

Final Evaluation Report

Project

“Protective Sphere for Palestinian Children”

Funded by:
Norwegian Ministry of Foreign Affairs

Implemented by:
Save the Children International
in partnership with
Save Youth Future Society and
Tamer Institute

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1 Executive Summary

As an integral part of its program Save the Children International formed a partnership with Save Youth Future Society and Tamer Institute in order to implement the project “*Protective Sphere for Palestinian Children*” funded by the Norwegian Ministry of Foreign Affairs. The 9-month project has been implemented in the period from 1 August 2013 to 30 April 2014 with a total grant budget of 32,514 USD.

The project aims at enhancing psychological and physical protection of children, and empower children to take a child-led advocacy action fulfilling their right to education and participation. It also aims at improving means of capacity development of educational professionals and community actives to apply positive discipline techniques to promote children protection and participation at schools and within children communities.

By the end of the project, SCI, SYFS and Tamer sought the evaluation services in order to conduct a final evaluation of the project. The purpose of this evaluation is to provide stakeholders with a comprehensive overview on the outcomes achieved in the areas of child protection and participation in schools targeted by the project’s intervention. This evaluation report also aims at providing practical recommendations in support of the implementation of similar interventions in the future.

In close cooperation with the implementing actors, the evaluation adopted a summative and utilization-focused approach enriched with dynamic and flexible participatory elements. The use of diverse methods allowing triangulation or cross-check of the results obtained through different methods permits an examination from different perspectives which leads to more reliable findings.

A variety of data collection methods was used in the goal of building on the strengths of each type of data collection in the aim of further increasing both the validity and the reliability of evaluation data. For this reason, a mix of both quantitative and qualitative methods has been carefully designed to complement each other and surveys, interviews and focus groups methods were applied.

The overall evaluation of the project points out that implementation process has achieved planned and expected goals and objectives of the intervention. The satisfactory attainment of the results has been attributed to the high needs-responsiveness and holistic design, as well as to reasonable

effectiveness in providing services to the beneficiaries during the timeframe of the project.

The following indicates the main conclusions of the evaluation:

- Very high consistency with the missions, strategies and scope of work of all implementing organizations.
- Implementing actors have a very good sense of local ownership of the project's results.
- Reasonable consideration of gender equality issues and assurance of equal participation of both girls and boys, women and men in the project's activities.
- Project was well-designed to address existing needs and challenges in education.
- Good identification of the target groups.
- Very good delivery of results to beneficiaries as specified in the project's planning.
- High effectiveness of the implementation process in achieving project's objective.
- Very reasonable performance in promoting understanding of the project's central concepts among beneficiaries.
- Good level of beneficiaries' satisfaction with the increased level of knowledge, skills and awareness.
- The level of knowledge and skills, awareness and empowerment among targeted beneficiaries is very likely to continue after the project's end.
- The enhanced level of trust and respect within the community for the implementing organizations.
- Very reasonable level of partnership between implementing organizations.

The following are the main lessons learned as they were expressed by various beneficiaries during the evaluation process:

1. Unsolved issue of long distance to school and lack of safe transportation on the way to school, especially for girls fearing from being bullied on their way to school, was constantly reoccurring during the interviews. Some children not knowing what to expect on their way to school prepare small weapons to protect themselves in one way or another. Some small-scale and short-term initiatives to help with transportation expenses for the most needy children were mentioned which proved to be successful but insufficient. Unfortunately, the transportation costs for children living in the distant areas prevents some of children to attend the school on regular basis which undermines the fulfillment of their basic right to education.

2. Repeatedly expressed, there is a need for more joint initiatives involving active participation of students, teachers and parents in order to improve learning quality. The suggested examples of such activities included sport tournaments with mixed students-teachers-parents teams, meetings and stories' sharing etc.
3. The evaluation revealed the significance of the effects of the surrounding environment on child protection, among others violence, shelling and shootings, economic and social insecurity, problems between different families, consequences of divorces, situation of orphans and children of prisoners.
4. Not less significant are the effects of family situation undermining some children's motivation to participation and involvement in school activities such as poverty situation of the family not allowing them to provide children with basic winter clothes or stationery or illiteracy of parents disabling them from following up on their children's development and education progress.
5. It has been mentioned that there is no broader culture of effective support from school and family to encourage child participation in school, family and in their community.
6. There is pertaining need of support in equipping schools with tools such as sport equipment, calculators, microscopes, computers in resource rooms, tables for laboratory rooms, windows and curtains, sun shades, painting place and painting materials, magnetic boards and teaching support materials to be pinned on the boards etc.
7. Involvement in CLGs' activities enabled and empowered children to help their peers and others. For example they suggested including children with behavior and learning difficulties in the project's activities as means of encouragement for improving behavior and learning achievements. Involvement in the project's activities became also a source of ideas initiated by children such as collecting 1 NIS from children ready to help their peers suffering from poverty (in other school similar initiative was conducted by school employees for poor and needy).
8. Some CLGs faced challenges, especially at the beginning, with timing of the meetings that would fit the two-shifts' school schedule and with organizational discipline in regards of not being able to finish the meetings on time, but the issues tended to disappear with time when children got used to the form of the meetings and activities. Some CLGs expressed need for meeting more often, 2-3 times per week instead of once per week, and need to cover more topics from different subject areas to avoid repetitiveness in discussions. CLGs also suggested a change of the meeting place from time to time, even for outside the school, for the purpose of stimulating the discussions, as well as recommended providing a room for CLGs where they could

- keep all their materials in one place and use the room for themselves as often as they need, also outside the scheduled meetings.
9. Elections in CLGs proved to be a fruitful and appreciated tool. However, some children reported that activities tended to choose the “effective” children that was perceived as unfair towards other children within the given school and excluded for example children with learning difficulties who might have good ideas as well.
 10. Empowered children initiated their own activities outside the project together with their peers and without involvement of school staff e.g. a book collecting diverse stories contributed from many children, written and illustrated by themselves, which was created and used by means of exchange between children.
 11. SBECs often reported their financial inability to hold initiatives. In attempt to find the necessary funds for implementing their initiatives the resources were often taken from school budget designated for other activities at school such as school cafeteria etc.
 12. SBECs’ selection process proved to be a challenging task as the number of parents who regularly actively participate in school life was bigger than the number accepted into SBECs.
 13. SBECs’ operational effectiveness was dependent on the school shift as it is easier for parents to attend the meetings that take place in the morning.
 14. SBECs reported on need to involve more teachers and students.
 15. Teachers tend to need a training specialized for children’s age categories, as well as on how to better address different learning needs of all children in the overcrowded classes (learning difficulties, disabilities, talented) and how to use games and other new techniques that they could apply in the classroom to effectively support children’s learning. There is also need for teachers to learn more about how to involve parents more actively so the family proceedings do not undermine the results achieved with children at school.
 16. Creative initiatives were initiated outside the project and implemented by beneficiaries themselves as the result of participation in the project’s activities such as the teachers training etc. The examples of such initiatives encompass among others: recreational and debriefing activities targeting children with learning difficulties and severe behavioral issues complementing the remedial activities implemented through other projects; Fursan Nights Initiatives; marathon with badges containing concepts on protection and participation aiming at reaching the community outside the school; Creative Failures initiative aiming at empowering children and make them understand that failure does not prevent from achievements – the idea of presenting famous people who had troubles, including with learning at school, and how they succeeded in overcoming them

- and achieved remarkable results in different domains; Complains Box – a way for school to obtain comprehensive anonymous feedback and recommendations.
17. The scope of work of school counselors in regards to addressing increasing needs of children in terms of support that they need seems to exceed the capacity of the role of the school counselor: one person responsible for more than 600 children is not enough, especially as some cases requires door-to-door home visits and regular follow-up. Furthermore, some children clearly need specialistic support of psychologist which goes beyond the capabilities of school counselors.
 18. There is pressing need to raise awareness and provide training to parents about the existing mechanisms of reporting violence occurred against their children to decrease parents' fear of sharing such information which undermines the possibilities of intervening in such cases. It was suggested to create a team responsible for identifying, reporting and follow-up of such cases, as well as offering a possibility of discussing such cases among parents themselves.
 19. More psychological debriefing for children is needed on a more regular basis in forms of retreats, resorts, trips, motivational awards given on the closing ceremony etc. It was stressed that the awards should not be material ones but in terms of increasing self-esteem and expressing appreciation for positive changes achieved by children and staff.
 20. If other activities or projects relating to similar subjects as protection and participation were implemented at school prior to the project's intervention, the results achieved by the discussed project were stronger.
 21. It has been suggested that more involvement of children in the implementation of the project's activities can itself constitute a tool of further fostering child participation.
 22. It has been noted that as the activities and initiatives by children and teachers are restricted to school environment only, their impact in terms of participation tends to be limited.
 23. There is a requisite to continue with similar projects as the targeted beneficiaries are still in need for support through such interventions. Further intervention within these areas is still needed due to the large scale and continuous persistence of the challenges identified and addressed by the project. In the same time, there is an expressed hope that further future cooperation in continuing to provide such services will aim at reaching wider community in need, including but not limited to increased number of children targeted and involved in the project's activities with the ideal of including all children at targeted schools.

The evaluation analysis has led to the below recommendations. In the aim of improving implementation of similar interventions in the future, SCI, SYFS and Tamer management and staff are advised to consider the following:

1. As all implementing organizations claim in their mission their strong commitment to assuring the right of each child to education and protection, therefore it is urgently necessary for the partners to thoroughly investigate the cases of children who are prevented from attending school due to inability to afford the transportation costs between school and home placed in a distant area. Lack of action in this respect would significantly undermine the credibility of the implementing organizations in the areas of effectively supporting the fulfillment of child basic right to education.
2. Beside the strong experience of implementing partners in the field of education and protection, conducting a formal needs assessment prior to the project's start would further increase the intervention's responsiveness to the real needs and issues (e.g. some schools need specialized support in addressing health and hygiene issues as well) identified on the ground at that specific moment which is particularly important in the ever changing context of the Gaza Strip. It would also allow for identifying the specific needs of each school to be addressed in a differentiated activities and tailor-made approach for each school instead of one-size-fits-all approach.
3. Maintain and further enhance performance and practices assessed as good and very good in the findings section of this report the strategic alignment with the priorities of the implementing partners, the sense of local ownership of the project results, identification of the target groups and inclusion of girls and women, delivery of outputs to beneficiaries as planned in the project's design, attainment of outcomes promising impact further beyond the duration of the project, as well as the project's holistic approach in dealing with complex concepts of protection and participation.
4. Further enhance the established partnership among the partners to maintain commitment towards achieving common goals. Possible tools enhancing the partnership might include team-building vs. cross-partnership-building activities, feedback vs. debriefing sessions for project staff from all partner organizations addressing need for improving the communication flow expressed by the partners.
5. As means of preventing risk of delays in project's implementation, the timeframe of the project should allow more room for adjustment to factors such as schools' annual schedule and leaving space for flexible reaction if unexpected external changes of the context occur. Prior to implementation, the project's timeline and logistical framework of the activities could be discussed in details with each school principal

- in order to avoid interference with other school activities. Schools could be also more involved in the formulating of CLGs' plans of activities.
6. Target and involve more, and ideally all children at school to avoid the "exclusivity" and differentiation between children directly involved in the project's activities such as capacity building and children not involved directly. The involvement in CLGs should include children at risk of exclusion as for example severely poor, with learning or behavioral difficulties as means of empowering, motivating for positive change and enhancing inclusive school environment encouraging their active participation as well.
 7. Continue the innovative approach of using the project's components such as physical intervention at school as means of practicing child participation. Further development of this approach could be achieved by applying the similar process to other project's components, for example as regards the choice of the topics tackled by CLGs, children could be invited to suggest themselves new subjects that they need or wish to discuss in the group which would provide both diversification of subjects discussed and flexibility in responding to specific needs of CLG at the given school. Similar method could be used in the process of choosing books for school libraries as means of taking into account children's suggestions and preferences and increasing their sense of ownership and participation. More involvement of children in the implementation of the project's activities itself and further improvement of their understanding of child rights could be enhanced by children visits to the implementing organizations.
 8. Support initiatives outside the project that are initiated and implemented by beneficiaries themselves as the result of participation in the project's activities such as training etc. Support to this initiatives should be motivated by understanding that due to strong ownership such initiatives have even wider impact even though they are not coming directly through the project's activities. Moreover, they reach the community outside the school as for example during the marathon with badges about concepts on protection and participation, cycling trips delivering message about these concepts to the community (unfortunately, this idea has not been implemented due to the school's shortage of funding and safety issues in the surrounding of the school). Support to such initiatives could include financial support in a form of small grants to cover the basic expenses, as well as logistics and technical support to such initiatives.
 9. Similarly to the above mentioned support, encourage and support children's initiatives initiated and implemented outside the project's activities itself.
 10. The project's intervention could build upon children's empowered motivation to help and support their peers and direct this potential into addressing one of the pertaining

- need of the schools of more support with remedial program for children with learning difficulties. Remedial activities under guidance of specialist but based on child-to-child learning support could prove more effective for both: motivating children with learning difficulties by making their peers environment more inclusive and understandable towards their needs, and in the same time empowering for children to support each other as means of implementing by themselves the concept of non-violent communication with their peers, as well as the concept of active participation in their closest community of school peers by responding to needs of those in need of support.
11. Allow more flexibility in adjusting the way in which CLGs function in order to respond to needs of specific CLG, for example if possible, provide the interested CLGs with a possibility to meet more often, allow a chance to address topics suggested by children themselves etc.
 12. As selection process for SBECs proved to be challenging due to their limited capacity to involve all parents interested in participating, therefore it could be beneficial to re-think the SBECs setup so it would allow participation of all interested parents. SBECs could also play a role of an important intermediary between school staff and other parents who seem to be less involved in their children education and school life.
 13. Provide a clear opportunity for expressing appreciation for positive changes achieved by children and staff during the project's activities. In order to address the lesson learned, such appreciation should not take the material form but rather focus on its role of strengthening children's self-esteem and its function in terms of motivating to make even more effort for further positive change.
 14. Acknowledging that the project's influence on some factors in the surrounding environment is limited, nonetheless, to the possible extent, the project could mitigate some effects of family situation that most severely undermine some children's motivation to participation and involvement in activities. Certain examples among many possibilities could include support to the most needy children with basic winter clothes or stationery. It might be helpful to introduce the project team's home visits to assess the situation on the ground and design the adequate response to the situation of a specific family. This way may also provide a valuable input into identifying children who could exceptionally benefit from being involved in the project's activities such as the case of a needy talented child who is not supported and not discovered until empowered and motivated.
 15. The project's sustainability could exceptionally benefit from providing a clear opportunity for an exchange of experiences between schools targeted by the project. It would create a space where new creative ideas could be born through interaction

stimulated among teachers, school staff and children as they all face similar challenges that they tackle in different ways. Such exchange would also benefit the project's staff as a source of inspiration to avoid repetitive activities from the past and to introduce new creative activities in the future interventions.

16. It would be advantageous to include more activities aiming at community mobilization and outreach: involving other schools (non-UNRWA schools, schools at different levels e.g. elementary and secondary), including community gatherings, meetings with CBOs and CSOs in the closest school surrounding etc.
17. Extend the project's community outreach by active media involvement in spreading the message about protection and participation outside the school to the wider community. Some activities could encompass involvement of municipality and mukhtars in meeting and discussing with teachers, parents and children about challenges that children face in terms of protection and participation and to encourage their support for enhancing children participation in the community outside the school. Such activities would serve as a tool of overcoming the expressed limited impact in terms of participation when the project's activities are implemented only within the school environment.
18. As the impact of the intervention proved to be additionally strengthened when it has followed previous initiatives in related fields implemented at schools prior to the discussed project, it is strongly advised to build on both, previous achievements by other projects and initiatives, as well as on the results achieved so far by the discussed project. Especially in face of still pertaining needs being expressed by all beneficiaries the work done until now should be continued in order to fulfill these needs.
19. Despite obvious need for continuing the project's intervention, the project's design should develop and incorporate at all its stages a clear exit strategy approach in either phasing out or phasing over form, accordingly monitored and adjusted along the whole duration of the project, as well as assessed in details after the project's end.

List of Abbreviations

CBO	Community Based Organization
CLG	Children Leadership Group
CSO	Civil Society Organization
INGO	International Non Governmental Organization
MoFA	Norwegian Ministry of Foreign Affairs
NGO	Non Governmental Organization
oPt	Occupied Palestinian Territory
SBEC	School Based Education Committee
SCI	Save the Children International
SYFS	Save Youth Future Society
Tamer	Tamer Institute for Community Education
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

2 Introduction

2.1 Background

Save the Children International (SCI) is a leading charity fighting for children's rights and delivering immediate and lasting improvement to children's lives worldwide. Its current program in the West Bank works in partnerships with local organizations, and in particular with 10 UNRWA schools in the West Bank (North, Centre and South), 19 schools in Jerusalem and various areas of the West Bank, and 10 UNRWA schools in the Gaza Strip to safeguard children's rights, focusing on the areas of education and protection.

Save Youth Future Society (SYFS) is an independent non-governmental organization established in 2001 in the Gaza Strip to serve the Palestinian society, especially youth and children. SYFS aims at enhancing the role of youth as leaders of the future through developing their capacities, enhancing the quality of their education, connecting them to the labor market and effectively encouraging their participation in the civil society to enable them to hold the responsibilities of creating the change towards a better future and advocate for their rights to play an active role within their society. SYFS' work is informed by the necessity of creating independent, self-reliant initiatives that lead to the achievement of sustainable development, and which incorporate values of self-sufficiency and self-empowerment. SYFS especially values crucial role of education as a right of all children, and therefore it has launched its Education Program contributing to quality education in Palestinian community, included as a core value in SYFS' 2014 – 2016 Strategic Plan.

Tamer Institute for Community Education is an educational non-governmental organization established in 1989 as a natural and necessary response to the urgent needs of the Palestinian community such as the most important need to acquire means to help people learn and become productive. Focusing principally on the rights to education, identity, freedom of expression, and access to information, Tamer works across the West Bank and Gaza Strip, primarily targeting children and young adults to encourage and deepen opportunities of learning among them. Tamer's program aims to contribute to enhancing reading, writing and all forms of expression among children and young adults. It also aims at contributing to a Palestinian environment that is supportive to learning processes, and at supporting the literary and scholar production on child culture in Palestine.

Based on the successful implementation of 2011 program, SCI has decided to further build on these achievements in the next years in order to deepen the impact in the existing 39 schools

on one hand, and to focus on introducing innovative teaching and learning opportunities and strategies of inclusive education on the other hand.

SCI has decided to work in a partnership with SYFS and Tamer on implementing this component in 5 UNRWA schools in the Gaza Strip. The decision was based upon partners' extensive experience in implementing education projects with good quality, its' highly-qualified staff, and strong long-term working relations with both UNRWA and local CBOs in the targeted areas.

2.2 Project Description

As an integral part of its program Save the Children International formed a partnership with Save Youth Future Society and Tamer Institute in order to implement the project "Protective Sphere for Palestinian Children" funded by the Norwegian Ministry of Foreign Affairs. The 9-month project has been implemented in the period from 1 August 2013 to 30 April 2014 with a total grant budget of 32,514 USD.

This project aims to improve the quality and relevance of education in primary schools by offering a series of programs such as the teacher professional development program that utilizes recent advances in pedagogical theory and school development; this, in addition to a program that targets and works with a specific school or a group of schools for the purpose of improving the quality of education. It intends to improve access to quality inclusive education for all children in oPt through reducing violence and enhancing child protection and child participation in targeted schools, their families and communities. The project aims at enhancing psychological and physical protection of children, and empower children to take a child-led advocacy action fulfilling their right to education and participation. It also aims at improving means of capacity development of educational professionals and community actives to apply positive discipline techniques to promote children protection and participation at schools and within children communities.

Project Overall Objective

To promote quality education environments and children's learning, protection and participation in their schools and communities.

Specific Objectives

- To promote the quality learning environments in schools and ensure that they are attentive and conducive to children's learning and development needs.

- To improve the psychological and physical protection and participation of children to take the lead in advocating and fulfilling their right to education, protection and participation in violence-free environments.
- To enhance the awareness, knowledge and skills of caregivers (parents, education professionals and active community members) to support child rights and apply positive discipline techniques.

Main Results

- Enhanced physical environment in 5 schools ensuring learning environment that is attentive and conducive to learning and development needs of children.
- Improved psychological and physical protection and participation of children to take lead in advocating and fulfilling their rights to education, protection, and violence-free environment.
- Increased awareness and knowledge of caregivers, and teachers (SBECs) to support child rights and apply positive discipline techniques.

Main Activities

1. Capacity building training and workshops for 3 selected project staff to develop their understanding of the project and help developing the code of conduct for the project.
2. Weekly sessions of the established or reactivated Children Leadership Groups (CLGs) for 250 children, 50 girls or boys in each school, to develop main ideas and means of protection and participation at schools contributing to child initiatives conducted at schools and aiming at developing awareness and positive practices on child rights and protection strategies in advocacy campaigns.
3. 10 open days' activities for 300 children using expressive arts techniques to improve psychological atmosphere at schools, awareness on expressive arts techniques.
4. Awareness sessions on expressive arts techniques for 35 teachers.
5. Establish and/or reactivate 5 School Based Education Committees in 5 schools.
6. 6 monthly capacity building meetings for at least 100 SBECs to improve awareness and practices on child protection and participation.
7. A national campaign formulated by minimum 35 teachers and SBECs to scale up child protection strategies.
8. Steering committee meeting involving UNRWA officials and schools' administration.
9. Training for at least 15 teachers and 5 school counselors on child rights and protection.
10. Final evaluation of the project.

11. 5 child-led advocacy campaigns about protection, participation and violence-free school environment.
12. Publication of 5 child advocacy letters addressing child rights, protection, and participation.
13. Physical interventions in 5 schools to improve the overall physical learning environment benefiting minimum of 4500 children.
14. 5 field visits/study tours for at least 150 CLGs and 100 SBECs in 5 schools to enhance positive interaction between them.

Project Beneficiaries

The direct beneficiaries in the Gaza Strip included:

- 250 children, both girls and boys
- 100 SBECs
- 35 teachers and school counselors

2.3 About the Evaluation

The aim of the following report is the final evaluation of the implementation period covered by the mentioned project.

General objective

Measure outcome in the areas of child protection and participation in schools targeted by the project's intervention.

Specific objectives

- Assess beneficiaries' understanding of crucial concepts of protection and participation mitigated by the project's activities.
- Identify the strengths and weaknesses of the project's activities.
- Evaluate the partners' participation at different stages of the project cycle.
- Based upon feedback from stakeholders draw recommendations for the future interventions and the implementing organizations.

Analysis Levels

- Assess the project's activities' contribution to understanding of the concepts of child protection and participation among the beneficiaries.
- Evaluate the results of the project's intervention and the impact on the targeted beneficiaries.
- Examine the cooperation between implementing partners.

Stakeholders Targeted by the Evaluation

- Implementers
 - Save the Children International
 - Save Youth Future Society
 - Tamer Institute
- Influencers
 - Schools counselors
 - School Principals
- Beneficiaries
 - Teachers who participated in the training
 - SBECs
 - CLGs

Additionally, as a control sample for comparison purpose only, a focus group has been conducted with children not directly targeted by the project's activities.

3 Methodology of the Evaluation

3.1 Approach and methods

In close cooperation with the implementing actors, the below approach and methods have been discussed and agreed upon as the most useful in the context of the given project. It was agreed for the below evaluation to be a summative in its character in order to provide an overarching assessment of a project's "value." Furthermore, agreeing that this evaluation should be guided by utility and actual use for the project team, therefore a utilization-focused approach was chosen as the mostly helpful one.

A dynamic and flexible participatory approach was adopted with use of diverse methods allowing triangulation or cross-check of the results obtained through different methods. In this way, by use of different information sources, methods and types of data permit an examination from different perspectives which leads to more reliable findings.

Acknowledging that investigating human behavior and attitudes is a complex task, it was agreed that it was most fruitful to use a variety of data collection methods. By using different sources and mixed methods, this evaluation builds on the strengths of each type of data collection in the aim of increasing both the validity and the reliability of evaluation data.

Keeping this motivation in mind, a mix of both quantitative and qualitative methods has been carefully designed to complement each other. They were used in order to gain an in-depth insight into the project's intervention implemented from the point of view of implementing staff, concerned stakeholders, as well as beneficiaries. Surveys, interviews and focus groups methods were used to obtain this result.

3.2 Evaluation Process

The evaluation has undergone the following steps:

Preparation

The aim of this phase was to reach consensus and common understanding of the scope and objectives of the evaluation. The tools were decided upon, the work plan was agreed, and key contact persons were identified. During further preparation meeting the suggested draft tools

were adjusted and approved.

Sampling

Participants for each tool were selected with respect of both randomization and relevance. Special attention was paid to geographic (North vs. South) and gender balance.

Data Collection

The survey was conducted in 5 schools to provide the quantitative data for analysis. Simultaneously to this process the interviews and focus groups were conducted to obtain the qualitative data for analysis.

- **Questionnaire**

Survey containing 150 questions was conducted in 5 schools targeted by the project. Under guidance of activators 150 questionnaires were filled in by children and handed to evaluation team for analysis.

- **Interviews**

Semi-structured interviews have been conducted with implementing partners, namely SCI, SYFS and Tamer, as well as with school principals and school counselors.

- **Focus Groups**

Focus group meetings have been conducted in two schools chosen as a sample, one in the North and one in the South area of the Gaza Strip. They involved children from CLGs, teachers who participated in the project's training, as well as SBECs. Moreover, one additional focus group meeting was conducted with a control group of children who were not directly targeted by the project's activities.

- **Secondary Data Review**

Some documents relevant for the evaluation purpose have been reviewed such as the Terms of Reference for evaluation, and the project's Implementation Plan.

Data Analysis

Following the data collection, the in-depth analysis of data was conducted. The quantitative data were treated with due diligence to statistical methods, whereas the qualitative data were analyzed in a manner to answer the evaluation goal. Both sets of data were mutually cross-checked in order to obtain the most reliable results. The data analysis phase led to the formulation of major

findings and recommendations.

Reporting

A draft of the final report was submitted to SCI, SYFS and Tamer for review. After obtaining their feedback the first draft was updated according to the comments received until the final version was agreed upon. Electronic copy in PDF format have been submitted by email to SCI, SYFS and Tamer.

3.3 Conditions and Limitations of the Study

The following should be taken into consideration as regards the below evaluation:

- The main assumption for this evaluation was that it aims to be a utilization-focus evaluation. Therefore, its scope and approach was adjusted in terms of usefulness for the implementing parties. Hence, its success is dependent on the commitment of the recipient institutions to take its findings into consideration in future interventions in the aim of further enhancing their implementing performance during similar projects. Only in such case the potential of the applied utilization-focus approach will be fully met.
- This is not a scientific research or study. Although the process was an evaluative research with specific time frame limit, in agreement it was decided to conduct a rapid assessment in order to achieve the goals without specific conditions related to the full scientific research. Simultaneously, all the due diligence was paid in the aim of obtaining most practical and reliable findings and conclusions.

4 Quantitative Analysis

The analysis of data collected through a questionnaire survey conducted with 150 CLGs' children, 60 girls and 90 boys from 5 schools targeted by the project's activities led to the following findings presented below. The questionnaire was handed out and filled by children. In case of need, activators provided necessary assistance. The quantitative analysis was designed to identify the occurred changes within four main areas relating to four parts of the questionnaire, namely:

- General child life: main features of the child's lifestyle related to the school environment.
- Children capacities: children's knowledge, skills and practices developed through the capacity building program provided by the project to CLGs.
- Awareness on violence-free school environment: evaluating the change in knowledge and skills among children.
- CLG's role at school: identifying the practiced that has been used by children after the capacity building program.

For the purpose of facilitating the comparison between the schools, the results of the analysis of data obtained throughout the conducted survey were presented in form of reader-friendly charts. With this objective in mind, the data were categorized accordingly to four relevant assessment factors as observed in the charts and organized as follows:

- Child General Life: assessing main characteristics of children's day-to-day life in relation to their school environment.

The remaining three parts assess the outcomes of the project's activities, namely:

- CLG Capacity Building Program: measuring changes occurred after the training provided, especially in terms of children's abilities to participate and take the relevant action.
- Awareness Raising and Violence-Free School Environment: reviewing changes in terms of behavior and discipline among all children at school and actions led by children aiming at reducing violence at school.
- CLGs' Role at School: assessing the activity of CLGs at school in terms of actions taken as means of practicing the knowledge and skills acquired and developed during the capacity building training.

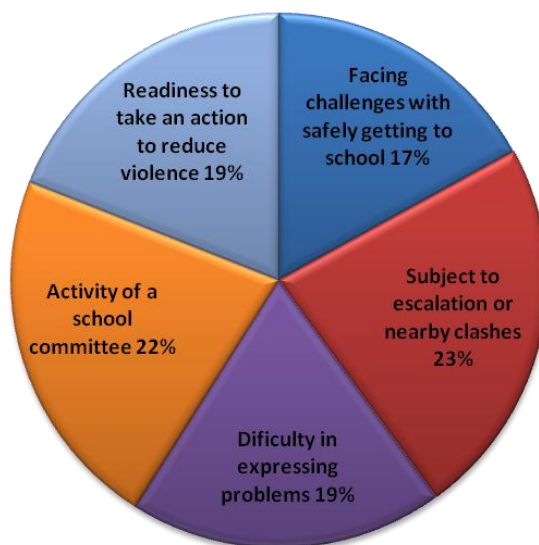
4.1 Khalil Owida Preparatory Girls School

Khalil Owida Preparatory Girls School serves 824 students. The project addressed the school's morning shift. Below are the main findings from the survey conducted at this school.

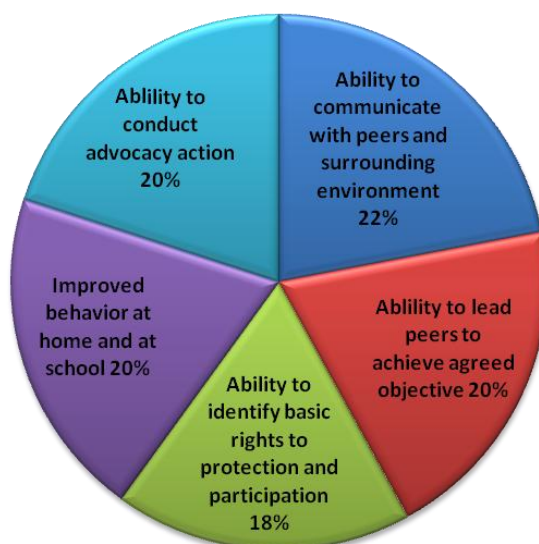
- Children do not face major difficulty to safely access their school.
- There is a difficulty at a medium level among children to express themselves due to minor existence of a committee that could address children problems.
- There was a previous intervention to help children in communicating their problems prior to the project's intervention.
- Children have noticed that their skills in communication and engagement with the surrounding environment have significantly improved after the capacity building program received through the project.
- Children identified increase in their knowledge about active participation and their own improved ability to advocate for fulfillment of their rights at school and in general life.
- It has been noted that weekly sessions have importantly advanced positive discipline among children.
- It has been admitted that recreational conducted by the project at school have helped in psychological debriefing and in enhancing communication among children at school.
- Respondents reported a significant improvement in CLG's ability to take an action in cases of violence when noticed at school.
- Children agreeably acknowledged that they conducted advocacy campaigns about participation and reduction of violence and recognized their high level of participation in school activities.
- Children identified a major improvement in children's behavior at school after the conduct of CLG-led activities and advocacy campaigns.

The analysis of data accordingly to four previously explained assessment factors led to the following results:

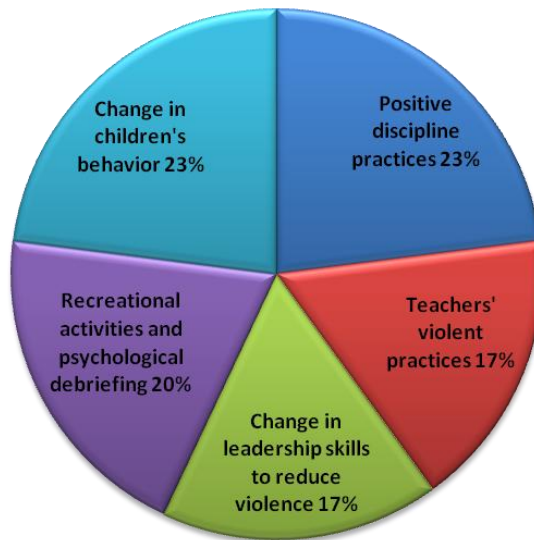
Child General Life



CLG Capacity Building Program



Awareness Raising and Violence-Free School Environment



CLG role inside the school



The following table presents the detailed percentage data of answers obtained in the questionnaire survey conducted in Khalil Owida school.

Khalil Owida Preparatory Girls School	Significantly improved	Improved	No opinion	Insignificantly improved	Hardly any improvement
Part one: general child life					
Do you face any challenges with safely getting to school?	10%	20%	3%	20%	47%
Have you been subject to escalation or nearby clashes?	37%	17%	0%	40%	7%
Do you face any difficulty in expressing your problems?	20%	20%	3%	30%	27%
Is there a school committee helping to solve some of the problems that you face?	57%	30%	10%	0%	3%
Part two: capacity building program for CLG					
Are you able to communicate effectively with the surrounding environment?	67%	23%	0%	10%	0%
Are you able to lead a group of your school friends and cooperate with them to achieve an agreed objective?	80%	20%	0%	0%	0%
Are you aware of your rights to protection in community and at school?	47%	33%	0%	17%	3%

Have you improved your skills in active participation at home and at school?	50%	37%	0%	17%	3%
Are you able to conduct an advocacy action addressing one of your rights?	87%	7%	7%	0%	0%
Part three: awareness raising on violence-free school environment					
Have weekly sessions improved your positive behavior at school?	90%	7%	0%	3%	0%
Do teachers impose some violence at school as punishment?	20%	30%	0%	30%	20%
Have weekly sessions improved your capacity to raise awareness among your peers about how to communicate without violence in their communities?	50%	40%	0%	7%	3%
Have the activities had an impact in terms of decreasing violence?	80%	13%	3%	0%	3%
Have your behavior been positively affected in terms of how you deal with any disagreements that you might have with your peers?	60%	30%	0%	3%	7%
Part four: CLG's role at school					
Do you take any action in	40%	37%	7%	17%	0%

case you witness violence among your peers?					
Did you conduct advocacy campaign about violence-free school environment, child protection and participation?	67%	30%	0%	3%	0%
Is there a school committee helping you to conduct activities aiming at improving participation and at reducing violence at school?	53%	37%	3%	3%	3%
Have you noticed any changes in students' general behavior after conducting those activities?	57%	30%	0%	13%	0%

4.2 Al Maghazi Preparatory Boys School

Al Maghazi school serves 815 students. The project addressed the school's morning shift. Below are the main findings from the survey conducted at this school.

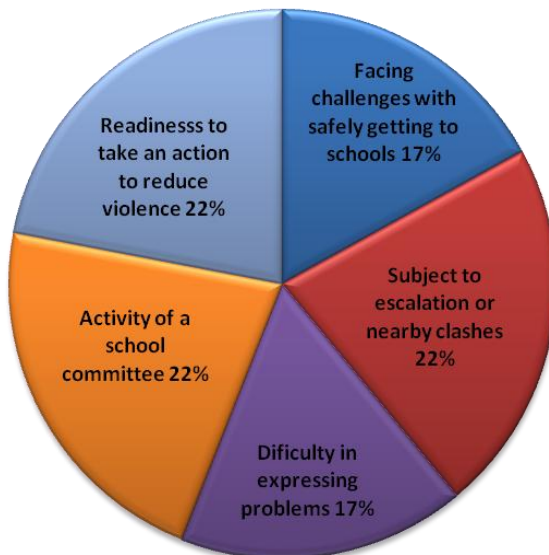
- Children face difficulty regarding safe access to their school.
- There is a difficulty among children to express their problems due to minor existence of a school committee that could address children problems.
- There was no previous intervention aiming at reducing violence and empowering children participation and protection prior to the project's intervention.
- Children have noticed that their skills in communication at school and in the community have significantly improved after the capacity building program

received through the project.

- Children realized that knowledge about child protection and participation at school and in general life has increased among children.
- Children reported medium improvement of their active participation and ability to advocate for their rights.
- It has been noted that weekly sessions have immensely advanced positive discipline among children.
- Children assessed that awareness about violence-free environment have increased among their peers.
- It has been admitted that recreational activities conducted by the project at school have helped in psychological debriefing and enhanced communication among all children at school.
- Respondents reported that participation in CLG improved their ability and techniques used in order to take an action in cases of violence when noticed at school.
- Children highly acknowledged that they conducted advocacy campaigns about violence-free environment. However, they also recognized their level of participation in advocacy campaigns at a medium level.
- Children identified a partial improvement in children's overall behavior at school and in communities.

The analysis of data accordingly to four previously explained assessment factors led to the following results:

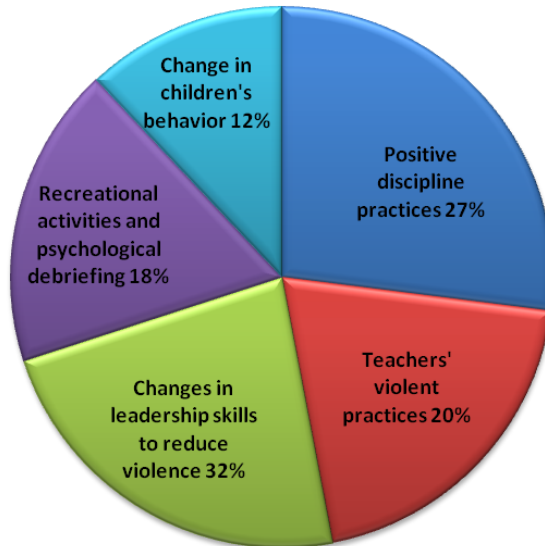
Child General Life



CLG Capacity Building Program



Awareness Raising and Violence-Free School Environment



CLGs' Role at School



The following table presents the detailed percentage data of answers obtained in the questionnaire survey conducted in Al Maghazi school.

Al Maghazi Preparatory Boys School	Significantly improved	Improved	No opinion	Insignificantly improved	Hardly any improvement
Part one: general child life					
Do you face any challenges with safely getting to school?	13%	9%	13%	41%	22%
Have you been subject to escalation or nearby clashes?	43%	20%	10%	17%	16%
Do you face any difficulty in expressing your problems?	27%	17%	30%	17%	16%
Is there a school committee helping to solve some of the problems that you face?	40%	17%	10%	13%	22%
Part two: capacity building program for CLG					
Are you able to communicate effectively with the surrounding environment?	53%	23%	13%	13%	3%
Are you able to lead a group of your school friends and cooperate with them to achieve an agreed objective?	60%	27%	7%	10%	3%
Are you aware of your rights to protection in community and at	47%	33%	17%	7%	3%

school?					
Have you improved your skills in active participation at home and at school?	43%	20%	20%	7%	16%
Are you able to conduct an advocacy action addressing one of your rights?	70%	20%	10%	3%	3%
Part three: awareness raising on violence-free school environment					
Have weekly sessions improved your positive behavior at school?	60%	40%	0%	3%	3%
Do teachers impose some violence at school as punishment?	50%	20%	17%	10%	3%
Have weekly sessions improved your capacity to raise awareness among your peers about how to communicate without violence in their communities?	67%	27%	10%	0%	3%
Have the activities had an impact in terms of decreasing violence?	50%	30%	10%	13%	3%
Have your behavior been positively affected in terms of how you deal with any disagreements that you might have with your peers?	30%	40%	17%	10%	9%
Part four: CLG's role at school					

Do you take any action in case you witness violence among your peers?	47%	33%	10%	3%	9%
Did you conduct advocacy campaign about violence-free school environment, child protection and participation?	47%	27%	7%	13%	13%
Is there a school committee helping you to conduct activities aiming at improving participation and at reducing violence at school?	43%	20%	7%	23%	13%
Have you noticed any changes in students' general behavior after conducting those activities?	37%	30%	13%	17%	6%

4.3 Al Fokhari Preparatory Girls School

Al Fokhari Preparatory Girls School serves 1012 students. The project addressed the school's morning shift. Below are the main findings from the survey conducted at this school.

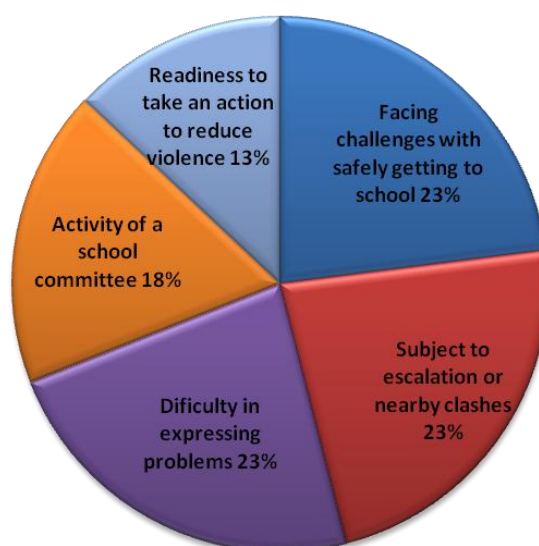
- Children face average difficulty with safe access to their school.
- There is a minor difficulty for children to express themselves thanks to effective existence of the school committee addressing children's problems.
- There was no previous intervention aiming at reducing violence and empowering children participation and protection prior to the project's intervention.
- Children have noticed that their skills in communication and engagement with

the surrounding environment have significantly improved after the capacity building program received through the project.

- It has been noted that weekly sessions have importantly advanced positive discipline among children.
- Children assessed that awareness of their peers about violence-free environment has been significantly increased thanks to activities conducted by CLG.
- It has been admitted that recreational activities conducted by the project at school have helped in psychological debriefing and in enhancing communication among all children at school.
- Respondents reported an improvement in CLG’s participation in terms of taking an action in cases of violence when noticed at school.
- Children recognized their high level of participation in school activities and in conducting advocacy actions aiming at reducing violence.
- Children identified a major improvement in children’s behavior at school after the conduct of CLG-led activities and advocacy campaigns.

The analysis of data accordingly to four previously explained assessment factors led to the following results:

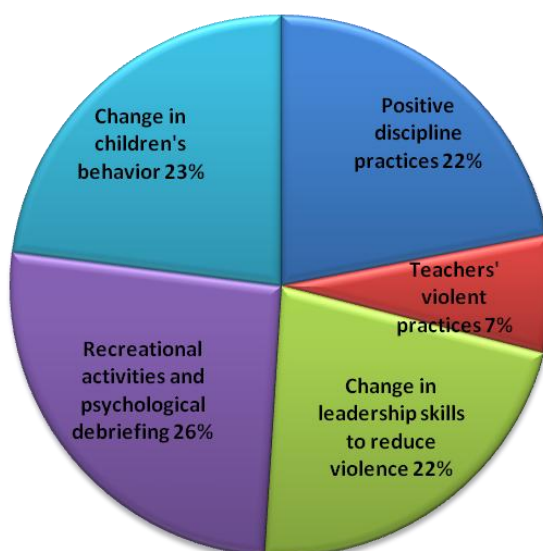
Child General Life



CLG Capacity Building Program



Awareness Raising and Violence-Free School Environment



CLG role inside the school



The following table presents the detailed percentage data of answers obtained in the questionnaire survey conducted in Al Fokhari school.

Al Fokhari Preparatory Girls School	Significantly improved	Improved	No opinion	Insignificantly improved	Hardly any improvement
Part one: general child life					
Do you face any challenges with safely getting to school?	42%	39%	0%	13%	6%
Have you been subject to escalation or nearby clashes?	84%	16%	0%	0%	0%
Do you face any difficulty in expressing your problems?	13%	68%	10%	10%	0%

Is there a school committee helping to solve some of the problems that you face?	58%	42%	0%	0%	0%
Part two: capacity building program for CLG					
Are you able to communicate effectively with the surrounding environment?	65%	35%	0%	0%	0%
Are you able to lead a group of your school friends and cooperate with them to achieve an agreed objective?	65%	32%	0%	3%	0%
Are you aware of your rights to protection in community and at school?	42%	55%	0%	3%	0%
Have you improved your skills in active participation at home and at school?	87%	10%	0%	3%	0%
Are you able to conduct an advocacy action addressing one of your rights?	97%	3%	0%	0%	0%
Part three: awareness raising on violence-free school environment					
Have weekly sessions improved your positive behavior at school?	65%	35%	0%	0%	0%
Do teachers impose some violence at school as punishment?	3%	0%	0%	39%	58%

Have weekly sessions improved your capacity to raise awareness among your peers about how to communicate without violence in their communities?	68%	32%	0%	0%	0%
Have the activities had an impact in terms of decreasing violence?	74%	26%	0%	0%	0%
Have your behavior been positively affected in terms of how you deal with any disagreements that you might have with your peers?	52%	45%	0%	0%	3%
Part four: CLG's role at school					
Do you take any action in case you witness violence among your peers?	65%	26%	0%	0%	10%
Did you conduct advocacy campaign about violence-free school environment, child protection and participation?	52%	48%	0%	0%	0%
Is there a school committee helping you to conduct activities aiming at improving participation and at reducing violence at school?	10%	87%	0%	3%	0%

Have you noticed any changes in students' general behavior after conducting those activities?	32%	68%	0%	0%	0%
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4.4 Al Shoka Preparatory Boys School

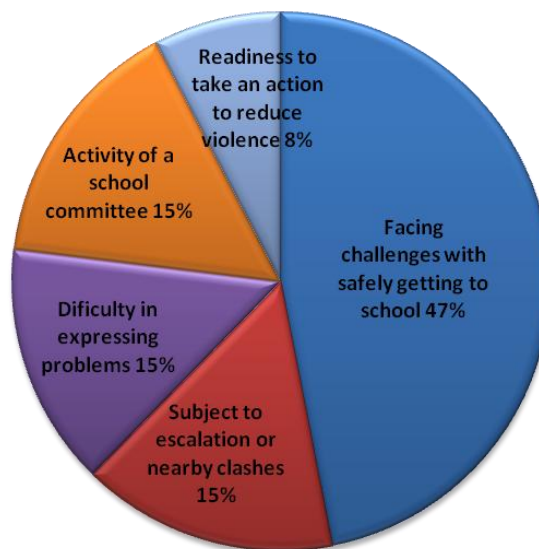
Al Shoka Preparatory Boys School serves 417 students. The project addressed the school's morning shift. Below are the main findings from the survey conducted at this school.

- There is a major difficulty for children to safely access their school.
- There is a major difficulty for children to communicate their problems due to lack of existing body/committee that could address their problems at school.
- There was no previous intervention aiming at reducing violence and empowering children participation and protection prior to the project's intervention.
- Children have noticed that their skills in communication and engagement with the surrounding environment have significantly improved after the capacity building program received through the project.
- Children realized that knowledge about child rights to protection and participation at school and in general life has extensively increased among children.
- Children visibly identified the means of active participation and their own improved ability to advocate for their rights.
- It has been noted that weekly sessions have advanced positive discipline among children.
- Children assessed that awareness raising conducted by CLG at schools have positively impacted other children's behavior with their peers.
- It has been admitted that recreational and fun activities conducted by the project at school have helped in psychological debriefing of all children at school.
- Respondents reported an improvement in CLG's participation in terms of taking an action in cases of violence when noticed at school.
- Children acknowledged that they conducted advocacy campaigns about protection, participation and reduction of violence and recognized that their level of participation in school activities has is importantly increased.

- Children identified general improvement in children’s attitude and behavior at school after the conduct of CLG-led advocacy campaigns.

The analysis of data accordingly to four previously explained assessment factors led to the following results:

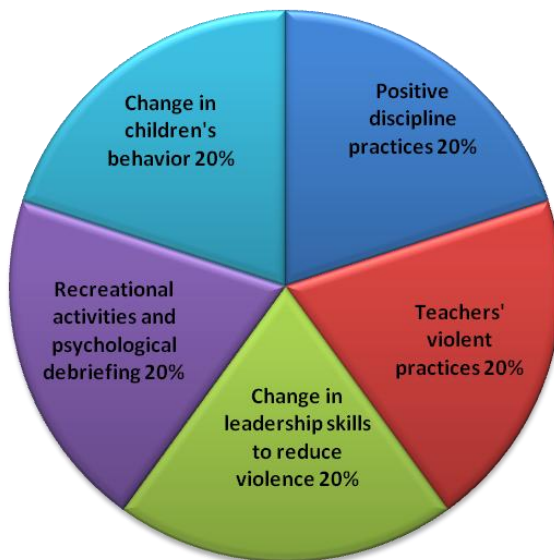
Child General Life



CLG Capacity Building Program



Awareness Raising and Violence-Free School Environment



CLG role inside the school المختار



The following table presents the detailed percentage data of answers obtained in the questionnaire survey conducted in Al Shoka school.

Al Shoka Preparatory Boys School	Significantly improved	Improved	No opinion	Insignificantly improved	Hardly any improvement
Part one: general child life					
Do you face any challenges with safely getting to school?	97%	3%	0%	0%	0%
Have you been subject to escalation or nearby clashes?	80%	20%	0%	0%	0%
Do you face any difficulty in expressing your problems?	77%	10%	7%	3%	0%

Is there a school committee helping to solve some of the problems that you face?	13%	10%	27%	43%	7%
Part two: capacity building program for CLG					
Are you able to communicate effectively with the surrounding environment?	93%	7%	0%	0%	0%
Are you able to lead a group of your school friends and cooperate with them to achieve an agreed objective?	77%	23%	0%	0%	0%
Are you aware of your rights to protection in community and at school?	70%	30%	0%	0%	0%
Have you improved your skills in active participation at home and at school?	70%	27%	3%	0%	0%
Are you able to conduct an advocacy action addressing one of your rights?	53%	20%	17%	10%	0%
Part three: awareness raising on violence-free school environment					
Have weekly sessions improved your positive behavior at school?	80%	17%	3%	0%	0%
Do teachers impose some violence at school as punishment?	17%	13%	0%	20%	50%

Have weekly sessions improved your capacity to raise awareness among your peers about how to communicate without violence in their communities?	67%	33%	0%	0%	0%
Have the activities had an impact in terms of decreasing violence?	77%	20%	10%	0%	0%
Have your behavior been positively affected in terms of how you deal with any disagreements that you might have with your peers?	57%	33%	10%	0%	0%
Part four: CLG's role at school					
Do you take any action in case you witness violence among your peers?	67%	33%	10%	0%	0%
Did you conduct advocacy campaign about violence-free school environment, child protection and participation?	67%	30%	3%	0%	0%
Is there a school committee helping you to conduct activities aiming at improving participation and at reducing violence at school?	63%	33%	3%	0%	0%

Have you noticed any changes in students' general behavior after conducting those activities?	70%	27%	3%	0%	0%
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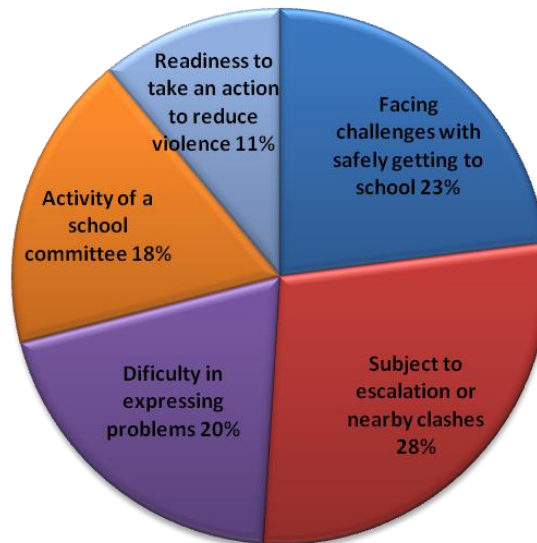
4.5 Khuza'a Preparatory Boys School

Khuza'a Preparatory Boys School serves 663 students. The project addressed the school's afternoon shift. Below are the main findings from the survey conducted at this school.

- There is no difficulty for children to safely access their school.
- There is difficulty for children to express themselves due to minor presence of a committee to address children problems.
- There was no previous intervention aiming at improving levels of children participation and reducing violence prior to the project's activities.
- Children have noticed that their skills in communication and engagement with the surrounding environment have averagely improved after the capacity building program received through the project.
- Children realized that knowledge about child rights to protection and participation at school and in general life has increased among children.
- It has been noted that weekly sessions very well advanced positive discipline among children.
- It has been admitted that recreational activities conducted by the project at school have helped in psychological debriefing and supported communication among all children at school.
- Respondents reported an important improvement in CLG's participation in decision-making regarding witnessed cases of violence at school.
- Children acknowledged that they participated at a medium level in planning, implementation and evaluation activities concerning participation and violence-reduction at school.
- Children identified partial improvement in children's attitude and behavior at school after the conduct of CLG-led activities.

The analysis of data accordingly to four previously explained assessment factors led to the following results:

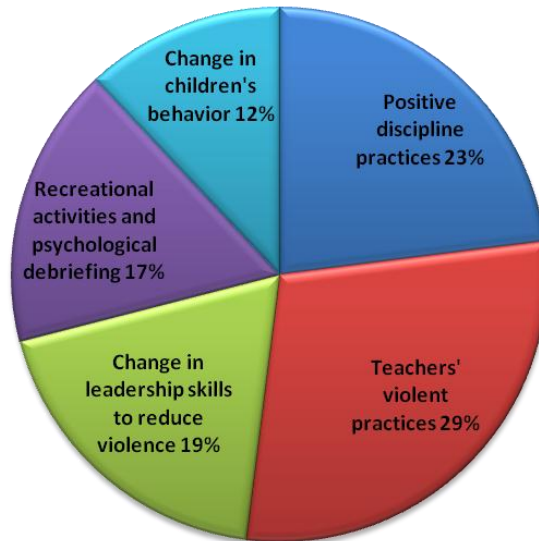
Child General Life



CLG Capacity Building Program



Awareness Raising and Violence-Free School Environment



CLG role inside the school



The following table presents the detailed percentage data of answers obtained in the questionnaire survey conducted in Khuza'a school.

Khuza'a Preparatory Boys School	Significantly improved	Improved	No opinion	Insignificantly improved	Hardly any improvement
Part one: general child life					
Do you face any challenges with safely getting to school?	26%	26%	0%	15%	32%
Have you been subject to escalation or nearby clashes?	35%	38%	3%	21%	3%
Do you face any difficulty in expressing your problems?	18%	12%	9%	24%	38%
Is there a school committee helping to solve some of the problems that you face?	44%	15%	15%	9%	18%
Part two: capacity building program for CLG					
Are you able to communicate effectively with the surrounding environment?	38%	26%	15%	15%	6%
Are you able to lead a group of your school friends and cooperate with them to achieve an agreed objective?	44%	41%	0%	15%	0%
Are you aware of your rights to protection in community and at school?	44%	21%	9%	15%	12%

Have you improved your skills in active participation at home and at school?	44%	41%	3%	9%	3%
Are you able to conduct an advocacy action addressing one of your rights?	38%	26%	15%	12%	9%
Part three: awareness raising on violence-free school environment					
Have weekly sessions improved your positive behavior at school?	50%	38%	6%	0%	6%
Do teachers impose some violence at school as punishment?	62%	9%	6%	15%	9%
Have weekly sessions improved your capacity to raise awareness among your peers about how to communicate without violence in their communities?	29%	50%	9%	9%	3%
Have the activities had an impact in terms of decreasing violence?	65%	26%	0%	6%	3%
Have your behavior been positively affected in terms of how you deal with any disagreements that you might have with your peers?	18%	47%	6%	21%	9%
Part four: CLG's role at school					
Do you take any action in	38%	47%	3%	12%	0%

case you witness violence among your peers?					
Did you conduct advocacy campaign about violence-free school environment, child protection and participation?	44%	32%	3%	9%	9%
Is there a school committee helping you to conduct activities aiming at improving participation and at reducing violence at school?	38%	32%	21%	6%	3%
Have you noticed any changes in students' general behavior after conducting those activities?	35%	35%	0%	15%	15%

5 Findings

The below analysis of the data obtained during data collection process gathers the findings into several categories relevant to the evaluation goal, namely strategic alignment, output assessment, outcome assessment, as well as partnership assessment.

5.1 Strategic Alignment

Strategic alignment defines whether the implemented activities are in line with the organizations' missions and principles.

All implementing partners, SCI, SYFS and Tamer, articulate the importance of the education objectives in their missions.

One of the main components of SCI's mission is education leading to improvement of life-long health, income and prospects. SCI commit to work to ensure that every child receives a good quality education and gains the skills and knowledge they need to thrive in the 21st century. It does so by supporting programs that are proven to promote learning in school and in the community and by influencing global and national policy to improve children's access to quality education, from pre-school care through to adulthood. Child protection plays not less important role for SCI that aims at keeping the most vulnerable children safe from harm and at bringing about lasting changes to ensure children are safe and protected through influencing national and international policy and practices by listening to children, educating parents and mobilizing communities. SCI in the oPt works with government, local partners and stakeholders on providing among others quality education and protection for children, with a focus on those whose rights are most infringed. It also works to strengthen the capacities of CSOs and local partners to promote child rights issues, and to increase the participation of children in the decisions which affect their lives.

The mission of SYFS is, as an independent non-governmental organization, to invest in development of Palestinian youth's potential and strengthen their role in determining their life goals, and in leading the social change. In doing so, SYFS supports enforcement of youth identity, loyalty, and citizenship through outstanding and comprehensive approach in education, economic empowerment, and capacity development. A clear link can be noticed between the project's goal

and the above mission. Moreover, the project's overall objective matches one of the strategic objectives of the SYFS for 2014-2016, namely that of the Education Program i.e. increased quality of education services provided to children and youth in the Gaza Strip. More specifically, it contributes to specific objectives 3.1: improve academic achievements of students at different educational levels, 3.2: raise awareness among caregivers about active learning and new learning methodologies, 3.3: contribute to enhancing school educational environments, and 3.4: develop the capacities of schools' staff, as formulated in the SYFS Strategic Plan 2014-2016.

Tamer's mission encompass supporting the establishment of safe learning environments at schools and public libraries. Their strategic objectives include supporting the literary and scholarly production on child culture in Palestine; enhancing reading, writing and all forms of expression among children and young adults; and contributing to environment that is supportive to learning. Tamer's initiatives such as "My First Book" or "Read to Me Papa" are effective campaigns in the areas of child protection and participation. In its literacy activities Tamer produces materials that are sensitive to child rights and needs in order to enhance their social participation. By means of reading campaigns and public libraries' activation Tamer encourages participation of children and young adults in reading, writing and other expression activities, as well as it targets those who are involved professionally in working with children at schools and public libraries in order to enhance their skills in activating children's expression and participation. Tamer's vision and approach have proved to successfully provide a space for children to practice their rights for participation.

The project's main objective of promoting quality education environments and children's learning, protection and participation in their schools and communities is clearly aligned with the above mentioned missions of SCI, SYFS and Tamer. Such design of the project ensures that its work embraces the core principles of the partners and contribute to their vision expressed in mission statements.

Additionally, it is worth to mention that implementing partners express their strong commitment to gender equality as considered one of a core principles of implementing organizations. They acknowledge that the current context of the Gaza Strip's situation exposes children to violence or deprivation in their daily lives and affects girls and boys in different ways. Therefore, the principle assuring equal participation of both girls and boys, women and men in the project's activities has also been incorporated into the project's design. Taking it all into consideration, the project is entirely within the mandate of implementing organizations.

Following the above, the project presents a very high consistency not only with the strategies and priorities of implementing partners, but also with their everyday work in the Gaza Strip. Subsequently, it further leads to SCI, SYFS and Tamer having a very good sense of local ownership of the project's results. It further strengthens their up-to-date recognizable leading role in the area of education projects in the Gaza Strip.

5.2 Output Assessment

Output assessment considers the immediate, tangible results of the activities undertaken. It evaluates the number of “things” that have been produced by the project's work thus far.

Upon the completion of the project all expected outputs have been achieved which denotes very good delivery of results to beneficiaries as specified in the project's planning and high effectiveness of the implementation process. Quantitative assessment of the delivered results and comparison between reported actually achieved results and planned outputs framework indicate a very good overall achievement of project's objective.

The table below sums up the discussed comparison between planned and delivered outputs:

Planned Outputs	Delivered Outputs
Capacity building training and workshops for 3 selected project staff	3 project staff selected and trained
Weekly sessions of CLGs for 150 children, 30 girls or boys in each of 5 schools	32 weekly sessions during the whole project conducted with participation of 250 children
5 open days' activities for 300 children	5 open days conducted with participation of 450 children
Awareness sessions on expressive arts techniques for 35 teachers	35 teachers participated in awareness sessions on expressive arts techniques

Planned Outputs	Delivered Outputs
5 established and/or reactivated SBECs in 5 schools	5 operational SBECs in 5 schools
6 monthly capacity building meetings for at least 100 SBECs	6 monthly capacity building meetings conducted for 100 SBECs
National campaign formulated by minimum 35 teachers and SBECs	National campaign formulated and implemented by 35 teachers and SBECs
Steering committee meeting involving UNRWA officials and schools' administration	Steering committee meeting conducted
Training for at least 15 teachers and 5 school counselors on child rights and protection	Training conducted with participation of 15 teachers and 5 school counselors
Final evaluation of the project	Subject of this report
5 child-led advocacy campaigns	5 child-led advocacy campaigns conducted
Publication of 5 child advocacy letters	5 child advocacy letters published
Physical interventions in 5 schools benefiting minimum of 4500 children	Physical interventions implemented in 5 schools benefiting 5000 children
5 field visits/study tours for at least 150 CLGs and 100 SBECs in 5 schools	5 field visits/study tours conducted for 400 CLGs and 100 SBECs in 5 schools

5.3 Outcome Assessment

Outcome assessment explores the changes that result from the project's activities.

In spite of the fact that the impact of the project's intervention will be perceived in a long-term change in behavior intended by the project's objectives aiming at influencing the complex community, already at this stage the first indicators of such long-term impact could be noticed by assessing the outcomes of the project's intervention.

First of all, although due to the lack of baseline study there is no statistical evidence for the occurring change, the comparison with a control group of children that were not directly targeted by the project's intervention showed an important difference in terms of children's level of understanding of the concepts of child protection and participation and violence-free environment. Children participating in the CLGs demonstrated easiness in defining these complex concepts and high confidence in using these terms while relating to description of their environment. They easily gave multiple and diversified examples from their school and community everyday life in order to clearly express their understanding of these concepts and to support their explanations and views. Additionally, they encountered no major difficulty in identifying the changes that they observed among themselves and among their peers in terms of behavior and attitude. Furthermore, it is worth noting that unlikely children from the control group who were visibly hesitant about expressing themselves, children from CLGs communicated with high self-confidence and enthusiastically engaged into detailed discussion when in the same time very often pro-actively presenting their ideas with no need of encouragement to do so.

Therefore, it should be concluded that the project's intervention achieved very reasonable performance regarding promotion of understanding of protection, participation and violence-free environment concepts during the time frame of the project. Especially as children from CLGs expressed their enthusiasm about implemented activities and advocacy campaigns and motivation to include more of their peers in similar activities in the future.

Meetings with the participants of the evaluation indicated good level of satisfaction with the increased level of knowledge and awareness among various direct and indirect beneficiaries of the project. Especially the comparison with the control group revealed elements of increased knowledge and skills about the project's main concepts among children which is more likely to contribute to further spread of the culture of participation and non-violent communication even after the end of the project's activities.

Focus groups with teachers who participated in the training and awareness sessions about the use of expressive arts techniques has provided an evidence of their high satisfaction with the nature of the training and skills and knowledge covered by the sessions. The appreciation and satisfaction with the knowledge and skills received, was accompanied with a stress put on enduring need of teachers to learn about new techniques and “out-of-the-routine” methods that they could apply in the classroom. They expressed their interest in participating in more similar trainings as the practical tool helping them not only in achieving positive discipline and supporting child rights, but also in ensuring attentive and conducive learning environment accurately responding to children’s development needs, which both constitute objectives of the project’s intervention. Therefore, it has been admitted that inclusion of such training in this project has directly contributed to its objective of promoting the quality learning environment at schools.

Even though, no specific formal needs assessment was conducted for this project, the identification of needs addressed by the project resulted from detailed analysis of children, school staff and communities with whom SCI, SYFS and Tamer work on the ongoing basis. SCI, SYFS and Tamer management continuously monitor education challenges in Gaza by involving in a participatory manner both, beneficiaries and relevant stakeholders.

The above mentioned approach resulted in the discussed project’s design that not only addresses the real needs, but is also holistic in its nature as it combines cross-cutting elements that directly contribute to achieving the main objective. Focus groups revealed that the provided services were needed and further intervention within these area is still needed due to the large scale and continuous persistence of the challenges identified and addressed by the project.

One of the pertaining examples of needs addressed by the project and still needing to be addressed further is the physical intervention component of the project. The results achieved by the project were highly appreciated, especially as they benefit wider group of children (not only children directly targeted in the intended shift, but all children at school with no differentiation upon the school shift that they attend) and also in the long term significantly exceeding the lifetime of the project itself, thus contributing to both extended scope of the beneficiaries and sustainability of the project’s outcomes and long-term impact. In the same time, further alarming needs have been identified by the beneficiaries as urgently needing to be addressed in order to contribute to achieving the objective of quality learning environments in schools ensuring attentive and conducive environment adequately responding to children’s learning and development needs.

Especially worth mentioning is the fact that the physical intervention became one of the important means of enhancing children's participation in decision-making regarding the school's needs in this aspect. With the implementing organization's guidance the CLGs conducted needs assessments and focus group discussions with school administration in order to identify and decide on the physical needs of the schools to be addressed by the project's intervention. Therefore, the project's physical intervention component has simultaneously constituted an exercise for beneficiaries in putting into practice the project's core concepts such as participation and cooperation in the aim of achieving common goals. Such approach proved to be very successful as schools expressed high level of satisfaction from the assistance provided in this matter stressing its high relevance to schools' specific needs, together with noticeable children's high sense of ownership of the achieved results.

The implementation of the project's physical intervention component took into thorough consideration all relevant standards of child protection and executed all rehabilitation work after the school time when children were not present at schools. It should be noted that all schools express their pressing needs in this area openly demanding more support in their realization. The project gave its support in this respect only in limited capacity since each physical intervention at school requires a series of formal procedures to obtain the mandatory approvals.

As mentioned previously, although the full impact of the project's intervention will be noticed only in a long-term change in behavior intended by the project's objectives, the above mentioned noticeable outcomes already indicate such long-term impact. Furthermore, some specific aspects of the project's intervention point out very promising tendency toward broad impact. More specifically, the elements enforcing the sustainability of the outcomes beyond the duration of the project assure that achievement of the long-term impact is strongly supported and more likely to occur.

These sustainability factors include among others the fact taken into account in the design of the project that the level of knowledge and skills, awareness and empowerment among targeted beneficiaries will continue even after the project's end. The increased level of knowledge, skills and awareness disclosed during the evaluation is expected to be sustained after the timeframe of the project. Additionally supportive factor is the beneficiaries' enthusiasm, willingness and pressing need to continue active participation in similar activities provided. The sustainability of the results achieved is furthermore supported by the increased level of trust and respect within the community for the implementing partners. Beneficiaries repeatedly expressed their gratitude for the efforts of the implementing organizations hoping for further future cooperation in continuing to provide such services in the aim of reaching wider community in need.

5.4 Partnership Assessment

Partnership assessment considers how well the partners cooperated and to what extent the partnership contributed to achieving the project's results.

To address the needs of the partners in terms of evaluating this aspect, the main attention was focused on providing input into better ways of working together to more effectively implement projects in the future. Therefore, this part of the evaluation has been asked to identify the areas of both successes and possible improvements.

SCI and SYFS are each other's strategic partner in Gaza in the area of education. Up to date they have been successfully implementing multiple projects in this area for more than three years. SCI have been also successfully partnering with Tamer over past five years in the field of diverse library activities. However, beside the lasting successful relations between these organizations, a partnership assessment has been conducted by SCI prior to signing the partnership agreement for this project in order to ensure partner's ability to efficiently operate the grant both technically and financially. As a result, SCI, SYFS and Tamer' cooperation in the framework of the discussed project was delineated by a signed partnership agreement defining the roles and responsibilities of each party.

SCI's motivation to implement this project in a partnership with SYFS and Tamer was rooted in its conviction about strength of the partnership approach, as well as in its commitment as a worldwide recognized INGO to play an active role in empowering local partners and in capacity building of partners' staff, both within the vision of ensuring high quality implementation by partnering with NGOs specialized in the relevant areas.

SYFS' motivation for this partnership came from its ongoing strategic development, especially in regards to its recently quickly growing Education Program. The project's objective was in alignment with SYFS Strategic Plan 2014-2016 which includes a goal of strengthening partnerships with other organizations as one of SYFS' core values as well. Furthermore, the project illustrated well the SYFS' approach of combining education and protection as two aspects that cannot be separated since SYFS believes that a child who is not protected, can hardly be educated successfully. The partnership approach also played a crucial role for SYFS in terms of reaching schools placed in sensitive and troubled locations where children are particularly in need of support at their schools and communities.

Tamer's motivation to get involved in the discussed partnership was originated from high relevance to its mission in the field of library activities. Tamer's vast past experience and high level of specialization in this area constituted an important added value contributing to achieving the project's intended impact.

All partners agreed that the chosen partnership approach positively contributed to the quality of the implementation process of the project's activities and assured timely and cost-effective achievement of the intended goals.

At the design and planning phase of the project the participation of partners was assured by their involvement in developing a detailed implementation plan and indicators matrix through regular meetings and discussions, as well as in development of a formal cooperation agreement with UNRWA ensuring smooth implementation of the activities in UNRWA schools. Moreover, SYFS contributed with lessons learned and recommendations retrieved from its experience in past similar projects.

The partner's participation at the implementation phase of the project was assured by joint field visits to schools and meetings with UNRWA officials, as well as by regular follow-up meetings among the project's partners to discuss feedback and occurring challenges with the aim of agreeing on the proceedings to be followed by the team. Furthermore, monitoring mechanisms as for example monthly and narrative reports were used in order to regularly follow up the implementation process. It is worth to mention that beneficiaries have noticed a regular follow-up and support provided by the project's team during the implementation of the activities.

The implementing organizations described the partners' cooperation in this project as successful, efficient and fruitful. The identified strong points of the partnership encompass:

- Organized and systemized structure.
- High capacity level of all partners involved.
- Strong financial system.
- Good reporting system.
- High level of capacity, as well as high commitment and dedication of the project staff.
- Signing of a coordination letter has set up common shared values which together with developing a comprehensive implementation plan with all partners have positively influenced the implementation process.
- Clear assignment of contact persons responsible for the project in implementing

organizations and at schools has significantly facilitated the communication.

- Approach of sharing information and lessons learned.

Although no major challenges occurred throughout the partnership, the limited timeframe of the project presented a test of reliance for all partners. As the time limitation was imposed by the schools' annual schedule, the faced challenges were occurring at predictable work level therefore they were immediately addressed and reasonably easily managed and solved. Besides that, it has been noted that similar education projects would importantly benefit from a longer timeframe in order to provide stronger incentive for further development in both crucial aspects of education and protection.

In terms of lessons learned during this partnership, the implementing partners agreeably admitted that more interaction between the partners would benefit the project's implementation process:

- Need for conducting more meetings among all partners of the project in order to more adequately follow up the attainment of the intended objectives during the project's cycle.
- Necessity for wider information sharing among the project's partners.
- The implementation process of the project would significantly benefit from more active involvement of partners in the project design phase.

All in all, a very reasonable level of partnership between implementing parties has been achieved along the project. SCI, SYFS and Tamer have sustained a good relationship with each other by maintaining continuous communications and consultation. In the same time, all partners have demonstrated a good level of flexibility throughout the cooperation on the implementation of the project's activities.

6 Conclusions and Lessons Learned

Conclusions

The overall evaluation of the project points out that implementation process has achieved planned and expected goals and objectives of the intervention. The satisfactory attainment of the results has been attributed to the high needs-responsiveness and holistic design, as well as to reasonable effectiveness in providing services to the beneficiaries during the timeframe of the project.

The following indicates the main conclusions of the evaluation:

- Very high consistency with the missions, strategies and scope of work of SCI, SYFS and Tamer.
- SCI, SYFS and Tamer have a very good sense of local ownership of the project's results.
- Reasonable consideration of gender equality issues and assurance of equal participation of both girls and boys, women and men in the project's activities.
- Project was well-designed to address existing needs and challenges in education.
- Good identification of the target groups.
- Very good delivery of results to beneficiaries as specified in the project's planning.
- High effectiveness of the implementation process in achieving project's objective.
- Very reasonable performance in promoting understanding of the project's central concepts among beneficiaries.
- Good level of beneficiaries' satisfaction with the increased level of knowledge, skills and awareness.
- The level of knowledge and skills, awareness and empowerment among targeted beneficiaries is very likely to continue after the project's end.
- The enhanced level of trust and respect within the community for SCI, SYFS and Tamer.
- Very reasonable level of partnership between implementing organizations.

Lessons Learned

The following are the main lessons learned as they were expressed by various beneficiaries during the evaluation process:

1. Unsolved issue of long distance to school and lack of safe transportation on the way to school, especially for girls fearing from being bullied on their way to school,

was constantly reoccurring during the interviews. Some children not knowing what to expect on their way to school prepare small weapons to protect themselves in one way or another. Some small-scale and short-term initiatives to help with transportation expenses for the most needy children were mentioned which proved to be successful but insufficient. Unfortunately, the transportation costs for children living in the distant areas prevents some of children to attend the school on regular basis which undermines the fulfillment of their basic right to education.

2. Repeatedly expressed, there is a need for more joint initiatives involving active participation of students, teachers and parents in order to improve learning quality. The suggested examples of such activities included sport tournaments with mixed students-teachers-parents teams, meetings and stories' sharing etc.
3. The evaluation revealed the significance of the effects of the surrounding environment on child protection, among others violence, shelling and shootings, economic and social insecurity, problems between different families, consequences of divorces, situation of orphans and children of prisoners.
4. Not less significant are the effects of family situation undermining some children's motivation to participation and involvement in school activities such as poverty situation of the family not allowing them to provide children with basic winter clothes or stationery or illiteracy of parents disabling them from following up on their children's development and education progress.
5. It has been mentioned that there is no broader culture of effective support from school and family to encourage child participation in school, family and in their community.
6. There is pertaining need of support in equipping schools with tools such as sport equipment, calculators, microscopes, computers in resource rooms, tables for laboratory rooms, windows and curtains, sun shades, painting place and painting materials, magnetic boards and teaching support materials to be pinned on the boards etc.
7. Involvement in CLGs' activities enabled and empowered children to help their peers and others. For example they suggested including children with behavior and learning difficulties in the project's activities as means of encouragement for improving behavior and learning achievements. Involvement in the project's activities became also a source of ideas initiated by children such as collecting 1 NIS from children ready to help their peers suffering from poverty (in other school similar initiative was conducted by school employees for poor and needy).
8. Some CLGs faced challenges, especially at the beginning, with timing of the meetings that would fit the two-shifts' school schedule and with organizational discipline in regards of not being able to finish the meetings on time, but the issues tended

to disappear with time when children got used to the form of the meetings and activities. Some CLGs expressed need for meeting more often, 2-3 times per week instead of once per week, and need to cover more topics from different subject areas to avoid repetitiveness in discussions. CLGs also suggested a change of the meeting place from time to time, even for outside the school, for the purpose of stimulating the discussions, as well as recommended providing a room for CLGs where they could keep all their materials in one place and use the room for themselves as often as they need, also outside the scheduled meetings.

9. Elections in CLGs proved to be a fruitful and appreciated tool. However, some children reported that activities tended to choose the “effective” children that was perceived as unfair towards other children within the given school and excluded for example children with learning difficulties who might have good ideas as well.
10. Empowered children initiated their own activities outside the project together with their peers and without involvement of school staff e.g. a book collecting diverse stories contributed from many children, written and illustrated by themselves, which was created and used by means of exchange between children.
11. SBECs often reported their financial inability to hold initiatives. In attempt to find the necessary funds for implementing their initiatives the resources were often taken from school budget designated for other activities at school such as school cafeteria etc.
12. SBECs’ selection process proved to be a challenging task as the number of parents who regularly actively participate in school life was bigger than the number accepted into SBECs.
13. SBECs’ operational effectiveness was dependent on the school shift as it is easier for parents to attend the meetings that take place in the morning.
14. SBECs reported on need to involve more teachers and students.
15. Teachers tend to need a training specialized for children’s age categories, as well as on how to better address different learning needs of all children in the overcrowded classes (learning difficulties, disabilities, talented) and how to use games and other new techniques that they could apply in the classroom to effectively support children’s learning. There is also need for teachers to learn more about how to involve parents more actively so the family proceedings do not undermine the results achieved with children at school.
16. Creative initiatives were initiated outside the project and implemented by beneficiaries themselves as the result of participation in the project’s activities such as the teachers training etc. The examples of such initiatives encompass among others: recreational and debriefing activities targeting children with learning difficulties and severe behavioral issues complementing the remedial activities implemented through other

- projects; Fursan Nights Initiatives; marathon with badges containing concepts on protection and participation aiming at reaching the community outside the school; Creative Failures initiative aiming at empowering children and make them understand that failure does not prevent from achievements – the idea of presenting famous people who had troubles, including with learning at school, and how they succeeded in overcoming them and achieved remarkable results in different domains; Complains Box – a way for school to obtain comprehensive anonymous feedback and recommendations.
17. The scope of work of school counselors in regards to addressing increasing needs of children in terms of support that they need seems to exceed the capacity of the role of the school counselor: one person responsible for more than 600 children is not enough, especially as some cases requires door-to-door home visits and regular follow-up. Furthermore, some children clearly need specialistic support of psychologist which goes beyond the capabilities of school counselors.
 18. There is pressing need to raise awareness and provide training to parents about the existing mechanisms of reporting violence occurred against their children to decrease parents' fear of sharing such information which undermines the possibilities of intervening in such cases. It was suggested to create a team responsible for identifying, reporting and follow-up of such cases, as well as offering a possibility of discussing such cases among parents themselves.
 19. More psychological debriefing for children is needed on a more regular basis in forms of retreats, resorts, trips, motivational awards given on the closing ceremony etc. It was stressed that the awards should not be material ones but in terms of increasing self-esteem and expressing appreciation for positive changes achieved by children and staff.
 20. If other activities or projects relating to similar subjects as protection and participation were implemented at school prior to the project's intervention, the results achieved by the discussed project were stronger.
 21. It has been suggested that more involvement of children in the implementation of the project's activities can itself constitute a tool of further fostering child participation.
 22. It has been noted that as the activities and initiatives by children and teachers are restricted to school environment only, their impact in terms of participation tends to be limited.
 23. There is a requisite to continue with similar projects as the targeted beneficiaries are still in need for support through such interventions. Further intervention within these areas is still needed due to the large scale and continuous persistence

of the challenges identified and addressed by the project. In the same time, there is an expressed hope that further future cooperation in continuing to provide such services will aim at reaching wider community in need, including but not limited to increased number of children targeted and involved in the project's activities with the ideal of including all children at targeted schools.

7 Recommendations

The following recommendations have been developed in the course of diligent analysis of the collected data, findings of the evaluation, as well as the above mentioned lessons learned and feedback provided by stakeholders.

In the goal of improving implementation of similar interventions in the future, SCI, SYFS and Tamer management and staff are advised to consider the following:

1. As all implementing organizations claim in their mission their strong commitment to assuring the right of each child to education and protection, therefore it is urgently necessary for the partners to thoroughly investigate the cases of children who are prevented from attending school due to inability to afford the transportation costs between school and home placed in a distant area. Lack of action in this respect would significantly undermine the credibility of the implementing organizations in the areas of effectively supporting the fulfillment of child basic right to education.
2. Beside the strong experience of implementing partners in the field of education and protection, conducting a formal needs assessment prior to the project's start would further increase the intervention's responsiveness to the real needs and issues (e.g. some schools need specialized support in addressing health and hygiene issues as well) identified on the ground at that specific moment which is particularly important in the ever changing context of the Gaza Strip. It would also allow for identifying the specific needs of each school to be addressed in a differentiated activities and tailor-made approach for each school instead of one-size-fits-all approach.
3. Maintain and further enhance performance and practices assessed as good and very good in the findings section of this report the strategic alignment with the priorities of the implementing partners, the sense of local ownership of the project results, identification of the target groups and inclusion of girls and women, delivery of outputs to beneficiaries as planned in the project's design, attainment of outcomes promising impact further beyond the duration of the project, as well as the project's holistic approach in dealing with complex concepts of protection and participation.
4. Further enhance the established partnership among the partners to maintain commitment towards achieving common goals. Possible tools enhancing the partnership might include team-building vs. cross-partnership-building activities, feedback

- vs. debriefing sessions for project staff from all partner organizations addressing need for improving the communication flow expressed by the partners.
5. As means of preventing risk of delays in project's implementation, the timeframe of the project should allow more room for adjustment to factors such as schools' annual schedule and leaving space for flexible reaction if unexpected external changes of the context occur. Prior to implementation, the project's timeline and logistical framework of the activities could be discussed in details with each school principal in order to avoid interference with other school activities. Schools could be also more involved in the formulating of CLGs' plans of activities.
 6. Target and involve more, and ideally all children at school to avoid the "exclusivity" and differentiation between children directly involved in the project's activities such as capacity building and children not involved directly. The involvement in CLGs should include children at risk of exclusion as for example severely poor, with learning or behavioral difficulties as means of empowering, motivating for positive change and enhancing inclusive school environment encouraging their active participation as well.
 7. Continue the innovative approach of using the project's components such as physical intervention at school as means of practicing child participation. Further development of this approach could be achieved by applying the similar process to other project's components, for example as regards the choice of the topics tackled by CLGs, children could be invited to suggest themselves new subjects that they need or wish to discuss in the group which would provide both diversification of subjects discussed and flexibility in responding to specific needs of CLG at the given school. Similar method could be used in the process of choosing books for school libraries as means of taking into account children's suggestions and preferences and increasing their sense of ownership and participation. More involvement of children in the implementation of the project's activities itself and further improvement of their understanding of child rights could be enhanced by children visits to the implementing organizations.
 8. Support initiatives outside the project that are initiated and implemented by beneficiaries themselves as the result of participation in the project's activities such as training etc. Support to this initiatives should be motivated by understanding that due to strong ownership such initiatives have even wider impact even though they are not coming directly through the project's activities. Moreover, they reach the community outside the school as for example during the marathon with badges about concepts on protection and participation, cycling trips delivering message about these concepts to the community (unfortunately, this idea has not been implemented due to the school's shortage of funding and safety issues in the surrounding

- of the school). Support to such initiatives could include financial support in a form of small grants to cover the basic expenses, as well as logistics and technical support to such initiatives.
9. Similarly to the above mentioned support, encourage and support children's initiatives initiated and implemented outside the project's activities itself.
 10. The project's intervention could build upon children's empowered motivation to help and support their peers and direct this potential into addressing one of the pertaining need of the schools of more support with remedial program for children with learning difficulties. Remedial activities under guidance of specialist but based on child-to-child learning support could prove more effective for both: motivating children with learning difficulties by making their peers environment more inclusive and understandable towards their needs, and in the same time empowering for children to support each other as means of implementing by themselves the concept of non-violent communication with their peers, as well as the concept of active participation in their closest community of school peers by responding to needs of those in need of support.
 11. Allow more flexibility in adjusting the way in which CLGs function in order to respond to needs of specific CLG, for example if possible, provide the interested CLGs with a possibility to meet more often, allow a chance to address topics suggested by children themselves etc.
 12. As selection process for SBECs proved to be challenging due to their limited capacity to involve all parents interested in participating, therefore it could be beneficial to re-think the SBECs setup so it would allow participation of all interested parents. SBECs could also play a role of an important intermediary between school staff and other parents who seem to be less involved in their children education and school life.
 13. Provide a clear opportunity for expressing appreciation for positive changes achieved by children and staff during the project's activities. In order to address the lesson learned, such appreciation should not take the material form but rather focus on its role of strengthening children's self-esteem and its function in terms of motivating to make even more effort for further positive change.
 14. Acknowledging that the project's influence on some factors in the surrounding environment is limited, nonetheless, to the possible extent, the project could mitigate some effects of family situation that most severely undermine some children's motivation to participation and involvement in activities. Certain examples among many possibilities could include support to the most needy children with basic winter clothes or stationery. It might be helpful to introduce the project team's home visits to assess the situation on the ground and design the adequate response to the situation

- of a specific family. This way may also provide a valuable input into identifying children who could exceptionally benefit from being involved in the project's activities such as the case of a needy talented child who is not supported and not discovered until empowered and motivated.
15. The project's sustainability could exceptionally benefit from providing a clear opportunity for an exchange of experiences between schools targeted by the project. It would create a space where new creative ideas could be born through interaction stimulated among teachers, school staff and children as they all face similar challenges that they tackle in different ways. Such exchange would also benefit the project's staff as a source of inspiration to avoid repetitive activities from the past and to introduce new creative activities in the future interventions.
 16. It would be advantageous to include more activities aiming at community mobilization and outreach: involving other schools (non-UNRWA schools, schools at different levels e.g. elementary and secondary), including community gatherings, meetings with CBOs and CSOs in the closest school surrounding etc.
 17. Extend the project's community outreach by active media involvement in spreading the message about protection and participation outside the school to the wider community. Some activities could encompass involvement of municipality and mukhtars in meeting and discussing with teachers, parents and children about challenges that children face in terms of protection and participation and to encourage their support for enhancing children participation in the community outside the school. Such activities would serve as a tool of overcoming the expressed limited impact in terms of participation when the project's activities are implemented only within the school environment.
 18. As the impact of the intervention proved to be additionally strengthened when it has followed previous initiatives in related fields implemented at schools prior to the discussed project, it is strongly advised to build on both, previous achievements by other projects and initiatives, as well as on the results achieved so far by the discussed project. Especially in face of still pertaining needs being expressed by all beneficiaries the work done until now should be continued in order to fulfill these needs.
 19. Despite obvious need for continuing the project's intervention, the project's design should develop and incorporate at all its stages a clear exit strategy approach in either phasing out or phasing over form, accordingly monitored and adjusted along the whole duration of the project, as well as assessed in details after the project's end.

8 Annexes

8.1 Annex 1: Evaluation Disclaimer

The project evaluation interviews have been conducted in confidence and trust and participation was entirely voluntary. Therefore, the above report did not associate the responses of any individual to any of the questions. As regards to this aspect, no information would be released in any form that could allow for association of any comments or responses with any respondent involved in the evaluation.

8.2 Annex 2: List of Participants

Save the Children International

Mr. Maher Abdullah – Child Education Officer

Mr. Jamal Hawajri – Child Development Manager

Save Youth Future Society

Mr. Emad Darwish – Chairperson

Mr. Bahaa Fares – Executive Manager

Mr. Ibrahim Ashour – Education Program Manager

Tamer Institute

Mr. Ahmad M. Ashour – Gaza Executive Manager

Beneficiaries

12 children involved in CLGs (6 girls and 6 boys) in 2 different schools (1 in the North, 1 in the South of the Gaza Strip)

12 SBECs (4 women and 8 men) in 2 different schools (1 in the North, 1 in the South of the Gaza Strip)

4 teachers (2 women and 2 men) who participated in the training in 2 different schools (1 in the North, 1 in the South of the Gaza Strip)

Other stakeholders

2 school counselors (1 woman and 1 man) in 2 different schools (1 in the North and 1 in the South of the Gaza Strip)

3 school principals (2 women and 1 man) in 3 different schools (1 in the North, 2 in the South of the Gaza Strip)

Others

5 children that were not directly targeted by the project's intervention (a control group of 5 girls from a school in the South of the Gaza Strip)

8.3 Annex 3: Evaluation Questions Guide

The below list of questions have been used during the evaluation. Excluding the questionnaire survey, the questions should be perceived as approximate in their wording. It is due to the fact that the need of obtaining the answers as clear as possible was prevalent during the evaluation. For this reason, if in some cases it was necessary to clarify statements, the questions were re-formulated or additional questions have been asked for clarification purpose.

Questionnaire Survey

- Do you agree to participate in this survey? If yes, please continue.

Please answer the questions by marking one chosen field from the following: significantly improved, improved, no opinion, insignificantly improved, hardly any improvement.

Part one: general child life

- Do you face any challenges with safely getting to school?
- Have you been subject to escalation or nearby clashes?
- Do you face any difficulty in expressing your problems?
- Is there a school committee helping to solve some of the problems that you face?

Part two: capacity building program for CLG

- Are you able to communicate effectively with the surrounding environment?
- Are you able to lead a group of your school friends and cooperate with them to achieve an agreed objective?
- Are you aware of your rights to protection in community and at school?
- Have you improved your skills in active participation at home and at school?
- Are you able to conduct an advocacy action addressing one of your rights?

Part three: awareness raising on violence-free school environment

- Have weekly sessions improved your positive behavior at school?
- Do teachers impose some violence at school as punishment?
- Have weekly sessions improved your capacity to raise awareness among your peers about how to communicate without violence in their communities?
- Have the activities had an impact in terms of decreasing violence?
- Have your behavior been positively affected in terms of how you deal with any disagreements that you might have with your peers?

Part four: CLG's role at school

- Do you take any action in case you witness violence among your peers?

- Did you conduct advocacy campaign about violence-free school environment, child protection and participation?
- Is there a school committee helping you to conduct activities aiming at improving participation and at reducing violence at school?
- Have you noticed any changes in students' general behavior after conducting those activities?

Children Leadership Groups

- How do you understand child protection?
- How do you understand child participation?
- What are the main challenges within the school environment in terms of child protection and participation? Outside school e.g. in families and in community?
- How important is child protection and participation? Should child protection and participation be a priority at school? Why?
- What do you like the most about CLG meetings? What do you dislike about these meetings?
- What were the activities that your CLG has implemented? Have you noticed any changes among your peers after your CLG conducted those activities? If yes, what kind of changes have you noticed?
- Could you share any ideas that you might have to improve similar activities in the future?

School Based Education Committees

- How do you understand child protection?
- How do you understand child participation?
- What are the main challenges within the school environment in terms of child protection and participation?
- Do you consider child protection and participation as priority concepts to be applied and practiced at schools? Why?
- How were the SBECs formulated? What were the steps in the process of their formulation?
- How useful were the trainings on child protection and participation that you participated in?
- What activities have you conducted in order to put into practice these concepts at school?
- What challenges have you faced when you started the SBEC?
- What improvements would you recommend in terms of enhancing the positive outcomes of the project's activities in the areas of child protection and participation?

Teachers who participated in the training

- How do you understand child protection?
- How do you understand child participation?
- What are the main challenges within the school environment in terms of child protection and participation?
- Do you consider child protection and participation as priority concepts to be applied and practiced at schools? Why?
- What activities have you conducted in the areas of child protection and participation?
- What activities would you suggest in order to further improve child participation and protection at school?
- How would you describe the outcome of the training that you participated in? What impact does the participation in this training have on your daily work with children?
- What improvements would you recommend in terms of enhancing the positive outcomes of the project's activities in the areas of child protection and participation?

School principals and school counselors (Influencers)

- Did you have any practices relating to child protection and participation before the project started? If yes, please specify.
- What is your strategic objective on improving child protection and participation?
- Do you consider child protection and participation as crucial concepts to be worked on a larger scale? Why?
- What are major successes and weaknesses that you face in supporting and improving application of the concepts of child protection and participation?
- What improvements would you recommend in terms of enhancing the positive outcomes of the project's activities in the areas of child protection and participation?

Save the Children International, Save Youth Future Society, Tamer Institute (Implementers)

- Why did you decide to implement this project in partnership with other organization?
- To what extent did the partnership contribute and/or undermine the impact of the activities implemented by the project?
- How did you choose partners for this project? What were your priorities in choosing partners for this project?
- How did you assure the participation of the project's partners in the design and planning phase of the project? How were they involved and what mechanisms did you use to assure their involvement in this phase?

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- How did you assure the participation of the project's partners in the implementation phase of the project? How were they involved and what mechanisms did you use to assure their involvement in this phase?
 - How would you describe the cooperation with your partners in this project? Strong points? Challenges? Lessons that you learned from this particular project for the future projects with this or other partners?

8.4 Annex 4: Photo Gallery



Meeting with School Principal



Meeting with teachers



Focus group with beneficiaries – CLG



Focus group with beneficiaries – CLG