mothers and their inability to attend meetings, especially if they have children at home, or because of the ignorance of mothers and their serious abuse of the subject, especially since parents consider that this issue is specific to mothers only because it is related to the reproductive role, and it is not the concern of men in accordance with the prevailing culture, and this requires a greater effort to work on how to attract people to attend these meetings more.

As for achievements, the following is a table of project achievements in terms of planned vs. achieved:

	Item / No. to be targeted	Planned	Achieved	%
	Schools	54	64	118%
	Community Based Organizations	15	16	106%
	Organizations for Disabled	5		120%
	Educational Staff \ Teachers	540	4314	799%

Schools Students	3500	10900 elementary 3549 middle school	413%
Parents reached by schools	3500	5367	153%
Adult Females & Males reached by CBO's	500	606	121%
Girls & Boys reached by CBO's	500	707	141%
CBO's staff	24	24	100%
School Counselors	54	64	118%
Disabled Children	100	120	120%
Media University students	42	42	100%
University students (general departments)	36	36	100%
Training days for school counselors	36		100%
Training days for school community workers	10	10	100%
Training days for school media university students	12	12	100%
Training days for school university students (general departments)	4	4	100%
Respondents to on line Survey	350	299	85%
Workshops for school children	1700	3455	Total of 3974 234%

	Workshops for parents at schools		251	
	Meetings for educational teams		268	
	Workshops for children at CBO's	240	293	Total of 519 216%
	Workshops for Parents at CBO's		226	
	Awareness workshops for university students	0	12	

Relevance

During the previous phases and in development of the project the WSC worked comprehensively on strategies and activities to address the needs as follows:

- Phase One of the Project: WSC initiated a study back in 2005 to address the issue of sexual violence faced by females in Palestine. The main findings of the study indicated an ignorance of female girls regarding issues of sexual harassment, vivid societal culture which blames victims of abuse instead of supporting them, and vast generalized avoidance to address, talk, and tackle issues related to such violence. Accordingly, AMAN Project phase one was launched in partnership with the Ministry of Education, Ministry of Social Affairs, United Nations' Relief and Works Agency for Palestine Refugees (UNRWA), private schools' panel of nongovernmental organizations (NGOs), local CBOs, and universities. Through the project, training was offered to stakeholders, school students, both females and males, professionals in the field of mental health, parents, and university students. In addition, educational materials, including story books, booklets and brochures, for parents and school aged children were published, media campaigns, including posters and T.V and radio dispatches, were widely distributed. Further, a detailed manual for professionals in the related topics was prepared, produced, and distributed to insure sustainability.
- The WSC AMAN project was highly evaluated, and received extraordinary feedback, which in turn encouraged the launching of Phase Two of the AMAN Project - the current project - in 2016, in Jerusalem, Nablus, and Hebron. The project aimed at strengthening

females' capability to protect themselves against sexual violence, increasing their awareness regarding their rights, and enhancing the local culture against the violation of such rights. Outcomes expected by 2018 include the progression of a community more able to support survivors of sexual violence and capability of school aged boys and girls, including those with disabilities and their families, to protect themselves from sexual violence. The program's strategy included research, advocacy, media management, and capacity building, among other aspects, to combat sexual violence in Palestine.

- A Baseline Study was planned as a main component of the program aiming at providing an information base on which to monitor and assess the program's progress and effectiveness during implementation and after the program is completed. Accordingly, a study was planned to collect baseline data (and corresponding targets) for all indicators (outputs, outcomes, and goal).

The baseline study was conducted previously to the project's intervention in March 2016. The applied tools included questionnaires, focus groups, and meetings aimed at assessing the knowledge, attitudes, and skills of the targeted participants. Sample participants included school age children, both males and females, and their parents, key representatives of communities, professional workers, as well as university students According to the results of the baseline study and the need for awareness on sexual violence within young ages, the following were the results of the application of this project:

- a. In school children, the project revealed the following: an awareness to sexual violence grew in proportion to the age of the participants; a consideration of abusers to be mainly foreign males; a lack of skill in identifying perpetrators and victims; a recognition of parents as a principle source of consultation and aid to be addressed if violence happens; a limited knowledge in sexual education (more so amongst females in comparison to males); an acknowledgement of the internet or peer interaction as the main source of violence; and a limited exposure to publications in this regards.
- b. In parents, the project revealed the following: parental awareness to sexual violence remains a major concern; mothers exhibited more ability in openly sharing in comparison to fathers; a preference to avoid addressing sexual abuse related issues; sexual violence assumed related to unsatisfied sexual needs; a personal decision of perpetrator and hereby subject to consequence; strict refusal to address legal and ministry bodies for seeking help when revealing sexual violence; lack of skills needed for dealing with sexual harassment of their children; and avoidance of talk of sexual harassment that might be tackled within themselves.
- c. Overall, the project revealed a lack of detection skills in the following nature: connection between sexual harassment and physical traits of the aggressor, and religious figures or civilians, women, youth, and the elderly involvement with or being perpetrators.
- d. In regard to help-seeking behavior, older age groups seemed to be less trustful of the legal system, and conveyed community taboos of confidentiality more strictly.

- e. In the media, the project revealed that very little exposure to publications related to violence in general and sexual violence specifically including books, TV or Radio programs are available.
- Aim & Goals: Project activities aimed at creating a lasting positive effect on the lives of the targeted beneficiaries regarding their knowledge, attitudes and skills related to violence and protection from sexual abuse.
- The activities of the project were targeted at the Palestinian community through direct and indirect tasks that were implemented throughout the associated three-year period of the initial project design and following plans submitted with close follow ups with indicators of success. Indicators included both qualitative and quantitative tools. To ensure following high professional standards, in addition to the WSC staff assigned to the project, three external professionals were contracted - a technical consultant, statistical expert, and end-of-project expert to conduct external independent evaluation examining the project's results. These experts were contracted based upon a detailed T.O.R developed by the project staff. The project had three basic components:
 1. Capacity building for personnel in the community, mainly school counselors, teachers, community workers, and university students;
 2. Direct activities on protection and sexual education for the community, mainly for elementary and middle-aged school children within schools, boys and girls in the community through CBOs, parents, and decision makers;
 3. Targeting the general community to change taboos in this regard through the media and a number of publications.
- Partnerships included:
 - a. A collaboration with the Palestinian Ministry of Education, including full involvement of associated professionals from the ministry in all stages; this collaboration was reflected through the M.O.U signed by the two parties and periodic meetings and consultation sessions;
 - b. A collaboration with police authorities throughout the project's cycle; field coordinators succeeded to gain the trust of police departments in West Bank, which made way for joint workshops regarding dealing with violence through the electronic media for the benefit of the general community, though this component was not initially planned by the project activities.
- Capacity building: the project aimed at sustaining its gains beyond the project's period. Accordingly, it adopted a capacity building approach where school counselors, community workers, and university students were targeted and trained intensively on topics related to violence, sexual abuse, protection skills, related legal issues, and initiating media campaigns. A detailed M.O.U was signed with the Palestinian Ministry of Education, in which it was agreed that trained school counselors and supervisors (64 in number) on the AMAN manual will be able to continue targeting school children in sexual protection related issues beyond the project's period. 24 community work, 42 media, and 36 general department university students were trained as well, so as to enable them to become a source of support for victims of abuse- they will continue to positively

contribute to attitude change within their communities. Training contents were developed by the project's staff and the technical consultant and included issues related to violence, gender, law, protection, and sexual education. External trainers were identified, contracted according to detailed T.O.R, and were requested to submit actual training plans and a final training report. Pre-training and post-training evaluations were developed by the project's consultant and applied accordingly. Trained groups targeted their communities in workshops (children, parents, males, and females). Analytical post evaluation questionnaires revealed positive change on the knowledge, attitudes' and skills level - 95% reported benefit on the professional level, 87% on the personal level, and 92% reported trainers fully mastered the training.

- Training workshops: 909 training workshops based on the AMAN manual were conducted for the benefit of 10,900 elementary school children and 3,549 for middle school children, studying in 64 different schools, in addition to 707 children targeted by CBOs and 120 disabled children targeted by specialized organizations working with the disabled. Another 286 workshops for the benefit of 4,314 educational staff and 251 workshops for the benefit of 5,367 parents at schools and 606 females and males at CBOs were conducted. 87% of parents and 61% of children indicated interest in attending more trainings in the future, 88.5% of participants reported large scale benefit on the personal and familial level, 89.10% reported gaining new information, 75% were empowered in regard to protection, 86.7% reported gaining new skills, over 60% of children indicated an ability to identify and stop abuse, around 90% percent were willing to talk to a counselor, and around 50% were willing to discuss issues with parents.
- The project's publications included the fully edited Amman manual with special chapters related to disabled children (400 copies), two story books (*Samarah* and *Let's Talk* - 1500 copies each), detailed brochure for referrals (1000 copies), a legal brochure detailing Palestinian laws related to violence (1000 copies), a special kit for the disabled, coloring book (1500 copies), pens and notebooks (3000 copies), and pins (1000 copies), all for the project's publicity.
- The media was targeted both through the training of 24 media students who developed media initiatives and collaborations with the academic media departments within their universities, to mainstream the issue of dealing with violence within their departments, so as to ensure sustainability, as well as through collaborations with mainstream media channels audios, visuals, and literary medias. Radio spots, T.V spots, Documentary films, radio programs were some of the media initiatives conducted. Hundreds of thousands of Palestinians were exposed to messages of protection through this aspect of the project, and it is assumed that such an exposure contributed to lasting effects on the general community attitudes towards dealing with violence. Analysis of end of project -post evaluation data revealed 75% of targeted adults within the community believe media should address issues of sexual violence publicly; indicating that the past taboos, and community attitudes' regarding upon dealing with the matter have changed.

- Mainstreaming disability within the project's activities was a main component of the project, conducted for the first time in Palestine. Mainstreaming included editing AMAN manuals and story books aiming at inclusion of disabled, targeting organizations working with disabled children, training professionals and teachers active within disability centers, conducting direct workshops for parents and families of disabled, and producing a kit for disabled including an animation film highlighting the needs of children with Down syndrome and physical disabilities (100 copies), two story books in Braille for children with visual disabilities (*Samarah* & *Let's Talk* in Braille - 300 copies each), a CD of the *Samarah* story book in sign language for children with hearing disabilities (500 copies), and an educational brochure on protection in sign language (300 copies). Feedback from the targeted public was extraordinarily positive, as children themselves, their parents, and the educational figures working with them indicated their needs were properly responded to, for the first time in Palestine.
- Analysis of post evaluation reports reflected positive change in attitudes among the whole targeted public; children, parents, males, and females expressed a higher willingness to provide support for victims of abuse, with parents and children demonstrating a higher readiness to discuss issues related to sexual violence, reflected better knowledge in violence and issues of sexual education, especially counselors, demonstrated better detection skills and higher feeling of protection, and overall awareness regarding referral bodies and the importance of addressing the issue of sexual violence publicly.

Networking:

AMAN project achieved an extraordinary success regarding the gaining of trust of main community, academic, ministerial and governmental bodies.

Additional to the right approach of intensive collaboration with the Palestinian ministry of education which consisted a main block for the success of the project, the project's staff with their extraordinary devotion, commitment and professionalism succeeded in building additional networks with number of additional bodies beyond the original project's plans, including but not limited to:

- Palestinian university & academic bodies which hosted the project's staff for lectures and workshops related to sexual education and protection techniques for the benefit of hundreds of students.
- Police authoritarian bodies which participated in conducting community awareness workshops under the project's umbrella related to electronic violence and sexual harassments through electronic media, for the benefit of hundreds of parents and families.
- Community bodies not directly connected to the project contacted the project's staff for consultations and referrals of needed victims of harassment and abuse and their families,

though project staff are not therapists themselves but were able to handle tens of such professional consultations successfully for the benefit of hundreds.

Thus, we can say here, that the tools used are designed to meet the needs of each targeted group; including: targeted children, professionals, parents, media, decision makers...etc. This contributes in creating change. The targeted groups have shown acceptance to the diversity in activities and suitable for each group.

Regarding persons with disabilities, the counselors considered using visual tools provided a comprehensive mean to explain the subject to the children. Some counselors called for more specialized material for persons with disabilities to help in explaining the issue better.

Efficiency

The achievement of the AMAN project was in its huge success in formulating a different state of mind amongst Palestinians, both young and old, educated and those who are less, professionals, parents and children in all what is related to sexual violence. The issue of sexual violence is no more a closed unaddressed taboo in Palestine, tens of thousands of people have become capable in addressing and discussing issues related to sexual violence in Public and rates indicated meaningful change in all three, attitudes, knowledge and skills. And based on the total budget allocated to achieve this, we can say that the project was carried out efficiently. Since the knowledge generated and the awareness raised on sexual violence in reference to the numbers reached is seen as cost effective, since this knowledge within young groups does not wear out nor is it bound in a specific amount of time. And based on data collection from different sources, whether primary or secondary, it was apparent that the coordination for the implementation of this project had gone very well, the project staff carried out the coordination with the partners in a consistent and appropriate manner, Based on the Ministry of Education head of units, the WSC had followed protocol and bureaucracy when addressing the schools and reaching the children with minor to no errors.

As detailed in above, activities of the projects reached 100% in each activity and much more in some, from what was planned. This can be explained by the right approach adopted, high relevance of the project to communities targeted, correct planning procedures, flexibility in responding to upcoming urgent changes, gaining the trust of all involved, building right and genuine cooperation and collaborations within active bodies in the community and of course the long term commitment of the Palestinian Ministry of Education to the project. The higher numbers reached within the educational systems were due to continuous implementation of the project's activities by the school counselors beyond what was planned, so was the situation within CBO's, and the Request of the Ministry of education to include more schools than those initially planned for.

It is worth noting that the project delivered its activities at an approximate cost of 12 \$ per direct beneficiary, these costs included awareness raising sessions, training and production of tools,

manuals, books and materials. Which is seen as cost effective in relevance to the knowledge, awareness and life skills gained, and the tools provided to the beneficiaries.

Sustainability

this project was designed in a manner to sustain the effect and impact it was developed and planned to achieve., the methodology of the project applied throughout the project's cycle as was claimed within the project proposal: "sustaining the sex education at schools to achieve sustainable awareness and protect on in a participatory framework. Stemming from the identified need through assessments to create mechanisms within schools, this will ultimately allow for the school students and staff themselves to identify their needs. Through creating mechanisms, such as local networks and committees, media activities, advocacy activities, school-based activities, the action will promote an environment conducive to building long term safe environment, rather than a 'project based' development." Through this the project was institutionalized in the educational system of schools by primarily partnering with the Ministry of education and implementing the project in schools through them, by this partnership, the AMAN project "school Activities" have now become a steady part of the ministry of education's plans for counsellors in schools, and thus must be implemented in the Ministry of education schools, moreover the methodology of providing the awareness and life skills to the student through the school counsellor was also an method that enhances sustainability since it took the method of training the counsellor who will then in his turn pass the information on to the students, and other students in following years. since if providing the awareness was done by an outsider, the continuity of the education within schools would stop once that outsider leaves, but equipping the school staff with the knowledge and manuals assures that the project implementation would continue after the end of the project.

The WSC worked on strengthening the role of the Ministry of Education enhanced the sustainability and this was recorded as an outcome of the focus groups and individual interviews carried out during the evaluation, where General Director of Guidance and Special Education in the Ministry of Education and all supervisors, seniors, counselors of schools, school principals all praised the role of the Center for Women Studies and its credibility.

The Ministry of Education approved this program to be a priority program in the counselor's annual work plans. The ministry follows-up and evaluates the performance of the counselors based on this program development and performance.

At the level of school administrations, there has been a high level of interest from school principals who have always been prepared to provide any support or assistance to counselors to facilitate the implementation process by providing additional classes and counselor sessions and time.

Impact

Throughout the Palestinian community, and during the past year, a number of NGOs worked on the issue of sexual and reproductive health in the Palestinian community and were active in provision of psychosocial services in different locations within the West Bank, but the services provided were usually located in central big cities, leaving other locations within the districts. But not many targeted school children and girls on the issue of protection from sexual harassment and violence.

The current end of project evaluation indicated clearly that the project was nearly the only project that targeted school aged children and the community of parents and general public in a holistic and systemized comprehensive manner. While school locations were selected based on consultations with the ministry of education where there was higher need in some locations and thus the project included those locations within its plan.

All project indicators including the pre and post assessments measured in addition to focus groups and interviews, meetings that were conducted throughout this evaluation indicated that the project had a clear meaningful impact upon the targeted communities and beneficiaries.

Most of the interviewees considered the "Aman" program as one of the most important extracurricular programs adopted by the Ministry of Education and Higher Education, as Aman was the first to deal with a subject that was considered a "taboo" despite its importance, in addition to being the first in raising the issue of sexual violence and the ways of protection.

In this regard, a counselor expressed that "This program changed the forbidden to the permissible, whether in the relationship of parents with their children, or in the relationship between teachers and their students. In the same context, one of the school's principals expressed the school's desire to continue with the program even if the center stopped implementing the program." He added that the "Aman" is deep in the heads of the counselors and is part of their annual work plan.

It is obvious that the name of "Aman" is becoming familiar among students who had the opportunity to participate in the activities of the program (targeted classes), and even to those who were not currently included. When asked about the program, the students were fully aware of the program's objectives and demanded to be targeted in the coming stages. The students even showed us a play and a film about the subject, in order to introduce their schoolmates, the negative implications of harassment. Other students talked about the importance of communicating with their parents and communities about the subject.

At the level of institutions dealing with children with disabilities, one of the counselors explained that this program gave him the official license to work with children on this subject, which he considers very important, especially that these children are the most vulnerable to sexual exploitation.

Here, too, a note must be made of cases that have been detected in schools that have been or are being sexually abused, particularly by a known person or even someone within their family. These cases have not been disclosed to anyone either because of fear or ignorance. This was expressed by counselors who received complaints from individual cases especially after the group sessions in which they talked about what they were exposed to and asked for assistance.

The distribution of a booklet with the names and addresses of the institutions providing services in this regard has had a good impact on the students. They have stated that they will keep this booklet and discuss it with friends because it gives clear guidelines on the topic which be addressed taught to students who are in schools that do not apply the program.

In some cases, the students and their mothers spoke about the fact that this program opened up more horizons for a more open relationship between the mother and her daughter. Here, we must note the weakness of participation of mothers and parents in general in the meetings held in schools. This is due to both the preoccupation of mothers and their inability to attend meetings, especially if they have children at home, or because of the ignorance of mothers and their serious abuse of the subject, especially since parents consider that this issue is specific to mothers only because it is related to the reproductive role, and it is not the concern of men in accordance with the prevailing culture, and this requires a greater effort to work on how to attract people to attend these meetings more.

The program is now available at 67 schools within the West Bank and Jerusalem and institutionalized with the Ministry of Education as a necessary program to be implemented by school counselors within schools.

The center, in cooperation with the Ministry of Education and Higher Education, has utilized media to spread the idea and raise awareness about the issue. For example, a podcast show was broadcast at Nisaa FM radio station. A number of workshops about cybercrimes were conducted on social media in cooperation with the police's crime protection units.

In conclusion the achievement of the AMAN project was in its huge success in formulating a different state of mind amongst Palestinians, both young and old, educated and those who are less, professionals, parents and children in all what is related to sexual violence. The issue of sexual violence is no more a closed unaddressed taboo in Palestine, tens of thousands of people were capable in addressing and discussing issues related to sexual violence in Public and rates indicated meaningful change in all three, attitudes, knowledge and skills.

Based on the analysis of the pre and post questionnaires of the school students, it was indicated the students can now detect sexual violence if happening, and reflected fully mastering of knowledge regarding the types of violence.

parents are more willing to support the survivors. And they believe that that victims are not to blame if abused also media should address these issues indicating that the past taboo upon dealing with the matter have changed due to the trainings conducted through the project.

university students indicated having better knowledge after training and are able to identify referral bodies (NGO's, Ministry bodies, police.) they are able to identify sources for information in media and publications related to sexual violence. Most of them reported that the training provided was unique and first of its kind that addressed violence and protection.

Knowledge generation

Aman project and through its application in schools had worked on generating knowledge within different age groups on protection from sexual harassment and knowledge and ability of children to identify initial signs of sexual harassment through the tools and knowledge passed on to the children targeted. It was successful in changing mind sets among children, women and girls, and boys too.

The base line study was conducted before the beginning of the project's intervention back in March 2016. The applied tools included questionnaires as well as focus groups meetings, and aimed at assessing the: Knowledge, attitudes and skills of the targeted participants.

Sample included school age children, both males and females, their parents, community key representatives, professional workers as well as university students.

In assessing the knowledge gained, the baseline survey and the post questionnaires were mostly referred to in this process, where a baseline survey was carried out prior to the beginning of this project in the year 2016, and it focused on different targets and tested their knowledge their attitudes and their skills.

<i>Group/ area</i>	<i>Knowledge</i>	<i>Attitudes</i>	<i>Skills</i>
<i>School Children</i>	<ul style="list-style-type: none"> ● Types of Abuse ● Who is the victim? ● Who is the perpetrator? ● Signs of abuse ● What is sexual harassment ● Referral options ● Sexual education issues ● Exposure to publications 	<ul style="list-style-type: none"> ● Who is the victim? ● Who is the perpetrator? ● What to advice a friend of you that is being exposed to abuse ● Who to address if being abused 	<ul style="list-style-type: none"> ● Detecting abuse ● How can you stop abuse if you are exposed to? ● Referral options
<i>School Teenagers</i>	<ul style="list-style-type: none"> ● Types of Abuse ● Who is the victim? ● Who is the perpetrator? 	<ul style="list-style-type: none"> ● Who is the victim? ● Who is the perpetrator? 	<ul style="list-style-type: none"> ● Detecting sexual abuse

<p>Parents</p>	<ul style="list-style-type: none"> ● Signs of abuse ● Referral options ● Sexual education issues ● Exposure to publications ● Types of Abuse ● Who is the victim? ● Who is the perpetrator? ● Signs of abuse ● Signs of sexual abuse ● What is sexual abuse ● Referral options 	<ul style="list-style-type: none"> ● What to advice a friend of you that is being exposed to abuse ● Who to address if being abused ● Who is the victim? ● Who is the perpetrator? ● What to do if your child was harassed ● What to do if your child was the perpetrator ● Who to address if being abused? ● Ways to stop sexual harassment in general 	<ul style="list-style-type: none"> ● How can you stop abuse if you are exposed to? ● Referral options ● Detecting sexual abuse ● How can you stop abuse if you are exposed to? ● Referral options
<p>CBO's & University Student</p>	<ul style="list-style-type: none"> ● Types of Abuse ● Who is the victim? ● Who is the perpetrator? ● Signs of abuse ● What is sexual abuse ● Signs of sexual abuse ● Referral options 	<ul style="list-style-type: none"> ● Who is the victim? ● Who is the perpetrator? ● Ways to stop sexual harassment in general ● Who to address if being abused 	<ul style="list-style-type: none"> ● Detecting sexual abuse ● How can you stop sexual abuse if you are exposed to? ● Referral options

Baseline survey is to be considered a pre evaluation for the components assessed in the project while post evaluation self-reports will be compared to evaluate the benefit that different targeted groups gained as a result of the project's activities.

The following table specifies each field and provides comments on each aspect:

School Children

	Pre-Evaluation (Baseline)	Post Evaluation	Comments
Knowledge	<ul style="list-style-type: none"> ● 78% of high school students indicated they have good or very good knowledge regarding puberty, sexual education issues ● 30% succeeded to identify fully types of violence ● very little publications and few TV media programs to deal with violence ● arbitrary naming of referral bodies ● 24% of females and 53% of male high school students indicated the educational teams within their schools never addressed the issue of sexual violence at school. ● 25% of females and 7.4% of male high school students indicated to be sexually harassed. ● 45% of students are familiar with another relative that has been sexually harassed. 	<ul style="list-style-type: none"> ● 80% of all three areas school aged beneficiaries reporting having better information about gender equity, violence, sexuality, sexual abuse and more ● 74.4% gained information about sexual development ● 73% fully master knowledge regarding the types of violence ● 80% of students indicated they can detect sexual violence if happening ● 40.1% of students named at least 3 services for child protection ● %83.9 of students reported they were better equipped with knowledge regarding how to deal with sexual violence 	<p>Exaggerated reporting of knowledge within the Baseline study, a tendency well known within children.</p> <p>Children were less capable to name neglect or sexual violence before training.</p> <p>Before training as sexual related issues were taboos so was the insecurity to report abuse, children had the tendency to report less being exposed to sexual harassment.</p> <p>More willingness to reveal actions of violence the children encountered themselves.</p>

		<ul style="list-style-type: none"> ● 30% of females and 15% of male high school students indicated to be sexually harassed. ● 88% of children indicated they themselves had experienced at least one type of violence, while above 70% reported they were familiar with a friend experiencing at least one type of violence. 	
Attitudes	<ul style="list-style-type: none"> ● More than 75% of high school students indicated to never talk and address their parents in issues related to puberty and sexual education. Equal percent indicated so even if the topic was violence in general and not specifically related to sexual violence. ● 79% of females and 62.3% of male high school students believe the victim of sexual harassment is always a teenage female. Highest percentage 90% is in Nablus area). ● 68% of females and 56% of male high school students believe the abuser is a male 	<ul style="list-style-type: none"> ● 90.5% will report to school if identified an abused case ● 91% will ask help from their parents, ● 39.7 % will address a specialized organization, ● 86.6 % will support survivors of violence. ● 47% indicated willingness to discuss with their 	<p>Healthy seeking behavior was reported.</p> <p>Positive change in attitudes towards victims.</p> <p>Younger ages address their parents more for consultations and support.</p> <p>Less connection between irrelevant</p>

	<p>stranger. Highest percentage</p> <ul style="list-style-type: none"> ● 45% of females and 58% of male high school students believe marriage prevent sexual violence. ● More than 75% of female and male high school students believe the dressing code of a girl is the main cause for her exposure to sexual violence. Highest percentage is in Jerusalem area. ● More than 75% of female and male high school students believe sexual violence within the Palestinian community is much less than other places in the world. 	<p>parents' issues on sexual development and difficulties</p> <ul style="list-style-type: none"> ● focus groups analysis for children indicated 90.5% will report to school if identified an abused case & 91% will ask help from their parents ● 85% successfully identified possible victim and perpetrator of abuse ● %92 of children are more willing to support survivors. 	<p>components (age/dressing code/religious behavior.</p> <p>Focus groups conducted with younger ages.</p>
Skills	<ul style="list-style-type: none"> ● 41% -56% of high school students indicated they are able to protect themselves if exposed to violence in general. ● 81% indicated to be able protect themselves if exposed to sexual violence. Highest percentage was found in Hebron area. ● 30% indicated willingness to address school counselor if were exposed to sexual violence. No valid differences between areas 	<ul style="list-style-type: none"> ● 83.9% of children felt more empowered with protection skills, ● Focus groups analysis indicated above 90.5% of children presented a healthy help seeking behaviors. ● 47% indicated willingness to discuss with their parents' issues on sexual 	<ul style="list-style-type: none"> ● Children presented exaggerated capacities in the Baseline study regarding their capabilities for self-protection. ● Addressing parents for help is more complicated

	<ul style="list-style-type: none"> • 27-30 % indicated willingness to address parents to discuss issues related to sexual education or if were exposed to sexual violence • 35-43% will report to school if identified an abused case 	<p>development and difficulties</p> <ul style="list-style-type: none"> • 91% will ask help from their parents • 59.1% will address school counselor for help in abuse • focus groups analysis for children indicated • 90.5% will report to school if identified an abused case • 83.9% of children reported feeling able to protect themselves from abuse and more than 59% reported a healthy help seeking behavior. 	<p>within teenagers.</p>
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Parents

	Pre-Evaluation (Baseline)	Post Evaluation	Changing rate
Knowledge	<ul style="list-style-type: none"> • More than 80% of parents indicated they have good or very good knowledge regarding puberty, sexual education issues. • 45% of parents believe marriage can prevent sexual violence (55.6% 	74.9 % gained knowledge in sexual development,	

	<p>fathers & 40.7% of mothers).</p> <ul style="list-style-type: none"> • 63.6% of parents believe religious people do not perform sexual violent acts, • Arbitrarily naming of referral options for abused • 41.6% of parents are familiar with another relative that has been sexually harassed, more mothers than fathers, 	<p>64.4% in sexual education,</p> <ul style="list-style-type: none"> • between 50-60% had indicated having sufficient or excellent information about teenage, violence and sexual abuse • 85 % of parents named at least 3 services for child protection • %71.6 of parents reported they were better equipped with knowledge regarding how to deal with sexual violence • 	
Attitudes	<ul style="list-style-type: none"> • 48% never discussed issues of sexual education with their children • 45% of parents believe marriage can prevent sexual violence • 63.6% of parents believe religious people do not perform sexual violent acts, mothers are surer of that than fathers and Nablus and Hebron areas are stricter than Jerusalem. • 80% of mothers and around 64% of fathers believe that a female code of dressing is the 	<ul style="list-style-type: none"> • 44% willing to discuss issue related to sexual education with their children • %80 of parents are more willing to support the survivors. • 80% believe that that victims are not 	<p>Willingness to communication among parents and their children facilitated.</p> <p>Positive change in attitudes, less blaming of victims and more awareness and willingness to protect victims of abuse.</p>

	<p>cause of her exposure to sexual harassment</p> <ul style="list-style-type: none"> • Around 70% believe when sexual harassment is revealed an action must be taken, and it is not good to stay aside, mothers were much clearer about this than fathers • 70% of parents believe addressing sexual education issues through media do not contribute to raising sexual harassments while 30% believe it do. • More than 62% of parents expressed willingness to participate at protection and sexual education related workshops, at all three areas higher percentage of fathers than mothers, 	<p>to blame if abused</p> <ul style="list-style-type: none"> • 75% believe media should address these issues indicating that the past taboo upon dealing with the matter have changed due to the trainings conducted through the project • 80% of parents expressed willingness to address these issues while educating their children 	
Skills	<ul style="list-style-type: none"> • More than 48% of parents indicated they never or very little discuss with their own children issues related to sexual education. • Around 70% indicated they do have the ability to answer their children questions regarding sexual education issues, mothers with higher percentage than fathers • Around 60% of parents indicated they have skills to reveal sexual harassment of their children 	<ul style="list-style-type: none"> • 66.65% better able to identify and prevent abuse • 71.6% were better able to protect themselves. • good detection skills were reported by more than 40% of parents being able to stop abuse if 	<p>Skills assumed to enable right identification of harassment in case of a victim or perpetrator were not accurate before training.</p>

	<ul style="list-style-type: none"> 90% of parents both fathers and mothers indicated they possess skills to protect their own selves from harassment. 	<p>detected and have a perceived sense of security</p> <ul style="list-style-type: none"> 48% of parents indicated they can detect right sexual violence if happening, 40% of parents reported perceived mastery to protect themselves 	
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School Counselors

	Pre-Evaluation (Baseline)	Post Evaluation	Changing rate
Knowledge	<ul style="list-style-type: none"> More than 70% of counselors indicated they have good or very good knowledge regarding puberty, sexual education issues. No valid differences between males and females, nor between geographical areas. 50% of Counselors indicated variety of publications and books that deal with violence and sexual education related issues. This indicated good exposure to resources in this regard. 70-80% reflected Good knowledge of referral options for victims of 	<ul style="list-style-type: none"> training workshops: benefit from training was between 11%- 75% 100% able to identify right publications related to sexual education. 100% able to identify right referral options. 79% of counselors indicated 	<p>Diversity in the reported level of knowledge benefit the pre situation of counselors, the less they were exposed to such trainings the more benefit they indicated.</p>

	<p>abuse- police, ministry of social affairs, local related NGO's and WSC as the most indicated</p> <ul style="list-style-type: none"> ● 53% of counselors indicated working with zero number of children harassed, while the maximum number of cases to be working with was 5 children only. ● 57% of counselors indicated they were never exposed to training related to protection, violence and dealing with sexual aggression issues. 	<p>interventions with sexually harassed children at schools- consultations, primary interventions and referrals</p>	<p>Facilitate counselor's capability working with abused, depends on the willingness of the children themselves to address counselors in this regard.</p>
Attitudes	<ul style="list-style-type: none"> ● 87% of counselors believe marriage can't prevent sexual violence. This percentage is valid for all three areas and the two sexes'- females and males. ● 60% of counselors believe religious people do not perform sexual violent acts, no differences between females and males, and less in Jerusalem compared to the other two areas. ● 43% of counselors believe that a female code of dressing is the cause of her exposure to sexual harassment, 	<ul style="list-style-type: none"> ● 96% of counselors reflected positive change in attitudes regarding right reasons for sexual violence. ● 98% believe an action must be taken when sexual violence occurs. ● 70% believe in the positive role of media in dealing with issues related to sexual violence. 	<p>Attitudes changed due the possessing of new knowledge related to sexual violence.</p> <p>Attitudes towards media in the pre assessment depended much on what was usually available in media, the project new initiatives in this regard</p>

	<ul style="list-style-type: none"> • More than 98% of counselors believe when sexual harassment is revealed an action must be taken, and it is not good to stay aside, No differences between males and females nor between the three areas. • 94% of counselors believe addressing sexual education issues through media do not contribute to raising sexual harassments, no differences between areas nor gender. 		<p>enabled counselors reconsider their attitudes regarding the possible positive role media and publication can have.</p>
Skills	<ul style="list-style-type: none"> • 94% indicated they have skills to reveal violence in general • 25% indicated they do not possess skills to screen out victims of sexual abuse nor reveal sexual harassment if happened. • 87.5% of counselors both females and males indicated they possess skills to protect their own selves from sexual harassment if were exposed to. • 72% of counselors indicated they have good or very good skills in conducting training related to violence and sexual aggression. Though counselors believe they are more capable to conduct such trainings to children 	<ul style="list-style-type: none"> • 80% and more reported benefit on personal & professional level due to trainings conducted. • 90% indicated ability to conduct trainings for children and parents in violence related issues as well as in sexual violence. 	<p>Higher evaluation than real the counselors' skills to reveal violence and detect signs of abuse before training.</p> <p>Raise in perceived capability in conducting trainings and perceived feelings</p>

	<ul style="list-style-type: none"> • (80%) rather than adults (58%). 		
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University Students

	Pre-Evaluation (Baseline)	Post Evaluation	Changing rate
Knowledge	<ul style="list-style-type: none"> • More than 52% of university students indicated they have good or very good knowledge regarding puberty, sexual education issues. • University students indicated mainly T.V programs that deal with violence and sexual education related issues from the Arab world. Worth indicating majority of such shows are not at all educational. Some indicated porno films as a source for information. • University students were able to name general bodies for referrals mainly police, WSC ministries. • 53% of university students indicated to be familiar with another relative that has been sexually harassed, highest percentage in Hebron area. no valid differences between females and males. • 75% of university students indicated working with zero number of children harassed. • 56% of university students indicated they were never exposed to 	<ul style="list-style-type: none"> • indicated 21% raise in their informative mastery level • 79.6% of university students indicated having better knowledge after training • 90% able to identify referral bodies (NGO's, Ministry bodies, police.) • 100% able to identify sources for information in media and publications related to sexual violence. • 90% reported training provided was unique and first of its kind that addressed violence and protection. 	<p>Working with sexually harassed by university students, was not a goal of this project, rather they were expected to raise community awareness and encourage referrals and develop initiatives for media in this regard.</p>

	<p>training related to protection, violence and dealing with sexual aggression issues, at least one.</p>		
Attitudes	<ul style="list-style-type: none"> • 46% of university students believe marriage can prevent sexual violence. • 45% of university students believe religious people do not perform sexual violent acts, • 65% of university students believe that a female code of dressing is the cause of her exposure to sexual harassment • 70% of university students workers believe when sexual harassment is revealed an action must be taken, and it is not good to stay aside. • 70% of university students believe addressing sexual education issues through media do not contribute to raising sexual harassments. 	<p>86% correctly identified possible victim and perpetrator.</p> <p>100% believe media can play a positive role in raising awareness regarding sexual violence.</p>	<p>Positive change in attitudes.</p>
Skills	<ul style="list-style-type: none"> • 57% of females and 65% of male students indicated they have skills to reveal violence in general, highest percentage was among Jerusalem area university students. • 43% indicated they do not possess skills to screen out victims of sexual abuse nor reveal sexual harassment if happened, while 13% were not sure regarding their skills in 	<ul style="list-style-type: none"> • 60% reported right detection skills. • 45% and more reported raise in their perceived capability to conduct awareness workshops for adults and at least 11% raise 	<p>Early detection of sexual violence was not a major topic of training for university students as their training aimed to discuss sexual violence in general.</p>

	<p>this topic. When added it become more than 56% do not possess skills that they are sure about to reveal sexual violence. No differences were found between the three geographical areas.</p> <ul style="list-style-type: none"> • 86% of university students were confident they possess skills to protect their own selves from sexual harassment if were exposed • 28% of university students indicated they have good or very good skills in conducting training related to violence. • 51% of university students believe they have good or very good skills in conducting training related to violence while 46% indicated they have skills in conducting training related to sexual aggression, in case targeted groups were children. Lowest percentage in Jerusalem 	<p>in ability to conduct such training for children.</p> <ul style="list-style-type: none"> • 90% reported feeling of confidence in self-protection. • 62%-68% of university students indicated better able to conduct workshops for adults in general violence related issues • • ability to conduct workshops for children dealing with sexual violence ranged from 53%-76% 	
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Community Workers

	Pre-Evaluation (Baseline)	Post Evaluation	Changing rate
Knowledge	<ul style="list-style-type: none"> • More than 76% indicated they have good or very good knowledge regarding puberty, sexual education issues. No valid differences between males and females, nor between geographical areas. • CBO's workers indicated variety of publications and books that deal with violence and sexual education related 	21% indicated high to very high raise in their informative mastery level	CBO's reported possessing knowledge in sexual education higher than they really had.

	<p>issues though not specific enough and somewhat arbitrary.</p> <ul style="list-style-type: none"> ● Not good knowledge of referral options for victims of abuse. CBO's workers were able to name general bodies for referrals like police and ministries but not sufficient on the local level. ● 80% indicated to be familiar with another relative that has been sexually harassed; no valid differences between females and males. ● 31% indicated working with zero number of children harassed, while the highest percentage of 22% of workers indicated to work with up to 5 cases victims of abuse. ● 100% indicated they were exposed to training related to protection, violence and dealing with sexual aggression issues, at least one. Number of trainings ranged between 1-15 times. 	<p>72% of CBO indicated having better knowledge after training</p> <p>85% -90% were able to identify referral bodies for harassed.</p>	
Attitudes	<ul style="list-style-type: none"> ● 78% believe marriage can't prevent sexual violence. This percentage is valid for all three areas and the two sexes'- females and males. ● 62.5% believe religious people do perform sexual violent acts, no differences between females and males, nor between areas. ● 42% believe that a female code of dressing is the cause of her exposure to sexual harassment (80% of males compared to 33% of females) while 58% believe the opposite. Hebron area is the most restricted in believing so ● More than 96% believe when sexual harassment is revealed an action must be taken, and it is not good to stay aside. ● More than 96% s believe addressing sexual education issues through media do not contribute to raising 	<p>63% correctly identified possible reasons beyond violence and sexual harassment.</p> <p>70% correctly identified possible perpetrator & possible victim.</p>	<p>Positive change in attitudes, more willingness to support victims.</p>

	sexual harassments, no differences between areas nor gender.		
Skills	<ul style="list-style-type: none"> ● 92% indicated they have skills to reveal violence in general, no differences between males and females nor between geographical distributions. ● 15% indicated they do not possess skills to screen out victims of sexual abuse nor reveal sexual harassment if happened. ● 99% were confident (both females and males) they possess skills to protect their own selves from sexual harassment if were exposed to. No valid differences between geographical areas. ● 76% indicated they have good or very good skills in conducting training related to violence while 60% indicated they have skills in training related to sexual aggression. ● 80% believe they have good or very good skills in conducting training related to violence while 73% indicated they have skills in conducting training related to sexual aggression, in case targeted groups were children. No valid differences based on gender, nor geographical areas' distribution. 	<p>45% and more raise in their perceived capability to conduct awareness workshops for adults and at least 11% raise in ability to conduct such training for children.</p> <p>80%-76% of CBO's indicated better able to conduct workshops for adults in general violence related issues</p> <ul style="list-style-type: none"> ● conducting workshops for children ranged from 53%-76% 	CBO's workers are volunteers, majority

Gender Equality and Human Rights

It was clear from the mandate of this project, its design and its aims and objectives and design, that it was based and designed to address Gender equality and human rights, and gender was mainstreamed throughout all aspects of the action. Gender disaggregated data was collected in needs analysis and all project monitoring, and capacity-strengthening interventions aimed to strengthen the effect of the project so as to meet the different gender needs of boys and girls, and raise the awareness of the different target groups (teachers, counselors, parents, school principals) in dealing with both genders.

It is worth noting that the total number of schools targeted 66% girls and 33% boys' schools, the point of this was because the project was initially targeting girls but in order to work in a comprehensive manner on awareness raising within communities, the boys were to be targeted. And due to the fact that there is also sexual harassment and violence targeting boys as well.

This project had also focused on advancing the rights of women and girls in protection and knowledge about their rights and the ability, tools and means to report sexual harassment or abuse, this was done through raising the awareness of the parents about sexual harassment and the need to report it, and its effects on children, and changing the topic of sexual education from a taboo to a discussed topic within parents, and teachers. Also, by providing they children and specifically girls with the tools and means to identify sexual harassment and to report it. Moreover, the project had assured that this topic is being raised by the media and that it should not be masked by the "so called Honor" and thus not be discussed.

10.

Findings and Analysis per Evaluation Question

First: Evaluating the below aspects based on the target groups' perspective:

1. Training Counselors

During the course of the project school counselors were training on the use of AMAN manual, which provides them with exercises, case studies and tools to use with different age groups when introducing sexual education and protection from sexual harassment. And after application of the program in schools and with students, the trained counselors have shown their enthusiasm regarding the outcomes of the program application, in terms of having the needed skills and tools to implement the project, in addition to a clear and detailed plan that can be conducted throughout a whole academic year. This plan is ratified by the Ministry of Education and Higher Education.

Nevertheless, and during the course of the project, school counselor supervisors were trained, in order to institutionalize this project within the ministry of education, these supervisors usually train the school counsellors and appoint them in the different schools across the West Bank and Jerusalem. some supervisors from the Ministry of Education who were trained throughout this project pointed out to the need of more special trainings especially about the vital skills needed to deal with individual counseling, and intervention in times of crisis.

As an external evaluator and throughout the program the evaluation revealed that some supervisors have a deep understanding about the program, its goals and dealing with the available resources. This was praised by the Director of Guidance and Education at the Ministry Mohammad Hawash, who emphasized on the importance of the program as a key reference for the counselors who work at schools.

2. Ability to Access to the Target Group (esp. persons with disabilities):

The program is now available at a number of schools. This was accomplished through training a large number of counselors in different schools and governorates.

The center, in cooperation with the Ministry of Education and Higher Education, has utilized media to spread the idea and raise awareness about sexual violence and protection from sexual violence of children and girls. For example, a podcast show was broadcast at Nisaa FM radio station. A number of workshops about cybercrimes were conducted on social media in cooperation with the police's crime protection units.

3. The Used Activities and Tools

The tools that were used; such as the counselors manual, the educational booklets, the addresses and reference booklets for children, the children stories, the short animation movies, etc. were all designed to meet the needs of each targeted group; including: targeted children, professionals, parents, media, decision makers...etc. This contributed in creating change more children have become aware of their bodies and sexual health, and their right to protect it, the professionals and school counsellors became more aware of how to tackle the issue of sexual health and protection from sexual violations with the children within different age groups, and what are the steps and measures to be taken to report or refer cases from the students that arise. The parents have more insight on how to discuss this issue with their children and how to support them when needed. The targeted groups have shown acceptance to the diversity in activities and suitable for each group.

Regarding persons with disabilities, the counselors considered using visual tools provided a comprehensive mean to explain the subject to the children. Some counselors called for more specialized material for persons with disabilities to help in explaining the issue better.

4. Cooperation and networking between partners

The directors and managers expressed a clear satisfaction with the relationship with the Center for Women's Studies' work. They considered that the center had made a great effort in training and qualifying counselors, through providing the necessary materials, following up the implementation of the program and solving any problem. (such as re-appointment of a trained counsellor in a different location or school or the leave of one of the counsellors on a maternity leave during the year, this was resolved by the request to provide substitutes from the schools who were trained in the second phase and thus carried out the program in their schools afterwards) They also expressed their satisfaction from the full and comprehensive support of the Ministry of Education and Higher Education, which considered the program the responsibility of the Guidance Section. The ministry followed up the implementation of the action plan of the program, and helped in overcoming any difficulty.

As for the local community, managers as well as guides and counselors, emphasized that despite their fear of the reaction of the community, they were surprised by the response of the larger community who welcomed the idea of the program which provided protection for their children and daughters.

The General Director of the Ministry of Education of Higher Education considered that the role of the Center for Women Studies had a cooperative and positive role in terms of continuous following-up, showing high coordination, flexibility and understanding

the needs of the Directorate General.

There was also cooperation with media students at various universities, who showed high willingness to volunteer to spread the idea of the program.

It is worth noting that the special relationship between the program coordinators and the facilitators has been evident, and the facilitators have shown their satisfaction to work with the coordinators.

Conclusions:

When discussing the overall view of the program, different responses were captured, and were as follows:

1. "Do not judge a book by its cover" " There was great concern among school principals as well as counselors about presenting a sensitive subject that is still considered a "taboo" in the community. There was also a great fear from the attitude of parents towards it, however, reality proved otherwise. This was revealed through individual interviews with the different school principals and school counsellors.

2. There was also a fear to present the subject to students as not to open their eyes on taboos. However, the experience of working with the students proved otherwise, this was revealed through focus group with the school counsellors In conclusion, the strategies used in introduction of the topic in class that is tailored to different age groups and abilities to comprehend the knowledge, was developed in a manner that facilitates presentation to students in a step by step manner. Moreover, the inclusion of parents in the project and having their consent and understanding had facilitated tackling this issue.

3. As the needs and questions of students are not answered within the existing educational system, implementing the program has been an urgent need that has contributed to the development of concrete and studied answers. This was clear through review of the project rational and needs assessments carried out prior to the implementation of the program in comparison with the material provided in the program for school aged students.

4. This program was important because it provided the parents with answers to many of the questions that their children and daughters had in mind. This was reflected in the focus groups carried out with parents, where they had shed light on the importance of having answers and finding correct and precise information they feel is fit to be shared with their children and daughters.

5. The program has given counselors as well as principals of schools an official permit to discuss these topics with students in safe and formal ways, and provided them with the necessary tools to work on it.

6. Although raising the awareness of children and adolescents about sexual harassment is not limited to a certain age, this requires different means and methods that are appropriate for different age groups. This has been taken into account in the "Aman" program, where different

methods and activities have been developed and used for each age group. Where the tools used were tailored to fit different age groups, children coloring books and stories for young children, and case studies and educational material for older children.

7. Sexual violence has always been an issue, but dealing with it seriously and within specialized programs such as "Aman" has recently become handy and has helped to highlight the importance of targeting and developing means of prevention, intervention and protection.8. The importance of integrating awareness-raising programs on violence in general and sexual violence in particular in institutions and centers dealing with children and adolescents with disabilities, required special efforts that are suitable with the reality of each group. This is what was done in the "Aman" program where the tools were developed to suit children with disabilities.

9. The use of various media channels to promote the program and its importance has had a positive impact on the community and has contributed to accepting and spreading the program

10. The program motivates university students, especially students of media colleges (Hebron and Nablus) for innovation and creativity, and provides guides and counselors with various means and tools to reach the objectives of the program.

11. Giving children the opportunity to freely express themselves through psychodrama and play roles, has contributed to bringing the concepts of the program to a large number of students.

12. The program succeeded in developing local competencies to promote community awareness about sexual violence, and strengthening partnerships between governmental and non-governmental institutions.

11. Conclusions based on evaluation Criteria

Evaluation Criteria	Conclusions
Overall	<p>AMAN project reached its' end successfully, fulfilling its' goals and reaching its' ultimate aim satisfactory. Which targeted the following;</p> <ul style="list-style-type: none"> 10900 elementary school aged children 3549 high school students 120 children with disabilities, 5973 parents 42 media students, 36 university students, 64 school counselors, 24 CBO's staff <p>These groups were targeted in the capacity building program, intensive training workshops, through close collaboration with ministry and community organizations. Media initiative and tens of publications insured long last effect upon the community. The post evaluation survey revealed that 83.9% of children& 71.6% of parents reported feeling able to protect themselves 74.4-80% can detect abuse. 83.9% know how to deal with</p>

	<p>abuse, 79.6% of university students acquired protection skills. 80% of parents willing to support victims. 90% believed media should deal with issues related to abuse. above 90% reported high satisfaction of workshops conducted by counselors, 90.5% presented healthy help seeking behaviors and willingness to report to school if identified an abused case, above 85% were satisfied of services counselors provide related to sexual education, while presenting the need for more follow up wasn't possible since the referred to institutions refuse to reveal details on specific cases. still 85-90% were able to identify referral bodies, 79% of counselors indicated interventions with sexually harassed children at schools. focus groups analysis for children indicated 90.5% will report to school if identified an abused child while 59.1% address school counselor for help in case of sexual violence. The above gains reflect girls and females targeted by project felt more protected, had acquired protection tools and means to report abuse</p>
Effectiveness	<p>The project successfully completed and implemented all project activities within the project timeframe, it achieved planned targets on the level of goal, outcomes and outputs and reached beyond the anticipated numbers initially planned for. program staff and partnering stakeholders and beneficiaries, the project was carried out efficiently and in a timely manner.</p>
Relevance	<p>AMAN project was planned as stage 2 of a similar project implemented years before by WSC, aiming to tackle the issue of sexual violence in Palestine. based on the first project activities the current project was planned in close collaboration with main key actors in the psycho-social and educational bodies in Palestine. before the launching of the project a baseline study was conducted to measure attitudes, knowledge and skills the community had regarding sexual violence. the results indicated a complicated picture of huge gaps in knowledge, negative stereotypes, taboos deeply inherited regarding sexual education and lack of skills in protection. based upon these results the current project activities were found to be very relevant to the targeted community including; girls, females, boys, males, parents, community workers, educational staff, school counselors, media decision makers, new generation of media students, university students, children with disability and main community personnel. post evaluation survey reflected all targeted groups to be exposed to such activities in sexual violence for the first time.</p>
Efficiency	<p>project had limited number of staff members, coalition made with community organizations and the ministry of education insured funds were directed to the activities in the field. partnerships with large bodies like universities, ministries, police...insured reaching high number of beneficiaries in a very efficient manner. activities were adapted and re-planned during the years taking into consideration upcoming challenges and sudden occurrences, so that no waste of efforts or time was perceived. external evaluation conducted by an independent expert expressed high satisfaction from utilizing all the project's resources in the right manner, so was the conclusion of the final project report which summarized all the project achievements. balance between funding and expenditures, time management, full fulfillment of goals was reported by all relevant players. while project was seen as cost effective due to the large scale of beneficiaries it reached, and the extent of knowledge and skills attained, and attitudes changed.</p>
Sustainability	<p>It is apparent that initially and since the development of this project's concept, it was made to have a sustainable impact, and continue to function with the targeted schools post exit of the WSC. The partnership and networking with the Ministry of Education had created this mechanisms within schools, and within the ministry's criteria of extracurricular activities, the project was able to promote an environment conducive to building long term safe environment, rather than a 'project based' development within schools and by working with the ministry in training the supervisors it assures that this project will be maintained post exit of the WSC</p> <p>Partnerships and coalitions with academic institutions and community organizations will ensure sustainability, as the intensive capacity building program implemented insured skills gained by targeted personnel active within these bodies will remain a resource for the future. story books, adapted kit for the disabled, animation films, manuals, tv spots, documentary film, coloring book and brochures remain the property of the communities and will insure sustainability. number reached by counselors, university students and</p>

	community workers through their activities exceeded 200% of what was planned which reflects the programs' activities were integrated within these partners on going annual plans.
Impact	project activities reached tens of thousands of children, hundreds of educational staff, tens of community workers and school counselors, thousands of parents, tens of university students. workshops and training days conducted were above 200% of what was initially planned. post evaluation reflected above 80% satisfaction from activities, gaining of knowledge raised tens of percentages, healthy help seeking behavior reached up to 90% percent of children, perceived feeling of security among children and parents exceeded 85%, gaining of knowledge and skills among professionals reached 75%, changing of attitudes and willingness to support victims of abuse exceeded 80%. in addition, intensive publications, media initiative in radio and TV and written Facebook pages contributed to the overcome of taboos on addressing the topic of sexual.
Knowledge Generation	The achievement of the AMAN project was in its huge success in formulating a different state of mind amongst Palestinians, both young and old, educated and those who are less, professionals, parents and children in all what is related to sexual violence. The issue of sexual violence is no more a closed unaddressed taboo in Palestine, tens of thousands of people were capable in addressing and discussing issues related to sexual violence in Public and rates indicated meaningful change in all three, attitudes, knowledge and skills. The knowledge, attitudes and skills gained by the beneficiaries were easy to assess due to the pre and post assessments the WSC worked on with the targeted groups each individually.
Gender Equality and Human Rights	It was clear from the mandate of this project, its design and its aims and objectives and design, that it was based and designed to address Gender equality and human rights, and gender was mainstreamed throughout all aspects of the action. Moreover, the rational of target selection was based on positive Gender disaggregated data was collected in needs analysis and all project monitoring, and capacity-strengthening interventions aimed to strengthen the effect of the project so as to meet the different gender needs of boys and girls, and raise the awareness of the different target groups (teachers, counselors, parents, school principals) in dealing with both genders.

12. Recommendations:

Targeting of Schools via the Palestinian Ministry of Education:

In general, the program was established in the governorates of the country and is implemented through a team of supervisors who have been well trained - but to ensure continuity of the program and continuous communication with the ministry, we recommend that:

1 – the WSC should consider targeting some additional provinces that were less reached, and entering new schools to ensure possessing the skills by all new counselors and teachers who are employed by the ministry. Continuous implementation of the AMAN program with school students and parents within these new provinces.

2 - Contributing to the creation of a specialization in the ministry of education by assigning a team of educational supervisors in the ministry. It is suggested that these supervisors to be targeted through specialized training and continuous supervision (for example on a monthly bases through an external professional \ supervisor specialized in the field). these training and supervision aim

at monitoring identified cases of abuse and providing professional feedback on questions that arise from the field while working in the field of harassment and violence.

3 - Targeting private schools that have not received a sufficient share of intervention and training through the previous AMAN program, even though these schools teach tens of thousands of Palestinian students.

4 – To replicate this project by different stakeholders in Palestine, it is necessary to the necessary support to the Palestinian Ministry of Education to ensure continuous implementation of the AMAN program in schools on an annual basis and periodically.

Additionally, and to further develop this project in the future, and to work on a holistic manner, a similar project should be developed targeting kindergartens aged children (4-6 years) where the following recommendations are in line:

1 - Develop an integrated manual, as a safety guide, suitable for younger children, including the theoretical background and concepts of basic protection against abuse, and a guide for the implementation of activities suitable for these group of age, and a detailed guide for their parents.

2 - Targeting kindergartens teachers, those that work under the responsibility of the Palestinian ministries as well as those working in the field independently. Offer these teachers a specialized training on the skills and techniques of protection in younger ages and support the implementation of related interventions with kindergarten kids and their parents.

3 - Developing specialized intervention kit with relevant tools adapted to younger ages, including special dolls, stories for the youngest with detailed pictures, specialized games, painting pictures and overall development of tools to be used in the implementation of a safety manual adapted for kindergartens.

4 - Developing a number of different box games for kids (for example the game of “Snakes and Ladders” with concepts of protection, in which every healthy protection behavior will provide the kid with points to raise the stairs while unhealthy reaction brings the child down with the snake) additional example develop a memory game or a cards game with pictures of protection) It has been proven that younger aged children understand better and internalize better information, concepts and skills presented to them through play.

Development of the current AMAN manual:

During the course of the evaluation and through focus groups with parents the issue of phenomena of cyber sexual harassment and the use of social media of teenagers was referred to as a concern for parents, since it has become more common than before. and thus, to address this issue, the following recommendations are proposed

1 - Add an integrated chapter which explores the phenomena of electronic aggression and violence through the social media. Present protection mechanisms for both children and parents.

2 - Add a chapter about the child aggressor – explore why do children commit sexual assaults, how parents may contribute for raising a potential aggressor child and what measures can be adopted to prevent children from becoming future aggressors.

3- Insure to produce the new AMAN manual to be accessible for people with visual impairments, print the manual in Braille and also release as a readable audio recording.

Media targeting

1 – Release a monthly article in the printed media on the subjects related to violence, sexual harassment and protection. Highlight these phenomena's thoroughly within a short directive article which does not exceed 200 words. Contract a well-known a media channel to disseminate such articles.

2 – Cooperate with, consult and contract a well-known artistic figure familiar to the children of Palestine to provide advices on protection through media to children.

3 – Cooperate with, consultant and contract a well - known artistic team of clowns in Palestine or a puppet theater to develop an artistic show that deals with issues of violence and sexual harassments of children and possible ways for protection.

4- Developing an electronic computer game for children on issues of dealing with violence and developing skills of protection (which will need investing budget and contracting a specialized body\team). The computerized game may enable the child to collect points by avoiding areas of danger, correctly interpreting danger signs, identifying characters who can cause harm, and face sexual assault and harassment during the game.

5- Publish the results of the pre and post base line study carried out through the AMAN program. Reveal the size of the phenomena within Palestine through written, audio and visual media.

6- Cooperate with the Palestinian Central Bureau of Statistics to implement an annual research mechanism to monitor the phenomena of sexual harassment in Palestine and encourage the publication of annual data in this regard.

Partnerships with the main community bodies

1. Continuous collaboration with main grassroots and community public centers \ bodies in all regions to ensure full implementation of the AMAN awareness raising activities targeting both children and their parents, on the topic's sexual education, protection and prevention of harassment.

2 – Establish a bases for continuous partnership with institutions, associations or unions that target disabled people in order to develop joint programs on protection working with the disabled.

3- Continuing partnership with universities and academic institutions in Palestine for raising awareness of students in issues of violence and protection. Conduct no less than two awareness sessions annually by professional hosted lecturers in the faculties of: Psychology - Social Work - Counseling - Law - Medicine - Education - Nursing - Special Education - Women Studies - Media - Police College - Dar Al-Hekma College...etc.

Annexes:



Terms of Reference

Final Evaluation

Aman: "Combatting Sexual Violence in the Palestinian Society" Program

1. Background and context: proposal)

1.1 Description of the project that is being evaluated:

This work evaluates "Aman – combatting sexual violence in the Palestinian Society" Program, conducted by the Women's Studies Centre, is a program that is being implemented since January 2016 until the end of December 2018. The program is held in cooperation with the Ministry of Education and Higher Education in Palestine, and implemented in a number of governorates, specifically in Jerusalem, Nablus and Hebron. The project is currently in the ending phases and is due for an external evaluation. This program's goal is that University young female students and school aged girls in Jerusalem, Nablus and Hebron are better protected and equipped to respond to violence by the end of 2018. The program has two main outcomes which are:

3. The targeted community groups and the media in Jerusalem, Nablus and Hebron are more capable of supporting survivors of sexual violence.
4. School aged girls and boys with focus on those with disabilities and their families in Jerusalem, Nablus and Hebron have increased their abilities to protect themselves from sexual violence.

The project's primary beneficiaries are women and girls in General while the secondary beneficiaries are the general public and the community at large and men and or boys, social workers, and university students and activists.

In this period, the project targeted 62 schools: 16 in Jerusalem, 26 in Hebron (4 directorates), 20 in the directorate of Nablus and South Nablus. The work was attended by school administrators, teachers, supervisors, parents' council, students (target group classes) and their families.

In addition to this, the program targeted different categories of the local community: specialists, media and social work university students.

1.2 Strategy and result chain:

The AMAN program to combat sexual violence in Palestinian Society, builds the capacity of stakeholders and duty-bearers to identify, address and prevent the occurrence

of sexual violence against girls and women. The core component of the program is to identify and train persons in the educational system, social workers and university students to help teach girls and youth how to identify, prevent and protect themselves from sexually-based violence. It creates the tools, teaching materials and agreements with local and school authorities to deliver this service to create community and media support of the program.

The anticipated outcome of the program will be communities that are capable of supporting survivors of sexual violence. This support is imperative if we want to ensure that the vision of the program (sexual violence against women and girls within the Palestinian society is reduced; there is an increased awareness of female child rights; and enhanced local culture against violations of those rights) is achieved.

The strategy of the program produces the anticipated outcome because of its success in bringing the tools, opportunity, impetus and drive for individuals and communities to take action on a local level. It creates the atmosphere and environment to ensure that the current and next generation of women and girls are not victims to the same crimes as previous generations. It builds civil society and communities' capacity to identify SBV violations, support victims and take action against further threats to the welfare of women and children. Importantly, it changes opinions and shows the communities that there is another way to deal with SBV than victim-blaming and ignoring the problem.



Project Goal	The goal of the AMAN project is that university young female students and school aged girls in Jerusalem, Nablus & Hebron are better protected and equipped to respond to violence by the end of 2018.		
Outcome 1	The targeted community groups and the media in Jerusalem, Nablus & Hebron are more capable of supporting survivors of sexual violence.	Output 1.1	Professionals & University students in Jerusalem, Nablus & Hebron who participated in the training are better equipped to conduct community awareness raising workshops on sexual violence and exploitation.
		Output 1.2	The community in Jerusalem, Nablus & Hebron is more accepting of survivors of sexual violence and more aware of how to protect themselves and others from sexual violence.
		Output 1.3	CBOs that participated in the program have increased knowledge of sexual violence and improved services to survivors of sexual violence in particular and to the community in general between beginning/end of program.
Outcome 2	School aged girls and boys (with focus on those with disabilities) and their families in Jerusalem, Nablus & Hebron have increased their abilities to protect themselves from sexual violence.	Output 2.1	Counselors have increased skills to conduct awareness raising sessions with students and parents to help them identify sexual victimization, protect themselves and address the issue of sexual violence in a gender sensitive manner.
		Output 2.2	School aged girls and boys (including those with disabilities) and their parents have more exposure to resources, have increased awareness to live life without violations and increased tools on how to protect themselves.

Project activities implemented:

1. 12 university students & 12 CBOs trained to lead community awareness raising workshops.
2. 120 awareness raising workshops conducted in each of the 2nd and 3rd years by university students & CBOs raising awareness on sexual harassment in the targeted locations in Jerusalem, Nablus & Hebron
3. 20 media university students trained in year 1 and 2 (6-day training per year) to produce media tools for raising community awareness.
4. Two documentary films screened at a film festival.
5. Production of animation film and used in awareness raising workshops in year 2 & 3
6. Two spots produced by a number of media outlets that address women and girls' issues from a rights-based perspective and to advocate for modification of current legislation.
7. Produced, broadcasted and disseminated (500 copies) of an animation film.
8. Film broadcasted on local TV stations & 500 copies of the animated film disseminated
9. Radio program
10. The center's Facebook page was activated uploading films, radio programs, & surveys.
11. A total of 36 university students trained in year 2 (4-day training) to conduct research studies. 14 selected (5 from each area) in the 3rd year and assisted the consultant in developing the summative assessment report.
12. Summative assessment report is produced & 500 copies are printed.
13. focus group for 12 CBOs carried out where they discussed the summative assessment report.
14. AMAN manual Printed and disseminated among social workers to know how to deal with sexual violence.
15. A total of 54 school counselors trained in year 1 enabling them to provide better counseling services to school aged girls & boys & to lead awareness raising sessions with students & their parents (including students with disabilities).
16. School counselors conducted 850 awareness raising workshops in year 2 and 850 workshops in year 3.
17. Printed 1000 copies of children's story books & coloring books for children, 1500 copies of the legal brochure & the information services manual to help the beneficiaries learn how to protect themselves & identify resources in the community. Also produced 3000 AMAN bag, pens, pins & notepads.
18. Material made available in Braille for blind and visually impaired children. To also record the children's stories to be available for children with mental disabilities.

1.3 the Geographic Context:

the project is implemented in Palestine, and specifically in the district of Nablus, District of Hebron and the District of Jerusalem

1.4 Resources allocation

The total budget of the project over the course of 3 year is 460,000 US. Dollars, granted by the UN-Trust Fund.

1.5 Partners:

The project is implemented solely by the Women's studies Centre and in carried out in cooperation with the Palestinian Ministry of Education and Higher education and the Najah University and Al-Quds University and Khadouri University, and a number of local CBOs and NGO across the West Bank and Jerusalem.

2. Purpose of the Evaluation:

2.1 why the evaluation needs to be done:

This is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women, on the other hand the WSC evaluates most of its projects and programs to assess the projects and use the outcomes to further develop the programs in the future.

2.2 how the evaluation results will be used, by whom and when

Initially the WSC will use the evaluation results for its own development of the project and as a key to overcome challenges and mitigate risks in the future, on the other hand the report will be viewed by the UN Trust Fund, to assure that the results and objectives used in the design of the project were achieved and attained the impact intended.

2.3 after the conclusion of the evaluation the report will be utilized for setting future development plan for the project. The development is meant to scale up the project and further enrich the project. The decisions that will be take will be regarding the future prospects of the program and its development

3. Evaluation of Objectives and Scope:

3.1: Scope of evaluation:

- Timeframe: the evaluation should cover the entire project duration which is 1st of January 2016- 31st of December 2018
- Geographic coverage: The Evaluation team should be able to cover all locations of the project which are the districts of Jerusalem, Hebron and Nablus
- Target groups: the evaluation should cover the target primary and secondary beneficiaries as well as other stakeholders which are:
Primary beneficiaries: Women in Girls in General (through the school systems and parents)

Secondary beneficiaries are the General Public, men and boys (through the school systems and parents) and social welfare workers and University students and activists

Objectives of Evaluations:

7. Measuring the achievements of the program, and comparing it with the work plan designed by the center and the sponsor. In addition to specifying the additional achieved accomplishments.
8. Measuring the suitability of the activities on the set objectives
9. Measuring the impact of the program on the societal awareness of sexual harassment, its ability to deal with this issue in the future, and to what extent the targeted groups, specially students, are familiar with the issue and their ability to confront it, and who should they approach in case of exposure to sexual harassment.
10. Extending the cooperation between the centre and the Ministry of Education and Higher Education, along with the administration of the targeted schools and other partner organizations.
11. Specifying the points that the program didn't cover in reference to the target groups and selection, coverage of geographical locations, sufficiency of trainings, topics of trainings, tools used in school activities, etc.... and were found important from the feedback of the targeted group and the partner organizations, in order to be handled later. It also aims at defining the challenges that faced the team and finding suggestions to overcome it.
12. Measuring the efficiency of tools that were developed for use with people with disabilities.
13. To generate key lessons and identify promising practices for learning and building upon for future interventions

4. Evaluation Questions:

Evaluation Criteria	Mandatory Evaluation Question
<p>Effectiveness <i>A measure of the extent to which a project attains its objectives / results (as set out in the project document and results framework) in</i></p>	<p>7. To what extent were the intended project goal, outcomes and outputs (project results) achieved and how? <i>In addressing this question please assess the extent to which the project directly benefited the targeted beneficiaries. At project goal level this refers to primary beneficiaries (women and girls) an at outcome level, secondary beneficiaries (such as men and boys). Please include a table on the number of beneficiaries reached as an annex. In all cases please address whether the project achieved results in accordance with the expected theory of change or not.</i></p>

<i>accordance with the theory of change.</i>	
Relevance <i>The extent to which the project is suited to the priorities and policies of the target group and the context.</i>	8. To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? <i>In addressing this question please assess the extent to which the project strategies and activities were relevant and appropriate to the needs of women and girls and whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project.</i>
Efficiency <i>Measures the outputs - qualitative and quantitative - in relation to the inputs. It is an economic term which refers to whether the project was delivered cost effectively.</i>	9. To what extent was the project efficiently and cost-effectively implemented? <i>In addressing this question, you may wish to consider whether the activities were delivered on time and to budget and whether activities were designed to make best use of resources (e.g. were cost comparisons made between different intervention/activity types before decisions taken?). Also consider whether the project has been managed well to make best use of human and financial resources.</i>
Sustainability <i>Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends.</i>	10. To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends? <i>In addressing this question, you may need to assess the likelihood for sustainability (given that the evaluation is conducted at the end of the project when longer-term sustainability cannot yet be assessed). For example, what steps have been taken to institutionalize the project, build capacity of stakeholders or secure benefits for rights holders through accountability and oversight systems?</i>
Impact <i>Assesses the changes that can be attributed to a particular project relating specifically to higher-level impact (both intended and unintended).</i>	11. To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)? <i>In addressing this question, you may have to repeat some evidence and analysis from question one on effectiveness, however this question should specifically identify any changes in the situation for women and girls in relation to specific forms of violence and look at both intended and unintended change for both women and girls targeted by the project and those not (if feasible).</i>
Knowledge generation <i>Assesses whether there are any promising practices that can be shared with other practitioners.</i>	12. To what extent has the project generated knowledge, promising or emerging practices in the field of EAW/G that should be documented and shared with other practitioners? <i>In addressing this question, it must be clear that the knowledge generated is new, innovative, builds on evidence from other projects or has potential for replication or scale up in other projects or contexts. It should not include generic lessons or knowledge that has already been frequently documented in this context.</i>
Gender Equality and Human Rights	Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent. <i>Practically this could mean: incorporating an assessment of human rights and gender responsiveness throughout the evaluation questions above - if not obvious; ensuring the evaluation approach and methods of data collection are</i>

	<i>gender responsive (e.g. women and girls must feel safe to share information); specify that the evaluation data must be disaggregated by sex and other social criteria of importance to the project's subject.</i>
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5. Evaluation Methodology:

4. Proposed evaluation Design: the methodology to be used will be Post-test with non-random assignment
5. Data Sources: WSC's documents regarding the project, Organizations and stakeholders including ministry of education and Palestinian schools, and groups of parents, counsellors, students.... All relevant beneficiaries whether direct beneficiaries or secondary beneficiaries that have had benefited from the project throughout the implementation phase.
6. Proposed Data collection methods and analysis: desk review, questionnaires, interviews, focus groups. The evaluator shall use if necessary, methods of data analysis such as statistical software and or traditional methods of analysis.
7. Proposed sampling methods: (schools, classes including different age groups, counsellors, parents' groups, sample should be selected in all locations of project implementation (Nablus, Hebron, Jerusalem)
8. Field visits: the evaluator is expected to carry out field visits to project implemented locations and schools, CBOs, NGOs, in Nablus, Hebron, Jerusalem)

9. Evaluation Ethics:

The evaluation must be conducted in accordance with the principles outlined in the UN Evaluation Group (UNEG) 'Ethical Guidelines for Evaluation'
<http://www.unevaluation.org/ethicalguidelines>

It is imperative for the evaluator(s) to:

- Guarantee the safety of respondents and the research team.
- Apply protocols to ensure anonymity and confidentiality of respondents.
- Select and train the research team on ethical issues.
- Provide referrals to local services and sources of support for women that might ask for them.
- Ensure compliance with legal codes governing areas such as provisions to collect and report data, particularly permissions needed to interview or obtain information about children and youth.
- Store securely the collected information.

The evaluator(s) must consult with the relevant documents as relevant prior to development and finalization of data collection methods and instruments. The key documents include (but not limited to) the following:

- World Health Organization (2003). *Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women*.

www.who.int/gender/documents/violence/who_fch_gwh_01.1/en/index.html

- Jewkes, R., E. Dartnall and Y. Sikweyiya (2012). *Ethical and Safety Recommendations for Research on the Perpetration of Sexual Violence*. Sexual Violence Research Initiative. Pretoria, South Africa, Medical Research Council. Available from

www.svri.org/EthicalRecommendations.pdf

- Researching violence against women: A practical guide for researchers and activists November 2005

http://www.path.org/publications/files/GBV_rvaw_complete.pdf

- World Health Organization (WHO), 'Ethical and safety recommendations for researching documenting and monitoring sexual violence in emergencies' 2007,

http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf

10. Key Deliverables of evaluators and timeframe:

	Deliverables:	Description of Expected deliverables	TimeLine of each deliverables (Date/Month/Year)
1	Evaluation inception report (language of report: Arabic and in English)	<p>The inception report provides the grantee organization and the evaluators with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset.</p> <p>An inception report must be prepared by the evaluators before going into the technical mission and full data collection stage. It must detail the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, proposed sources of data and data collection/analysis procedures.</p> <p>The inception report must include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product. The structure must be in line with the suggested structure of the annex of TOR.</p>	30 October 2018
2	Draft evaluation report (language of report:	Evaluators must submit draft report for review and comments by all parties involved. The report needs to meet the minimum requirements specified in the annex of TOR.	31 January 2019

	Arabic and English)	The grantee and key stakeholders in the evaluation must review the draft evaluation report to ensure that the evaluation meets the required quality criteria.	
	Final Evaluation report (Arabic and English) xxx	Relevant comments from key stakeholders must be well integrated in the final version, and the final report must meet the minimum requirements specified in the annex of TOR. The final report must be disseminated widely to the relevant stakeholders and the general public.	28 February 2019

11. Evaluation Team:

The evaluation team will consist of an external National Consultant and assistant. The consultant will be responsible for undertaking the evaluation from start to finish and for managing the evaluation team under the supervision of evaluation task manager from the grantee organization, for the data collection and analysis, as well as report drafting and finalization in Arabic and a copy in English.

8.2 Required Competencies

- Evaluation experience at least 5+ year in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls
- Specific evaluation experiences in the areas of ending violence against women and girls
- Experience in collecting and analyzing quantitative and qualitative data
- In-depth knowledge of gender equality and women's empowerment
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts
- Regional/Country experience and knowledge: in-depth knowledge of the Palestinian context is required.

Language proficiency: fluency in Arabic and English is mandatory **Management arrangements of the evaluation**

Name of Group	Role and Responsibilities	Actual name of staff responsible
Evaluation team	External evaluators/consultants to conduct an external evaluation based on the	External evaluators

	contractual agreement and the Terms of Reference, and under the day-to-day supervision of the Evaluation Task Manager.	
Evaluation task manager	<p>Someone from the grantee organization, such as project manager and/or M&E officer to manage the entire evaluation process under the overall guidance of the senior management, to:</p> <ul style="list-style-type: none"> • lead the development and finalization of the evaluation TOR in consultation with key stakeholders and the senior management; • manage the recruitment of the external evaluators; • lead the collection of the key documents and data to be share with the evaluators at the beginning of the inception stage; • liaise and coordinate with the evaluation team, the reference group, the commissioning organization and the advisory group throughout the process to ensure effective communication and collaboration; • provide administrative and substantive technical support to the evaluation team and work closely with the evaluation team throughout the evaluation; • lead the dissemination of the report and follow-up activities after finalization of the report 	Project Manager of Women's studies Centre
Commissioning Organization	Senior management of the organization who commissions the evaluation (grantee) – responsible for:	Senior Management of Women's Studies Centre

	1) allocating adequate human and financial resources for the evaluation; 2) guiding the evaluation manager; 3) preparing responses to the recommendations generated by the evaluation.	
Reference Group	Include primary and secondary beneficiaries, partners and stakeholders of the project who provide necessary information to the evaluation team and to reviews the draft report for quality assurance	Project Manager of Women's studies Centre + evaluator + field workers and or supervisors from the MOE
Advisory group	Must include a focal point from the UN Women Regional Office and the UN Trust Fund Portfolio Manager to review and comment on the draft TOR and the draft report for quality assurance and provide technical support if needed	Project Manager of Women's studies Centre + External Evaluator+ Ala Ayesh (focal Point from UNWomen and or Athar Zaghal)

12. Timeline of entire evaluation process:

Stage of Evaluation	Key tasks	Responsibilities	Number of working days required	Timeframe: (dd/mm/yy – dd/mm/yy)
Preparation stage	Prepare and finalize the TOR with key stakeholders	Commissioning organization and evaluation task manager	5	10/09/2018-30/09/2018
	Compiling key documents and existing data		5	
	Recruitment of external evaluator(s)		5	
Inception Stage	Briefings of evaluators to	Evaluation Task manager	2	15/10/2018 – 16/10/2018

	orient the evaluators			
	Desk review of key documents	Evaluation Team	5	17/10/2018-25/10/2018
	Finalizing the evaluation design and methods	Evaluation Team	2	
	Preparing the inception report	Evaluation Team	1	30/10/2018
	Review inception report and provide feedback	Evaluation Task Manager, Reference Group and Advisory Group	5	7/11/2018
	Submitting final version of inception report	Evaluation Team	1	9/11/2018
Data collection and analysis stage	Desk research	Evaluation Team	7	10/11/2018-11/2018
	In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.)	Evaluation Team	10	
Synthesis and reporting stage	Analysis and interpretation of findings	Evaluation Team	7	1/12/2018-10/12/2018
	Preparing a draft report	Evaluation Team	5	15/12/2018 – 21/12/2018
	Review of the draft report with key stakeholders for quality assurance	Evaluation Task Manager, Reference Group, Commissioning Organization Senior Management, and Advisory Group	10	2/01/2019 – 13/01/2019

	Consolidate comments from all the groups and submit the consolidated comments to evaluation team	Evaluation Task Manger	2	14/01/2019-16/01/2019
	Incorporating comments and revising the evaluation report	Evaluation Team	2	17/01/2019 – 20/01/2019
	Submission of the final report	Evaluation Team	2	21/01/2019-23/01/2019
	Final review and approval of report	Evaluation Task Manager, Reference Group, Commissioning Organization Senior Management, and Advisory Group	5	24/01/2019 – 1/2/2019
Dissemination and follow-up	Publishing and distributing the final report	commissioning organization led by evaluation manager	7	2/02/2019 – 10/02/2019
	Prepare management responses to the key recommendations of the report	Senior Management of commissioning organization	5	11/02/2019 – 17/02/2019
	Organize learning events (to discuss key findings and recommendations, use the finding for planning of following year, etc.)	commissioning organization	4	18/02/2019 – 25/02/2019

Annexes:

- A list of stakeholders and other individuals who should be consulted,

- List of locations and visits (schools, CBOs, NGOs, Ministry of education, etc....)
- Project plans, report and documents
- Structure of inception report
- Structure of evaluation report

Evaluation Matrix Template

Evaluation Criteria	Evaluation Questions	Indicators	Data Source and Data Collection Methods
Effectiveness	To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?	<p>Goal indicators: <i>Perceptions of University young female students and school aged girls in Jerusalem Nablus and Hebron about safety in their community by the end of 2018</i></p> <p><i>% of University female students and school aged girls in Jerusalem, Nablus and Hebron who approached the school/ university counselors by the end of 2018</i></p> <p><i>Perceptions of university female students and school aged girls in Jerusalem, Nablus and Hebron about the quality of services the counselors provide them with by the end of the 2018</i></p> <p>Outcome indicators: <i>The perceptions of the beneficiaries in Jerusalem, Nablus and Hebron about the quality</i></p>	<p><i>Questionnaire Pre and post questionnaires of project</i></p> <p><i>Survey using focus groups</i></p> <p><i>Statistics provided by counselors (comparison with Baseline and end of project survey)</i></p> <p><i>Short anonymous survey at baseline and by end of 2018.</i></p> <p><i>Short questionnaires for feedback about services received,</i></p>

		<p><i>of services they receive from the CBOs</i></p> <p><i>Time of day the program was broadcasted by the station to determine the audience</i></p> <p><i>The number of calls and inquires received during the radio program</i></p> <p><i>Number of students and parents who participated in the program who are able to identify at least 3 services for child protection (including disability) from sexual violence by the end of 2018</i></p> <p><i>Perceptions of students / parents about knowledge on how to deal with sexual violence</i></p>	<p><i>Short survey to get feedback on awareness raising workshops conducted by CBOs</i></p> <p><i>Media tracking reviews</i></p> <p><i>Weekly media tracking review</i></p> <p><i>Survey at baseline and end of program</i></p> <p><i>Survey using focus groups at baseline and end of program</i></p> <p><i>Success stories at the end of the program</i></p>
Relevance	To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?	<p><i>Number of targeted schools in the project that reflect the need to maintain the project after its end in their schools.</i></p> <p><i>number of reports to school counsellors in Jerusalem, Hebron and Nablus along the years of the project reflecting implementation</i></p>	<p><i>Questionnaires</i></p> <p><i>Individual interviews</i></p> <p><i>Focus groups with counselors from the schools</i></p> <p><i>Media outlets and news networks</i></p>
Efficiency	To what extent was the project efficiently and cost-effectively implemented?	<p><i>Extent of compatibility of budget with actual activity (if cost is realistic to achieving such targets)</i></p> <p><i>Extent of ability to achieve output with assigned budget</i></p>	<p><i>Project budget</i></p> <p><i>Project monitoring tools used</i></p> <p><i>Target reached vs. budget</i></p> <p><i>(internal financial producers used),</i></p>

		<i>Extent of application of organizational Financial procedure in sending</i>	<i>supporting documents like (attendance sheets, receipts, biddings etc....)</i>
Sustainability	To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?	<p><i>The agreement of the MOE to institutionalize the project in their system and apply it to schools</i></p> <p><i>The willingness and agreement of schools and principles to apply the program in their schools</i></p> <p><i>The accreditation and acknowledgement of the ministry of education of the project and assuring that the counsellors of school take the training to apply the project within schools</i></p>	<p><i>Agreement documents</i></p> <p><i>Focus groups</i></p> <p><i>Individual interviews</i></p>
Impact	To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?	<p><i>The number of cases reported by school counsellors during project years in three locations</i></p> <p><i>Number of beneficiaries (students, parents, teachers, counsellors, CBOs, university students, MOE supervisors, audience "viewings on social media and media in general") reached within the project in three locations in three years</i></p> <p><i>The number of the number of cases reported to the counsellors (due to the elimination of the stigma of reporting on sexual assault and harassment</i></p>	<p><i>Questionnaires</i></p> <p><i>Individual interviews</i></p> <p><i>Focus groups</i></p> <p><i>Pre and post questionnaires from students</i></p> <p><i>Project reports, Media tracking</i></p> <p><i>Social media and website viewings charts</i></p> <p><i>Project tools and publications</i></p>

<p>Knowledge generation</p>	<p>To what extent has the project generated knowledge, promising or emerging practices in the field of ERAW/G that should be documented and shared with other practitioners?</p>	<p><i>Number of school counsellors received training on training manual use in Nablus, Hebron, Jerusalem throughout the project</i></p> <p><i>Number of students received sessions within the program in Nablus, Hebron, Jerusalem during the project years.</i></p> <p><i># of schools that applied program and received training from Nablus, Hebron and Jerusalem, during project years.</i></p> <p><i># of Publications of project disseminated and used in Nablus, Hebron, Jerusalem, during project years</i></p>	<p><i>Focus groups</i> <i>Reports</i> <i>Memorandum of understanding by ministry</i> <i>Ministry of education and WSC, partner organizations</i> <i>communication letters</i></p> <p><i>Dissemination lists of training manual</i></p> <p><i>Attendance sheets</i></p> <p><i>Training reports</i></p>
<p>Gender Equality and Human Rights</p>	<p>Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent.</p>	<p><i>(All project is based on the HR based approach and was gender responsive)</i></p> <p><i>The methodology of the project, the provision of services and the selection of target groups</i></p> <p><i>type of material developed and the language used and extent of gender sensitivity</i></p> <p><i>The freedom of the beneficiary to participate in the activity provided</i></p>	<p><i>Questionnaires</i> <i>Individual interviews</i> <i>Focus groups</i> <i>Pre and post questionnaires from students</i> <i>Desk review (project documents)</i></p> <p><i>Project proposal</i></p> <p><i>Project material and publications</i></p>

Beneficiary Data Template

The beneficiary data sheet is a key tool for the evaluation which quantifies the individuals who directly benefited from the project (primary), as well as those individuals the project worked with to change the lives of the primary beneficiaries (secondary). This **must** be annexed to the evaluation report. Further guidance is available for evaluator/s on request. If it is not possible to collect or reliably provide this data, the evaluator/s should explain in the report.

TOTAL BENEFICIARIES REACHED BY THE PROJECT

Type of Primary Beneficiary	Number
Female domestic workers	
Female migrant workers	
Female political activists/ human rights defenders	
Female sex workers	
Female refugees/ internally displaced asylum seekers	
Indigenous women/ from ethnic groups	
Lesbian, bisexual, transgender	
Women/ girls with disabilities	1000
Women/ girls living with HIV/AIDS	
Women/ girls survivors of violence	
Women prisoners	
Women and girls in general	11712
Other (Specify here:)	
TOTAL PRIMARY BENEFICIARIES REACHED	12712
Type of Secondary Beneficiary	Number
Members of Civil Society Organizations	
Members of Community Based Organizations	
Members of Faith Based Organizations	
Education Professionals (i.e. teachers, educators)	67
Government Officials (i.e. decision makers, policy implementers)	
Health Professionals (doctors, nurses, medical practioners)	
Journalists / Media	61
Legal Officers (i.e. Lawyers, prosecutors, judges)	
Men and/ or boys	122
Parliamentarians	
Private sector employers	
Social/ welfare workers	12
Uniformed personnel (i.e. Police, military, peace keeping)	
Other (Specify here:) boys in schools	3657
TOTAL SECONDARY BENEFICIARIES	3919
Indirect beneficiaries reached	Number
Other (total only)	11307
GRAND TOTAL	27938

Women's Studies Centre

Aman Project

Ethical Obligations and Safety Protocol - for Final External Evaluation

Aman Program:

The aim of the ethical obligations and safety protocol is to maintaining the respondents' confidentiality and ensuring the ethical statement of "do no harm" while conducting the evaluation. This is considered a challenge especially in Palestine since there is a lack of official bodies that functions aside by the ethical review board in which the NGO's and other organizations and or institutes can address for guidance and approval of research and evaluations. Thus, such responsibility will fall solely upon the evaluation team and the appointing organization themselves to assure that such essential ethical considerations are made.

Ethical standards that were taken into consideration in preparation of the evaluation and will be maintained during and the whole process of the evaluation were developed in accordance with the principles outlined in the UN Evaluation Group (UNEG) and the World Health Organization (WHO), 'Ethical and safety recommendations for researching documenting and monitoring sexual violence in emergencies' 2007.

The following is how this protocol is applied in all levels of the evaluation:

Evaluation planning

- External technical consultant with extended experience was hired to plan all evaluation procedures.
- All research forms and questionnaires were then presented to additional professional in the field of mental health, (the Project Consultant Ms. Yoad Ghanadri)
- Questionnaires were designed to collect general data with no deep self-disclosures.
- All research documents were presented to the Palestinian Ministry of Education to gain their approval.
- All questionnaires were presented to schools' principles to gain their approval.
- All identifying characteristics of respondents such as names were dropped to insure anonymous distribution.
- Since the WSC functions in this project through schools, thus and after consultation with the Ministry of Education, the Consent for the whole project to work with children and girls was provided by the ministry of Education and school principals.

Data collection

- Samples of schools and respondents were chosen randomly. (taking into consideration all locations and age groups were included and the inclusion of schools with disabilities.

- The evaluator will carry out the Data collection the field since she is an expert in the field and is well informed on the needs and sensitivity of the respondents' and will explain to all group participants regarding the confidentiality insurance at the beginning of each focus group/ interview etc.

Data cleaning

- Focus groups' meetings will not be taped nor will be video recorded, qualitative data will be typed with no identifying characteristics. And will be filled in relevant section of the evaluation report in an analytical manner.

Date dissemination

- Data collection material will be secured and stored internally within the WSC and used internally with the organisation and are only reflected in the report in an analytical manner.
 - Any future data dissemination will ensure confidentiality of respondents and will follow ASA code of Ethics (1999)

Omissions and wrongdoings and referrals:

- Where evaluator find evidence of wrong-doing or unethical conduct, she will report it, whether or not such conduct relates directly to the evaluation Terms of Reference. Evaluators shall inform the Evaluation Manager who will in turn agree with the Evaluation Director on the most appropriate channel for reporting wrong-doing. Details of any wrong-doing, including names or events, shall only be divulged to the proper oversight authority.
- The evaluator will provide referral to local services and sources of support that might ask, or if the evaluator sees there is a need for referral specifically when it entails a minor.

List of Persons Consulted and institutions Visited:

Day	Area	Organization	Mission
27-11-2018	Hebron	Bin Rashid Center for People with Disabilities	-Interview with the Director of the Center. -Interview with teachers and social workers at the center. -Focus group with parents of children in Center. -Attend activity with the kids about the program through a social worker.
27-11-2018	Hebron	Media Students from Alarob college	-Focused group with students Media.
28-11-2018	Hebron	Schools: (Alburj secondary school for girls) + (Khaled bin Alwaleed school for boys)	-Attend session within the classroom. -Individual interview with the principal. -Individual interview with school counselor. -Individual interviews with parents. -A focus group with students at the school has implemented AMAN program.
29-11-2018	Nablus	Schools (Qoseen secondary school for girls) + (Alhaj mohammad ali qaraman school for boys)	-Attend session within the classroom. -Individual interview with the principal. -Individual interview with school counselor. -Individual interviews with parents. -A focus group with students at the school has implemented AMAN program.
03-12-2018	Hebron	Sections of supervision and special education	-A focused group with the school counselors who applied the program. -Individual interviews with some school counselors
04-12-2018	Nablus	Schools: (Aqab Mofady secondary school for girls) + (Omar bin Alkhattab school for boys)	-Attend session within the classroom. -Individual interview with the principal. -Individual interview with school counselor. -Individual interviews with parents. -A focus group with students at the school has implemented AMAN program
05-12-2018	Nablus	Sections of supervision and special education	-A focused group with the school counselors who applied the program. -Individual interviews with some school counselors
05-12-2018	Nablus	School. (children with disabilities Sheikh Khalifa	-Individual interview with the principal. A focus group with students at the school has implemented AMAN program
06-12-2018	Nablus	Family Protection Center. Shelter (albet alamen)	-Interview with the Director of the Center. -Interview with teachers and social workers at the center. -Focus group with parents of children in Center. -Attend activity with the kids about the program through a social worker
10-12-2018	Hebron	Sections of supervision and special education	-A focus group with educational supervisors and directors of educational supervision departments in the directorates of education -Individual interviews with the heads of the department of educational supervision in the directorates of education

11-12-2018	Jerusalem	Alfatah alshamela secondary school for girls)	-Attend session within the classroom. -Individual interview with the principal. -Individual interview with school counselor. -Individual interviews with parents. -A focus group with students at the school has implemented AMAN program
11-12-2018	Jerusalem	Alquds club	-Interview with social worker at the center. -Focus group with parents of children in Center. -Attend activity with the parents about the program through a social worker
4-3-2019	Jerusalem	Aljeel Aljadeed elementary school for boys	-Attend session within the classroom. -Individual interview with the principal. -Individual interview with school counselor. -A focus group with students at the school has implemented AMAN program
6-3-2019	Ramallah	General Directorate of Special Education and Supervision	-Individual interview with General Directorate of Special Education and Supervision
9-3-2019	Jerusalem	Sections of supervision and special education	-A focused group with the school counselors who applied the program.
2-3-2019	Jerusalem	Women's studies center	-Individual interview with AMAN Program manager and Program's consultant
21-3-2019	Jerusalem	UNWOMEN	Ala' aldein Ayesh (Focal Point from UNTrust fund /UNWOMEN)