



## External Review Report

# Crossing Borders Arab and Israeli Youth Programme 2003-2005

## Israel, Jordan and Palestine

July 2005

Crossing Borders for Learning to Live Together on Equal Terms  
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# Table of contents

Table of contents .....	2
.....	4
<b>Introduction .....</b>	<b>4</b>
<b>Evaluation Study - The Israeli Region.....</b>	<b>5</b>
<b>Methodology.....</b>	<b>5</b>
<b>Part I: Summary of Evaluation Findings .....</b>	<b>6</b>
<i>General.....</i>	<i>6</i>
.....	<i>6</i>
<i>Project Activities .....</i>	<i>6</i>
<b>Strategic recommendations.....</b>	<b>7</b>
<b>3. CB Magazine .....</b>	<b>8</b>
<b>Strategic recommendations.....</b>	<b>9</b>
<i>Summary .....</i>	<i>10</i>
<b>Part II: CB Evaluation Study: Jewish and Arab Sector .....</b>	<b>10</b>
<b>Jewish Sector – Major findings .....</b>	<b>11</b>
<i>Satisfaction with CB project .....</i>	<i>11</i>
<i>The CB magazine.....</i>	<i>14</i>
.....	<i>14</i>
<b>Arab Sector – Major findings .....</b>	<b>16</b>
<i>The CB magazine .....</i>	<i>19</i>
<b>Evaluation of Jordan and Palestine sectors.....</b>	<b>23</b>
<b>1. Introduction .....</b>	<b>23</b>
<i>2. Project Background.....</i>	<i>23</i>
<i>2.2 Project Document.....</i>	<i>24</i>
<i>2.3 Objectives .....</i>	<i>24</i>
<i>2.4 Project Partners .....</i>	<i>25</i>
<i>3. Teachers Opinion.....</i>	<i>25</i>

<b>4. Project target groups.....</b>	<b>26</b>
<b>5. Project impact.....</b>	<b>27</b>
<b>The Magazine.....</b>	<b>28</b>
<b>6. Shared Mission.....</b>	<b>28</b>
<b>7. SWOT Analysis.....</b>	<b>29</b>
<i>Strength.....</i>	<i>29</i>
<i>Weakness.....</i>	<i>29</i>
<i>Threats.....</i>	<i>30</i>
<i>Opportunity.....</i>	<i>30</i>
<i>Requirements.....</i>	<i>30</i>
<b>8. Sustainability.....</b>	<b>30</b>
<b>Conclusion.....</b>	<b>31</b>
<i>Areas to be focused upon.....</i>	<i>31</i>
<b>Magazine.....</b>	<b>32</b>
<b>Recommendation.....</b>	<b>32</b>
<b>Terms of Reference.....</b>	<b>33</b>
<i>1. Background.....</i>	<i>33</i>
<i>3. Outputs.....</i>	<i>33</i>
<i>4. Scope of Work.....</i>	<i>34</i>
<b>4.1 General Aspects.....</b>	<b>34</b>
<b>4.2 Crossing Borders magazine.....</b>	<b>34</b>
<b>5. Method of work.....</b>	<b>35</b>
<b>6. Reporting.....</b>	<b>35</b>
<b>7. The Consultant.....</b>	<b>35</b>
<i>8. Timing.....</i>	<i>36</i>

## Introduction

In June 2003, The EU and the Danish Ministry of Foreign Affairs approved a EUR **627,860** grant for the implementation of a two year project involving Israeli, Palestinian and Jordanian youth. The overall aim of the project was to provide a neutral forum for dialogue on equal terms between Palestinian, Israeli (Jewish and Arab) and Jordanian youth. The project had three components:

1. The production and distribution of a bimonthly regional youth magazine, *Crossing Borders (CB)*, for youth in the Palestinian National Authority, Israel and Jordan. Published in 10,000 copies in English. The magazine is written by and for the youth of the region. CB is distributed free of charge in schools, youth clubs, community centres and other institutions interested in the search for a sustainable peace in the region.
2. Annual Summer Courses to train 40 young prospective journalists to join the CB network of writers and readers from Jordan, Palestine, Israel (Jews and Arabs).
3. Two annual 4 day follow up seminars in Turkey for the participants of the previous summer course.

In order to assess the over all validity of the Crossing Borders concept in the Middle East context and its achievements, impact on target groups, outreach, quality, strategy and sustainability two external consultants were hired to review the programme. The consultants were Dr. Ifat Maoz, Social Psychologist and Project Evaluator who is a Senior lecturer at the Department of Communication, Hebrew University of Jerusalem and Mr. Abdel Fettah Darwish of the Palestinian Media and Development Institute, Jerusalem. Dr. Maoz conducted the review in the Israeli Jewish and Arab sectors while Mr. Darwish conducted the review in Palestine and Jordan. The reviews took place in the period between 1 May and 30 June 2005.

This report contains the review reports by the two external consultants. The terms of references for the reviews are attached at the end of the report. Crossing Borders partner organizations have read and agreed with the findings of the reviews and take upon themselves to implement the recommendations to the extent of their human and material resources.

Crossing Borders, would like to acknowledge the valuable support and warmly thanks the CB youth, teachers, coordinators and other project partners for the time and information they provided to the consultants during the review. The views expressed in the report are those of the consultants and can therefore in no way be taken to reflect the official opinion of the EU or the Danish Ministry of Foreign Affairs.

18 July 2005  
Garba Diallo  
Director, Crossing Borders

# **The Crossing Borders Project - Israeli Region**

## **Evaluation Study**

by Dr. Ifat Maoz, Social Psychologist and Project Evaluator, Senior lecturer

Department of Communication, Hebrew University of Jerusalem, Jerusalem, Israel, July 2005

### **Evaluation Study - The Israeli Region**

This document presents a final report on the CB evaluation study conducted in the Israeli region that includes the Jewish sector and the Arab sector

The document includes 2 parts. Part one, presents a summary of the evaluation findings. Part two, describes in more detail major findings for the Jewish sector and Arab sector.

### **Methodology**

The study is based on the following sources of data:

1. Documents: Organizational reports relating to the project, project proposals, written descriptions of project, prospects of CB and website.
2. Issues of the CB magazine.
3. Interviews with CB Jewish-Israeli and Arab-Israeli coordinators, and with other project personnel, with Jewish and Arab young student reporters, with readers of the magazine and with teachers, principals, and inspectors of Jewish and Arab participating schools.
3. Questionnaires filled by Jewish and Arab CB student journalists and by Jewish and Arab teachers involved in the project.
4. Evaluations of the CB magazine and analysis of its contents by the author and by one Arab-Israeli and one Jewish advanced students of communication and peace education.
5. Evaluations of the CB magazine by Jewish and Arab student readers.

## **Part I: Summary of Evaluation Findings**

Integration and analysis of the above data yielded the following findings:

### ***General***

\* The CB project is multi faceted and includes several activity circles or components that are conducted side by side. These components are interrelated and feed each other and include: The production and dissemination of the CB youth magazine, the international seminars, the local workshops, the uni-national follow-up meetings, and the coordinators' meetings and work process. The different aspects and components of the project are generally aimed at building more peaceful relations between the sides and improving mutual perceptions and attitudes at the level of populations and educational institutes.

\* Generally, the different activities and components of the projects were carried out as planned, despite the complexity of conducting several levels of activity simultaneously, locally, regionally and internationally, involving different partners.

\* The project also seemed to cope with relative success with the difficulties and constraints presented by the political situation in the Middle East. Despite problems posited by the violence between the sides, by closures and restriction of movement, and by the general difficult atmosphere, the CB activities were mostly carried out as planned. This is important to note since other evaluation studies found that many similar projects did not survive the difficult political situation in the Middle East and stopped their activity or drastically decreased it at different points of time following the October 2000 outbreak of Israeli-Palestinian violence.

\* The project also exemplified, in most of its components, high cooperation between the different participating sectors and high adherence to principles of balance and equality in participation and representation of the different sectors in the project.

### ***Project Activities***

\* The majority of Jewish and Arab participating students expressed high to very high satisfaction with the project and perceived it as having high contributions to them in different aspects such as increasing their self esteem, improving their writing skills, creating contacts with students from other sectors and improving intergroup relations in the conflict. An Arab student wrote: *"The project gives us an opportunity to express ourselves, and also to hear the other side and get to know it., including the Palestinian group. I was satisfied with the opportunity given to me to speak English and to publish things in English"*. And another Arab student commented *" The project gave me self confidence, increased my social abilities because I met many people that are different from me. It also gave me the opportunity to be more tolerant. I met new friends and I remained in contact with them"*. A Jewish student commented *"The project opened many doors to me. The English, level of writing, a different perspective, maybe more mature "*. Another Jewish student described: *"For the first time in my life I was in one place with Arabs and Palestinians and I was with them like friends in a neutral place"*.

\* Students expressed especially high satisfaction with the international seminar in Denmark that they perceived as highly contributing to them.

\* The Majority of students were also satisfied from the other activities: the seminar in Germany, regional seminars and the local meetings.

\* Jewish Students commented on the high rate of exchange in participating Arab students between the different activities that makes forming contacts more difficult and expressed a preference for a more stable participation of students from the different sectors.

\* Both Jewish and Arab students and coordinators expressed, in most cases, their satisfaction from the local activities but also a need for more such activities – especially more meetings of the Jewish and Arab students together that can help forging ties between the two groups. In this respect budget constraints were mentioned as a limiting the ability to increase the volume of local activities.

\* Jewish and Arab teachers involved in the project also expressed high satisfaction with its different aspects and with its contribution to their students.

## **Strategic recommendations**

- **Higher attention and more resources should be allocated to local activities that are important to both Jewish and Arab coordinators and participants.**
- **More attention should be dedicated to creating a core group of Arab participants that will attend the different meetings on a more constant basis.**

### **3. CB Magazine**

\* The majority of the participating Jewish and Arab students and teachers were in most cases satisfied with the magazine and with its contents and visual aspects.

\* Several criticisms were expressed. These included comments on the magazines' focus on one central topic (for example "technology") that may make it boring, and on the need for more articles on music and culture in the magazine, that can interest and attract youth readers.

\* Students from each of the groups (Jewish and Arab) saw the magazine as representing their group in a fair and accurate way only to a medium extent. An Arab student wrote " *The number of participants from my group is small, in seminars as well as in our articles in the magazine, and this is because of our small percentage in the population, and I think that's not fair*". A Jewish student wrote " *When looking at the articles the magazine seems pro-Palestinian*". Reviewers and readers of the magazine from both sectors saw it as generally representing their group fairly and accurately. However, they commented that in some respects the magazine could present an even more balanced picture of the different sectors (for example: include more discussions of the complicated situation of Arabs in Israel). Projects' documents as well as comments of project coordinators and director indicate a very clear, reasonable and highly elaborated set of principles that prescribe the representation of each group in the magazine. However, it maybe that discussing these principles more with the young journalists will help to find ways to increase perceptions of fairness among them.

\* The production of the magazine was found to reflect high cooperation between the different partners, high involvement and investment of the coordinators and very high efficiency under a relatively low budget.

\* Young CB journalists as well as coordinators expressed high satisfaction from the writing and production process.

\* However, the extent of effective dissemination and actual readership of the magazine is unclear. The magazine is distributed in dozens of schools that cover different geographical areas and social-economic status groups. However, it seems that in many cases the CB magazine does not actually reach the awareness of students and is not read by them. Thus, the majority of student-Journalists reported that the magazine was not read in their school or was read only by a small number of students with a high level of English knowledge. An Arab student wrote: "*There aren't enough copies to distribute to all the students. Students are also not interested in reading in English*". A Jewish student wrote "*The magazine does not reach my school, maybe because of miscommunication with the people that were supposed to be responsible for the project in my school*". Project documents as well as comments made by project staff and director indicate that there is a significant planned increase in the number of magazine copies distributed to each school, as well as there are measures taken to increase the involvement of teachers in the dissemination of the magazine within their schools.

\* More promising seemed the use of the magazine for English teaching that was reported to be effective by both Jewish and Arab teachers. An Arab teacher wrote: "*It gives the pupils a chance to break from the routine of the class and to deal with something different and more fun. . .*" Teachers also commented that the teaching manual, that is being prepared now, may encourage more teachers to use the magazine in their classrooms.

## **Strategic recommendations**

- **The balance presented in the magazine, between the different sectors should be more systematically discussed with the students.**
- **More attention should be given to the effective distribution and actual readership of the magazine and to ways to increase both.**
- **Higher resources should be invested in the dissemination of the CB magazine.**

- **There should be closer monitoring in regard to the distribution of magazines as well as in regard to their actual reading by students in schools.**
- **Using the magazine as an English teaching tool seems to be an effective strategy to increase youth exposure to the magazine. Thus it should be exercised in more schools and classes.**

## ***Summary***

**The project was found to be well planned and conducted and is mostly successful in the immediate circle of students –journalists, teachers and coordinators. However, its success in dissemination to wider circles through the reading of the magazine in schools is unclear. Strategies and means should be found to increase actual readership. Higher resources should be invested in the dissemination part and closer monitoring should be conducted on the distribution of magazines as well as in regard to their actual reading by students in schools comments of the project director and staff indicate that this issue is given attention and mechanisms to increase dissemination of the magazine are planned to be employed in the near future. In this respect – using the magazine as an English teaching tool seems to be an effective strategy that should be further exercised and broadened.**

## **Part II: CB Evaluation Study: Jewish and Arab Sector**

Below we bring a more detailed description of the evaluation study and its major findings for the Jewish and Arab sector.

## **Methodology**

The data were derived from the following sources:

.1. A questionnaire that included scales on which students and teachers were asked to rate the extent to which they are satisfied with different aspects of the CB project on a 1 to 5 scale where "1" equals "to a very low extent" and "5" "to a very high extent", as well as briefly describe in writing their experience with the different components of the project.

2. Interviews in which students described in more detail their experience with the project, as well as interview with CB project coordinators and other project personnel, with readers of the magazine and with teachers, principals, and inspectors of Jewish and Arab participating schools.
3. Analysis of project documents: Organizational reports relating to the project, project proposals, written descriptions of project, prospects of CB and website.
4. Review of the CB magazine issues and analysis of its contents by the author and by one Arab-Israeli and one Jewish advanced students of communication and peace education.
5. Evaluations of the CB magazine by Jewish and Arab young student readers.

## **Jewish Sector – Major findings**

*Data base:* questionnaires were filled by 11 student-journalists and by 2 teachers and interviews were conducted with 4 students, with 4 teachers (including 1 inspector and 1 vice-principal), with the Jewish- Israeli CB coordinator and with other CB project personnel.

### ***Satisfaction with CB project***

\* The vast majority of the students (91% of them) expressed high to very high general satisfaction with the CB project, (mean satisfaction rating: 4.4 where 5 is the maximum possible rating for satisfaction with the project). One Jewish student described "*one can summarize and say that the project was an experience that totally changed my life, socially, politically, and culturally. I love the project because of the amazing people, highly interesting topics and great places*", another student described "*First of all, what makes the CB project so successful is its humanness, its participants. The people are amazing, Jews and Arabs alike. I became attached to them in a way I never thought I would. They changed and created in me more open and accurate opinions. The CB study program is also very unique. The topics were introduced in a creative, interesting way so that everyone could understand and participate. The lecturers and teachers are very involved in the topics that they teach and one can see that*".

\*Aspects of project that students described less satisfaction with were : "*The frequent change in participants in seminars – we repeated the same things instead of moving forward*" ; "*The way*

*discipline problems were handled"; "Sometimes the project seems pro-Palestinian and the contact with Palestinians wasn't really strong, maybe because there were not enough joint activities" ; "In every meeting with the Arabs the participants change each time and this makes achieving something in the group more difficult".*

\* The majority of students (82% of them) perceived the project as having very high general contributions to them (mean rating for projects' contribution = 4.27). One student described: *"The project opened many doors to me. The English, the level of writing, a different perspective, maybe more mature "*. Another Jewish student described *"For the first time in my life I was in one place with Arabs and Palestinians and I was with them like friends in a neutral place"*.

\* The majority of students (64% of them) perceived the project as having high to very high contribution to creating contact with Arabs (mean = 4.1). However, students also described limitations in the projects' ability to create such contacts. One student commented *" In the seminars abroad we unite but its difficult to maintain contacts after the seminars. Sometimes we write emails but not more that that, especially with Palestinians it's difficult to maintain contact but with Israeli-Arabs its easier and we even made friends"*. Another student described *" The project highly contributed to me in creating contacts with participants from the other sectors. I got to know many people from the other side and made friends with them. We found common topics for conversation and I got an opportunity to argue with them on politics related to Jews and Arabs. In Denmark I had wonderful contacts with the other sectors, but in Turkey, because many people changed we didn't really succeed in re-connecting with the new participants and the same happened in the seminar in Germany. To summarize: The project contributed highly in creating contacts with people from the other sectors but could have done it much better, had it kept the same participants for the whole period of our seminars"*

\* The project was perceived by the student as contributing to their English knowledge to a medium extent (mean = 3.2). One student described *" My accent improved"* another one described *" My English improved, my vocabulary developed"*.

\* The majority of students (64%) rated the project as having high to very high contributions to their writing ability (mean = 3.8). One student described: *" my writing ability improved significantly because of the consistent writing of articles for a long period of time"*.

\* The majority of students (64%) rated the project as having high to very high contribution to their self esteem (mean = 3.5). One student described "I have higher self esteem and self confidence than before", another student described "writing to the magazine contributed to my confidence".

\* Practically all the students (100%) rated their satisfaction with the seminars abroad as high to very high (mean = 4.6). The highest satisfaction was expressed with the seminar in Denmark, while some criticisms were expressed in regard to the other international seminars. These had to do mainly with the arrival of new participants to these seminars (that had not participated in previous joint activities) and with their duration that was perceived by several students as too short. Thus, one student commented: "the seminar that I was most satisfied with was my first... It was in Denmark and I really enjoyed myself there. I got to know new people, I played and sang there a lot and I was also responsible for a cultural evening that we did together – the Israeli-Arabs, Jordanians, Palestinians and the Israeli Jews. I was much less satisfied with the second seminar In Turkey. I think because lots of new people arrived and we had only 4 days to get to know each other and create contacts and this made it a little difficult in the discussions. The seminar in Germany was again very good. People that did not arrive to Turkey returned, there was also a little more time and on the political level it was a little more organized and mature".

\* Most students (63%) expressed high to very high satisfaction with the meetings in Israel (mean = 3.6). One student wrote "I was satisfied that many youth made the effort and came, we had lectures with people and it was interesting". Other students commented that they would have liked to have many more meetings, especially joint meetings of Arabs and Jews, In order to strengthen the ties between them. The Jewish-Israeli coordinator also expressed the need for more local meetings and additional support for these meetings that are viewed as an important component in the CB process.

\* The majority of students (60%) indicated high to very high satisfaction from their contact with CB representatives (mean satisfaction rating= 3.5). Their main contact seems to be with the project coordinators in Israel. Students commented: "the main contact is with Olga Paz, our coordinator in Israel, mostly in email and sometimes by phone. With the other representatives the contact is minimal"; "Sometimes I talk to Garba on the phone"; "I know that the minute I have an idea, request or question I have someone to turn to" "Olga, Khaled (the Arab coordinator), at least one conversation a week, and off course emails".

\* The Jewish teachers involved in the CB project also showed high satisfaction with the project and with its contribution to them as well as to their students. One teacher commented: *"it is a very good project with great objectives. I am very pleased with the people behind it"*. Additionally, teachers were satisfied with the use of the CB magazine for their English teaching. However, teachers also commented that the magazines' emphasize on political topics may prevent some of their colleagues from using it in the classroom and that the preparation of a teaching manual may encourage more teachers to use the magazine in their classrooms.

\* The Jewish-Israeli coordinator showed high involvement and investment in the project, and satisfaction from its different components as well as with the joint work on the production of the magazine that was perceived to be effective and to maintain balance between the sectors. However, a need was expressed for more resources that could be invested in local activities that are perceived as an important component in the CB project.

### ***The CB magazine***

\* The vast majority of students (88%) expressed high to very high satisfaction with their participation in the writing of the magazine (mean = 4.3). One student described: *"they published a good number of articles that I wrote and it made me very happy, to see my articles and to know that other people will read what I wrote"*. Another student commented: *"... the Joint articles with youth from the different sectors drew us closer and elicited deep conversations "*. However, yet another student commented *" I liked it less that the editor changed part of my articles"*

\* All the students (100%) expressed high to very high general satisfaction with the magazine (mean = 4.5). One student commented *"I enjoy the magazine a lot, the contents are quite interesting and the graphics only add to it"*.

\* A vast majority of students (91%) indicated high to very high satisfaction with the contents of the magazine (mean = 4.4). One student wrote *" the contents are relevant and interesting"*. However, several students commented that the main topics of the magazine that change in each issue are not always very interesting and brought as example the topic *"Technology and me"*.

\* The majority of students (80%) indicated high to very high satisfaction from the visual aspect of the magazine (mean = 4.3). One student wrote "*The magazine is very colorful and lively*"; another one commented "*The visual aspect adds a lot to the magazine*".

\* The Jewish-Israeli reviewers and readers of the magazine also gave positive evaluations of its contents and visual aspects. Criticisms included comments on the magazines' focus on one central topic (for example "technology") that may make it boring, and on the need for more articles on culture, music and reviews of books, movies and TV programs in the magazine, that can interest and attract more youth readers. It was also commented that there are articles in the magazine that are too general and thus boring, especially the articles that bring facts or information on various topics (technology, economy) and that the articles that bring personal stories are more attractive and interesting.

\* Only a minority of the students (20%) rated the magazine as representing the Jews fairly and accurately to a high extent (mean = 2.9). This was one aspect that the students expressed relatively low satisfaction with. One student commented: "*The magazine articles look quite pro-Palestinian*". Another student commented: "*I don't think that my group is represented fairly in the magazine... the space allocated to the Jewish sector is not equal to that allocated to the Arab sector, and I think that we should get more space although they are more of them than of us in the project*".

\* The magazine was found by the Jewish-Israeli reviewers and readers to present a good balance and equality between the Jewish and Arab sectors in most – but not in all respects. One reviewer commented that the level of the articles written by Arab participants is sometimes higher since some of them are university students.

\* Projects' documents as well as comments of project coordinators and director indicate a very clear, reasonable and highly elaborated set of principles that prescribe the representation of each group in the magazine. However, it maybe that discussing these principles more with the young Jewish journalists, in uni-national as well as in multi-national settings, can help to find ways to increase perceptions of fairness among them.

\* One of the less successful aspects of the project seems to be the distribution of the magazine in schools. The majority of students (81%) indicated that a very small number of students in their schools read the magazine. One student commented " *The magazine does not reach my school, most likely because of lack of communication with the people that were supposed to be responsible for the project in my school*". Several students said that the magazine is used in their schools only for English teaching for high level students (5 units). Other students said that the magazine does not reach their school at all, or reaches it in a small number of copies. Interviews with teachers and with Israeli personnel of the CB project, as well as project documents, indicated that dissemination is mostly done through a contact person – an English teaching coordinator in each school, and thus the success of dissemination is often dependent on the level of involvement of this person. Because the many duties teachers have at high schools, their cooperation is often very low and thus the magazine does not get reasonable exposure in many schools. One teacher commented: "*The CB magazine was NOT distributed regularly to my class for some reason. I think it lay in the fact that our English Supervisor didn't send us the issues or sent issues we had already received. I Hope this doesn't happen next year*".

The English language of the magazine was also indicated as a barrier to its wider dissemination. On the other hand, several teachers commented that using the magazine for teaching in class was successful and elicited students' interest in the magazine.

\* Project documents as well as comments made by project staff and director indicate that there is a significant planned increase in the number of magazine copies distributed to each school, as well as there are measures taken to increase the involvement of teachers in the dissemination of the magazine within their schools.

## **Arab Sector – Major findings**

*Data base:* questionnaires were filled by 7 student-journalists and by 3 teachers and interviews were conducted with 2 students, 2 teachers and with the Arab-Israeli coordinator of the project.

*Satisfaction with CB project*

\* practically all the students (100% of them) expressed high to very high general satisfaction with the CB project, (mean satisfaction rating: 4.5 where 5 is the maximum possible rating for satisfaction with the project). One Arab student wrote *"I loved the contact we had with the teachers, they became our friends, and also Garba.."* another student described *"The topics were interesting, the project gives us an opportunity to express ourselves and also to hear the other side and get to know them, including the group of Palestinians. I was satisfied that I was given an opportunity to speak English and to publish articles that I wrote in English"*.

\* Aspects of project that students described less satisfaction with were: *"The restriction to one major topic in each magazine issue"*; *"Not everyone knows about the project, and only those participating in it know about it as the project does not have enough publicity. There are also not enough meetings of our group"*; *"There is a feeling that sometimes students are given too much freedom in the seminars and there is a need for more discipline..."*

\* All the students (100% of them) rated the project as having very high general contributions to them (mean rating for projects' contribution = 4.5). One student described: *"The project gave me self confidence, increased my social abilities because I met many people that are different from me. It also gave me the opportunity to be more tolerant. I met new friends and I remained in contact with them"*. Another student described: *"The project helped me to form an opinion and to increase my interest in politics and in current issues"*.

\* The majority of students (57% of them) perceived the project as having high to very high contribution to creating contact with Jews (mean = 4). One student described *"In the seminar in Berlin a strong contact was created and the contact remains until now"*. Another student described *"In the beginning it was difficult to befriend Jews, but today there is contact, mainly through email, but also phone contact sometimes. If I go to a town where one of the participants lives I try to meet him"*.

\* The project was perceived by the students as contributing to their English knowledge to a high extent (mean = 4). One student described *"It helped me in spoken English but also in writing"*. Other students described the project as improving their ability to write essays and articles in English. .

\* The majority of students (66%) rated the project as having high to very high contributions to their writing ability (mean = 4). One student described: *"It helped to learn to write objectively"*. Another student commented *"The more I write the more I feel that my writing is improving"*.

\* The majority of students (66%) rated the project as having high to very high contribution to their self esteem (mean = 3.8). One student described *"They let us express ourselves and to express our opinions and the fact that I am by myself in the seminar and I have to prove my abilities, this increases my self confidence"*. Another student commented *"It gave me a lot of self confidence, the fact that I have to take big responsibility for myself and others. I am proud of myself that I have reached such a position"*.

\* All the students (100%) rated their satisfaction with the seminars abroad as high to very high (mean = 4.6). One student described *"I loved the seminar in Denmark because we stayed together (the participants) for 15 days"*. However, also some criticisms were expressed by the students concerning the locations in which the seminars were held. One student commented: *"The political discussions were well organized and we were satisfied, but in our free time we could not do anything because we were in an isolated place"*, and another student wrote: *"I was satisfied that all the groups meet together abroad, but in Germany, for example, they put us in a secluded place and thus we could not go anywhere in our free time"*.

\* Most students (71%) expressed high to very high satisfaction with the meetings in Israel (mean = 4). One student wrote *"The most positive thing was that our coordinator enabled us to express our opinions about the seminar and the magazine. But I wasn't satisfied with the fact that part of the students did not arrive to the meetings in Israel"*. Another student described:

*"I remember that Andre (the Arab coordinator) would bring pretzels or a cake to every meeting and this added to the atmosphere of the meetings, I appreciate this very much as I participate in many projects and rarely do I see that someone cares so much that the students enjoy themselves in the meetings"*. The students also commented that they would have liked to have more meetings of their group, and not to have their meetings so far apart. The Arab-Israeli coordinator also expressed the need for more local meetings and for additional support for these meetings that will enable to help students with transportation expenses.

\* The majority of students (57%) indicated high to very high satisfaction with their contact with CB representatives (mean satisfaction rating= 3.7). Their main contact seems to be through the Arab-Israeli project coordinator. Students commented: "*I am always in contact with the representative of our group and he asks us to stay in touch with him via phone or email, and follows all that we do in the project*"; "*there is a good contact with the representative of my group. With the other representatives I am in contact only in seminars and the contact with them is good*", " *I am very very satisfied – I want to be with them and meet them like they are my second family*".

\* The Arab-Israeli teachers showed high involvement with the CB project and also showed high satisfaction with the project, with its contribution to the students, and with their own work process. One teacher commented: "*There are 4 facts that please me in CB. The first one is that it is the first platform ever given to pupils to voice their opinions on sensitive political and social issues. The second one is that CB offers our pupils a chance to take part in CB camps that are held outside and inside Israel, a chance that is once in a life time. After talking to my pupil who took part in one of these camps, I found out that the benefits are great on all levels, personal, social and even didactic. He is more open- minded and receptive to new ideas than before. The third fact has to do with my satisfaction of the level of English my pupils are exposed to in this magazine, although I have some reservations regarding this point. The fourth one is Garba. This man's generosity, open-mindedness and motivation are just amazing*". However, teachers also commented that the magazine can be used only by students with a high level of English and that they don't have enough hours to teach the magazine in class. Teachers also expressed dissatisfaction with the unfair treatment that Arab-Israeli and Palestinian teachers had received in the Ben-Gurion airport security checks on their way to the seminar. It was claimed that this created an a-symmetry between the Arab teachers and between the Jewish teachers that were not subject to such searches.

\* The Arab-Israeli coordinator showed high involvement and investment and in the project including the organizing of local meetings the joint work on the production of the magazine that was perceived to be successful and to maintain balance between the sectors. However, a need was expressed for more resources that could be invested in holding more local meetings.

### ***The CB magazine***

\* Practically all the students (100%) expressed high to very satisfaction from their participation in the writing of the magazine (mean= 4.8). Students commented: "*There were many interesting topics that we wrote about, and it's also good to know that there are readers that are interested in what we write, as in the following issue we find responses to what we wrote. This makes me want to search for new material on the topic that I have to write about, and this way I learn more on the topic*"; "*I paint, and I am satisfied that my paintings contributed to the design of the magazine . I wrote on new topics for the first time and I wrote on topics that I would like the other side to know about*".

\* All the (100%) also expressed high to very high general satisfaction with the magazine (mean = 4.6). However, there were also critical comments in regard to the editing of the magazine. One student commented: "*The articles that get published in the magazine are good, but sometimes there is unfair censorship, and the editing is not good, it changes the meaning of the messages that the writer wants to convey*".

\* All the students (100%) indicated high to very high satisfaction with the contents of the magazine (mean = 4.6). However, students also criticized the focus of magazine issues on one central topic. One student commented "*The problem is that there is a central topic and then the articles become boring. I think the writers should not be restricted to one main topic and there should be more diversity*".

\* A majority of students (83%) indicated high to very high satisfaction with the visual aspects of the magazine (mean = 4.3). One student commented: "*I am satisfied mainly with the drawings that they recently began to include in the magazine*".

\* The Arab-Israeli reviewers and readers of the magazine also gave positive evaluations of its contents and visual aspects. Criticisms included comments on the magazines' focus on one central topic (for example "technology") that makes it repetitive and boring, on the need for more articles on music and culture in the magazine, that can interest and attract more readers. It was also commented that the magazine should include more joint articles written by Jews and Arabs together.

\* Less than half of the students (43%) rated the magazine as representing the Arab group fairly and accurately to a high extent (mean = 3.3). This was an aspect of the project that the students expressed relatively low satisfaction with and were critical of. Students commented " *The number of participants from my group is small, in seminars as well as in our articles in the magazine, and this is because of our small percentage in the population, and I think that's not fair*"; " *I think the number of articles published that are written by our group does not represent us*".

\* Arab-Israeli reviewers and readers commented that the magazine is generally balanced but does not relate enough to the complicated situation of Arabs in Israel.

\* Projects' documents as well as comments of project coordinators and director indicate a very clear, reasonable and highly elaborated set of principles that prescribe the representation of each group in the magazine. However, it maybe that discussing these principles more with the young Arab journalists, in uni-national as well as in multi-national settings, can help to find ways to increase perceptions of fairness among them.

\* One of the less successful aspects of the project seems to be the distribution of the magazine in schools. The majority of students (57%) indicated that a very small number of students in their schools read the magazine. The main problems seemed to be the small number of magazine copies that actually reach the students and the language of the magazine (English). One student commented " *There aren't enough copies to distribute to all the students. Students are also not interested in reading in English* ". Another student commented " *Not everyone likes to read on politics and also not everyone wants to read in English*". Interviews with the Arab-Israeli CB coordinator as well as with school teachers indicate that the magazine is distributed to dozens of schools that cover different geographical areas – from the north through the center of Israel and to the South. However, the actual distribution and readership inside schools may be hindered by the small number of copies (around 50) that reach each school, by the low involvement of the contact people in some of the schools in distributing the magazine and by the English language of the magazine.

\* Project documents as well as comments made by project staff and director indicate that there is a significant planned increase in the number of magazine copies distributed to each school, as well as

there are measures taken to increase the involvement of teachers in the dissemination of the magazine within their schools.

\* It seems, for example, that the dissemination of the magazine through using it as a tool for teaching English in class is one such promising strategy. The Arab teachers commented that using the magazine in class was very successful and elicited students' interest in the magazine. One teacher commented " *It gives the pupils a chance to break from the routine of the class and to deal with something different and more fun. . .*"

# **Evaluation of Jordan and Palestine sectors**

29 June 2005,

by Mr. Abdel Fettah Darwish, the Palestinian Media and Development Institute  
Jerusalem

## **1. Introduction**

This project review is based on the standard tools of review and evaluation with special focus on the outcomes, implementation methods, activity and the overall vision and concept of the programme.

The evaluation is based on the following elements:

1. Overall objectives and outcome of the project
2. Evaluating the impact of the program on the target group
3. Demonstrating the base of the overall outcome and how it was measured
4. Comparing the objectives in the document to the actual objectives reached in implementation
5. SWOT analysis and requirements of the project.

This way in reviewing the programs was based on previous experience and familiarity with joint Israeli Arab programs where implementation is excellent and direct objectives were measurable but the outcome was rather weak and the concept was not actually realized.

The evaluation tools were the following (refer to the annexes)

1. Project original document, project, reports, CB Website.
2. Participants Questionnaire in Jordan and Palestine
3. Evaluations of CB Magazine distribution locations
4. Interviews with teachers, youth participants
5. Interviews with project coordinators.

## **2. Project Background**

### **2.1 Socio Political Context**

The project was implemented in a very difficult time as the political situation deteriorated and violence accelerated, the radical voice and the sense of blood was the daily show on TV. This deterioration forced many joint programs to stop their activities and others to go to low profiles in activity implementation.

Being able to proceed with public activities and sustain the cooperation network and target new participants is a great achievement of the CB program and an indicator of experience and a proper methodology of the program.

” I thought that all Israelis were soldiers “Stated many of the youth in the interviews “now they understand us more and so we do “said Nadine Nashef.

The youth come from middle class background with most of parents working as employees “see annexes”

The schools involved are very reputable as being academically strong and whose students are strong in English.

## **2.2 Project Document**

The project document describes the project as initiated by the International People’s College (IPC) in 1999 to support dialogue between Arab and Israeli youth by providing a neutral space where the two groups could meet, share experiences and exchange visions on issues of common concern. The primary target groups of the project are youth, representing the future of the region. The secondary target groups are the communities of the youth, e.g. extended families and friends and educational institutions in Israel, Jordan and Palestine. The main activities of the project comprise the publication and distribution of Crossing Borders magazine whose writers and reporters are the young participants of the project. The other major activities of the project are a 2-week annual summer courses in Denmark and follow up seminars in Turkey plus bi-national and uni-national meetings locally.

## **2.3 Objectives**

Objective of the project  
In Implementation

The project was able to meet the immediate objectives, which is focused on sustaining and developing the structure of the project and keeping channels of communication through the involvement of local partners, schools and the network

- The experience of the Danish partners is very clear through being able to adopt the proper methodology of implementation and a clear vision and connection between short term and longer term objectives.
- Providing space for dialogue between Arab and Israeli youth that resulted in changing negative assumption and establishing a ground for cooperation
- Issuing the Magazine and maintaining the network of schools

- The role of youth in sharing responsibility needs to be developed and it would be suitable to identify the stages of their involvement within a time frame and not to keep it as a concept only.
- For expanding the outreach and achieving the objectives of the project, it is important to develop the Jerusalem headquarters as a very suitable vehicle to realize the long term objectives of the program. The program needs a new phase where the Danish partner involvement is essential and a balance needs to be created between the neutral space for dialogue and local activities that involve wider audience.
- The project needs to work on 2 out of the 6 medium – term objectives which are developing the CB headquarters into a lively Arab and Israeli youth training and meeting centre in Jerusalem and conduct joint courses and workshops locally to larger youth audience.
- Develop the CB youth as the main coordinators of the project, with the current coordinators acting as advisors
- A core basis to achieve all the objectives has been established and the model is ready and viable, it is sustainable and available for utilization.

## **2.4 Project Partners**

The project has four sectors:

Israeli, Arab-Israeli, Jordanian and Palestinian. Each sector has a coordinator who is in charge of her/his sector. Being responsible for a sector includes: ongoing supervising of the respective youth group, recruiting new members, co-coordinating their participation in the seminars, maintaining and expanding the school network in the sector, liaising with the authorities, parents, schools principals and teachers, collecting and pre-editing articles from the sector, organizing uni-national meetings, distributing the magazine in the sector, participating in the production of the magazine as a member of the editorial board and taking part in the management committee, submitting quarterly and annual progress and financial reports to IPC.

The project network and structure are well established, the Palestinian and Jordanian partners show satisfaction from working with. The contact and coordination is running smoothly and they are able to cooperate up to the needed level.

## **3. Teachers Opinion**

The Teacher Seminars has helped teachers in developing their writing techniques and to improve their teaching skills

Safa Abu T`oameh says “The CB project has expanded my knowledge of how to deal with kids in Classroom, How to encourage them to write and learn English, and it has allowed me to meet with other teachers from different sectors and to benefit from their teaching methods”.

Tony Michael says “C.B gave me the opportunity to meet Israelis and speak to them face to face I was also impressed when I distributed the latest edition of the magazine by the fact that my students are getting more and more interested in reading articles written by students from the Israeli sector, and to appreciate how they look at us as Palestinians.

My students and I feel that the Israeli youth writing in CB have developed a clearer understanding of the Arab –Israeli conflict.

Previously both Israeli and Palestinians youngsters had misconceptions of each other. Perhaps these Images will be minimized with new technology and the chance to encounter each other by means of chatting on the internet. I understand that any unwise action will bring us back to scratch, but it is a far better thing to try to build bridges of hope and mutual understanding

#### **4. Project target groups**

The Project target groups consist of youth who are interested in and able to engage in a constructive dialogue with their peers from the other side on issues of common interest. As such, it is open to all youth in Israel, Palestine and Jordan regardless of their political affiliation. During the past year CB students have come mainly from progressive, liberal and traditional religious families.

Educational institutions, community centers and NGOs were major targets as they act as a conduit through which nearly all young people pass through the project have access to teachers, principals, parents, civil society and local authorities. Schools are the major distribution centers and recruitment bases for Crossing Borders.

The project has youth as its core producers with the involvement of the surrounding environment which is the schools and other institutions.

The youth do come from age group between 16-20 and from middle class or lower middle class (see the list age group) ” but usually from educated families.

The schools and teachers involved in the program are rather well reputed ones for being strong on the academic level one of the strongest points in the project is that the participants were not selected from pro-peace movement circles nor peace activists they represent the different trends in Palestine and Jordan.

## 5. Project impact

The project was implemented in very difficult times and during political deterioration period when joint projects were halted or turned to low level of activities.

The project brought together Arab and Israeli youth most of whom met face to face for the first time.

The concept of the project that dialogue will remove previous assumptions and lead to trust building and create the will among youth to cooperate and find mutual ground was right.

About 70% of the participants from Jordan and Palestine said that youth can achieve peace and peace is possible between Arabs and Israelis. And the Israeli youth are ready for peace and to give Palestinians their political rights.

The majority of the youth “90% “said that after participation in CB, their views have become different from their peers in school as they have more understanding of the Israelis because of the project. The youth, CB was the first time that Palestinians and Jordanian youth met face to face with young Israelis. Their previous impressions were that all Israeli were soldiers and Anti Arab...etc. Such assumptions and enemy images have been demolished and replaced by an actual understanding.

This direct contact and the dialogue which included hot debates on very sensitive issues like occupation, suicide bombing, was the way for the change and was an adequate process through which participants passed 2 stages the first is keeping a good relation and trying to avoid sensitive issues and the second stage which is tense relation for some time as they go into sensitive issues. The next stage is moving toward understanding each other and being able to have open dialogue comfortably.

These dialogues affected both Jordanians and Palestinians who have changed their assumptions. They feel that also their fellow Israeli youth have changed. They believe that about 66% of the Israeli youth in CB have changed their impressions about Arabs.

CB members also discuss the issues that were discussed in the project with their friends in the school. This means that they are confident of their beliefs and ready to defend them.

In the focus groups, it was clear that many of the participants do see a mission in their participation in Crossing Borders, which is changing the Israeli youth assumptions about Arabs. This mission is something they want to do. 100% of the youth in the focus groups want to continue in and have many ideas to develop Crossing Borders activities.

Nasser Barkat wrote: “In Crossing Borders we have the chance to understand each others attitudes, and to express our point of views. Yet we should convey these views to our community in order to break the barriers between us all. Thus when each side becomes ready to understand the other, we will be able to find the lost peace”.

About the Israeli youth, Bishara Copty from Jerusalem says:

“That they are not just the enemy, but that they might be friends. I think that CB is making things possible”.

## **The Magazine**

For the Magazine to reach its objective it has to be attractive, that people want to read and most important the message it upholds. The Magazine is distributed in schools and youth organizations in Palestine and Jordan.

CB participants say that their relatives and friends ask for Magazine copies and 63% said that they always ask for copies and 37% said they ask for copies from time to time which indicate that the Magazine does attract the young people's interests.

When distributed, the Magazine leads to discussions among the youth. It provokes very hot debates and normal discussions on issues relating to the late president Arafat and Israeli youth political ideas. Additionally, other youth issues generate lively discussions. With copies circulated in schools, the size of discussion and outreach created is significant.

The Magazine is not only a political dialogue platform. The youth are also using it as a mean to share ideas on different issues.

Jamil Hananyeh from Jordan wrote about youth problems “there are more dangerous diseases spreading among youth in our societies. Cannabis and other drugs, not to speak about smoking which is becoming a habit for large numbers of young people”

Enas Abu Shah wrote about discrimination between men and women: “Many surveys and studies have proved that women have to work twice as hard as men in order to reach the same positions, and that they also get a lower salary. Aside from the low percentage of women in high positions due too their family commitments, there is no place for wives or mothers there”.

## **6. Shared Mission**

Both the teachers and youth participants feel that they have a message to their society and they have a mission, this has been demonstrated on the ground by the initiative of the CB teachers from Aqaba to establish CB club in April 2005 using a space in prince Rashed club in Aqapa.

The club brings about 30 participants in weekly meetings and also has visiting guests from Israel to develop the Initiative across in Eilat.

The clubs started issuing a bimonthly bulletin of two pages distributed in the schools. The new 30 friends of CB in Aqaba is an example of the spirit the program is generating and the strong belief in the program mission.

In the focus group with the youth from Jordan, the same feeling of responsibility was clear, the participants wanted to implement the program and reach out to their society “we are ready to

volunteer in organizing activities to inform youth in Jordan about the program” says Lina Matar. Jameel Hananieh says that” we can organize CB day in cooperation with schools and youth clubs”.

Every youth in Jordan should have the CB experience and be involved.

The youth have been discussing among themselves ways to strengthen the project. Exchange of visits is one of them. “We would like to have Israeli youth come to visit us. They will be our guests and we will show them Jordan. Some of the Palestinians came to visit us, but we want to invite the Israelis also: says Sara Fanous.

This responsibility and sharing in the mission which makes a student from Aqaba write articles and donate some of his pocket money to photocopy a simple magazine and distribute it in his schools is a very embarrassing and important lesson.

Ruba Jaffari says “I hope in the future we will start having teachers from Israel visiting our schools and we will visit their schools and would have teachers exchange within CB”.

Mohammad Hannaneh says “we will be more in the future and we will have a great influence to achieve peace”.

The young people have become friends with a shared hope .Nabil Shalabi Says “In the beginning they were enemies and now they are human beings”.

## **7. SWOT Analysis**

### ***Strength***

- A trust building Methodology that proved to be adequate at very sensitive and difficult times
- CB youth believe in their responsibility and ability to achieve peace
- CB established cooperative relations and multiple Mechanisms among implementing partners

### ***Weakness***

- Limited geographical outreach of the program
- Limited focus on leadership capacity for CB participants
- lack of funds for regular local activities
- Limited role of local partners

## ***Threats***

- Collapse of current peace process and return to violence
- A limited impact of the network among CB participants

## ***Opportunity***

The establishment of a sustainable regional youth network and forum that is an effective platform for exchange and cooperation that builds trust and understanding among the youth.

## ***Requirements***

- Capacity Building for local partners “Jordan, Palestine”
- Increasing youth participants impact in the program
- Discussing the effect of possible future political scenarios on the program with participants
- Increasing outreach to a larger youth audience
- Raise funds for regular local activities to keep the youth continuously engaged in the program

## **8. Sustainability**

The project was successful in developing a core model of cooperation on the regional level for the youth.

Through the forum of their dialogue the CB youth members don't only believe that peace can be achieved but do realize their responsibility in achieving peace. The established structure of the project, partners, schools, network, youth members and the methodology make it a platform for regional youth exchange and cooperation that can have an enormous effect on the future of peace in the area.

The concept of the program that dialogue on the level of the youth can build trust and counter new image assumption and encourage youth to cooperate and work together proved right.

The major outcome of the project is the youth and teacher participants that are very enthusiastic to continue cooperation on the regional level and have ambitious ideas to expand it and have more youth join them and to influence their surrounding society.

This core model can be expanded to a larger audience of youth and sustained, regional youth forum building in what have been established especially the experience and methodology of the program.

## **Conclusion**

Building on the valuable achievements of the program while focusing on a sustainable regional youth forum, is recommended for the future.

This third phase will need new financial resources but its main value is utilizing the structure that is firmly established.

The project was able to meet the immediate objectives, which is focused on sustaining and developing the structure of the project and keeping channels of communication through the involvement of local partners, schools and the network open.

The experience of the Danish partners is very clear through out in being able to adopt the proper methodology of implementation and a clear vision and connection between short term and longer term objectives.

- Providing space for dialogue between Arab and Israeli youth that resulted in changing negative assumption and establishing a ground for cooperation
- Issuing the Magazine and Maintaining the Network of schools

## ***Areas to be focused upon***

- The role of youth in sharing responsibility needs to be developed and it would be suitable to identify the stages of involvement within a time frame and not to keep it as a concept only.
- For expanding the outreach and achieving the objectives of the project, it is important to develop the Jerusalem headquarters as a very suitable vehicle for the realization of the long term objectives of the program. The program needs a new phase in which the Danish partner involvement is essential. Furthermore, a balance needs to be created between the neutral space for dialogue and local activities that involve wider audience.
- The project needs to work on two objectives which are developing the CB headquarters into a lively Arab and Israeli youth training and meeting centre in Jerusalem and conduct joint courses and workshops locally to larger youth audience.
- Develop the CB youth as the main coordinators of the project, with the current coordinators acting as advisors
- A core level to achieve all the objectives has been established and the model is ready and viable, it is sustainable and available for utilization.

## **Magazine**

Many of the youth are starting to look at it as “our Magazine” the “youth Magazine and that is clear as many of them suggested expanding the scope of the Magazine to deal with more issues relative to the youth or in another way they want a youth Magazine

A lot of work needs to be done on improving the Magazine distribution, currently it is distributed to about 15 schools in Palestine and the same number in Jordan which is very limited in number and Geographic reach.

Distribution to consulates and foreign Missions is mainly for public relations.

## **Recommendation**

It is vital to sustain and develop the structure that has been established into a regional youth forum that provides a regional voice for the youth and a dialogue forum that can promote peace and cooperation.

This is a unique and very effective network well established, and already has a tested methodology and experience in addition to youth members that have enthusiasm to continue

The following has to be considered in the future:

- Capacity building for local partners
- Giving the youth more involvement in coordinating the project and to share responsibility in the future of the project
- Establishing a location in Jerusalem that can host more activities and develop a larger youth Audience.
- Activate the network among participants to keep it livelier
- Include leadership and initiative programme among core CB participants
- Develop the Magazine to gain more outreach, but it is important to keep the current Magazine, to publish special issues or supplements in Arabic and Hebrew.

# Terms of Reference

Crossing Borders Youth Programme 200-2005  
Project Review

## 1. **Background**

In June 2003, The EU and the Danish Ministry of Foreign Affairs approved a EUR 627,860 grant for the implement a two year project involving Israeli, Palestinian and Jordanian youth. The overall aim of the project is to provide a neutral forum for dialogue between Palestinian, Israeli (Jewish and Arab) and Jordanian youth on equal terms. The project has three components:

4. The production and distribution of a bimonthly regional youth magazine, Crossing Borders (CB), for youth in the Palestinian National Authority, Israel and Jordan. Published in 10,000 copies in English. The magazine is written by and for the youth of the region. CB is distributed free of charge in schools, youth clubs, community centres and other institutions interested in the search peace sustainable in the region.
5. Annual Summer Course to train 40 young prospective journalists to join CB network of writers and readers from Jordan, Palestine, Israel (Jews and Arabs).
6. 2-four day follow up seminars in Turkey for the participants of the previous summer course.

## 2. **Objectives**

- i. to review, in cooperation with local partners, the validity of Crossing Borders concept in the Middle East context and its achievements, impact on target groups, outreach, quality, strategy and sustainability. Emphasis will be put on what has worked well and what needs to be re-oriented and/or improved.
- ii. to recommend strategies based on the findings of the review future activities of Crossing Borders.
- iii. the recommendations will be based on strategy of how best to support active youth participation in and contribution to a meaning full dialogue between Palestinians, Israeli (Jewish and Arab) and Jordanians within the context of the overall strategy of the EU Partnership for Peace programme.

## 3. **Outputs**

The output of the review will comprise:

- A review report of maximum 15 pages plus appendices in English, including assessments, conclusions, review recommendations, and a strategic framework for future project activities.
- A debriefing note, with the main findings, conclusions and recommendations.

## **4. Scope of Work**

The work of the review mission will mainly comprise the following:

### **4.1 General Aspects**

Review of:

- progress or lack of progress of the three project components: (i) Crossing Borders Magazine, (ii) Annual Summer Course in Denmark and (iii) follow up seminars in Turkey
- relevance to the overall objective and the EU Partnership for Peace Programme and the Danish strategy in the Middle East.
- sustainability of project objectives, activities, outputs, inputs, target groups and strategy of the project;
- the input and professional and administrative capacity of the Crossing Borders management to implement, monitor and develop the project;
- adequacy of human and financial input and facilities;
- local project partners' experience and capacity to implement, develop and sustain the project;
- project assumptions and major risks;
- regional political concerns, which might influence the success or failure of the project;

### **4.2 Crossing Borders magazine**

Assessment of:

- up to date progress against project objectives
- needs and target group relevance
- participation and contribution of the youth in terms of writing articles and the promotion of the magazine
- themes relevance
- quality and number of copies of the magazine
- distribution and geographical outreach
- cultural, gender and social balance
- the language of the magazine
- criteria of recruitment, contact and follow up with CB youth network
- impact on the participating youth and their parents
- impact on participating schools, principals and teachers
- cooperation and co-ordination among project partners and with CB management

## **4.3 Journalism Summer Course**

Assessment of:

- the needs and relevance for Crossing Borders summer courses, seminars and reunion meetings
- Timing and duration and location of the courses and seminars
- the number and cultural distribution of participants
- immediate output of the courses
- impact on the trainees in terms of personal awareness of the conflicts and youth development
- cooperation and co-ordination between project partners in implementing the courses and seminars

## **5. Method of work**

- the consultant will meet with and interview the local CB co-ordinators in the Jewish and Arab sectors in Israel.
- the two co-ordinators will provide the consultants with all the necessary support to carry out her mission;
- meet with Givat Haviva, the Arab-Israeli sector at the Arab College in Haifa and the CB
- visit selected CB schools; interview teachers, school principals and inspectors where the magazine is distributed;
- develop questionnaires for brief qualitative impact assessment of the CB magazine and training courses and seminars;
- interview parents whose children have benefited from the project;

## **6. Reporting**

1. a debriefing note (approx. 5 pages) shall be presented to the local partners and CB management in Denmark upon completion of the field meetings and interviews.
2. the consultant will be responsible for the debriefing note in consultation with the CB Director.
3. a draft report covering the scope of work (maximum 15 pages per consultant excluding annexes).
4. a final report to be submitted in hard copies and electronic version.

## **7. The Consultant**

The Israeli external consultant shall review the Israeli Jewish and Arab sectors of Crossing Borders. The Palestinian external consultant shall review the Palestinian and Jordanian sectors of Crossing Borders

## **8. *Timing***

The assignment shall take place in the period between 20 April and 20 May 2005. Before drafting of the report, the consultant will present a debriefing note on the findings and recommendations to the CB management by 20 May 2005.

The final report shall be presented to the CB management and the Arab and Israeli partners by 30 June 2005.

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