

Generations For Peace Institute Research
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Programme
Research

1

Generations For Peace Programmes in the West Bank: **Monitoring & Evaluation Capability and Programme Impact**

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www.generationsforpeace.org



About Generations For Peace Institute

Generations For Peace Institute (GFPI) conducts, invests in, and disseminates applied interdisciplinary research and best practices in partnership with leading universities such as the Georgetown University, the University of Oxford, as well as other institutes, research centres, individual academics and researchers. As well as research on Generations For Peace' own programmes, the Institute's research projects also examine peace-building interventions by other organisations, therefore making broader contributions to the fields of peace building and conflict transformation in general.

The overall objectives of the Institute reflect the aspirations of Generations For Peace to make a practical difference to programme work on the ground, supporting a growing community of practice by demonstrating the impact of and advocating for increased use of sport, art, advocacy, dialogue and empowerment activities for sustainable peace building.



About Generations For Peace

Generations For Peace (GFP) is a Jordan-based leading global non-profit peace-building organisation founded by HRH Prince Feisal Al-Hussein and Sarah Kabbani in 2007. Dedicated to sustainable conflict transformation at the grassroots, Generations For Peace empowers volunteer leaders of youth to promote active tolerance and responsible citizenship in communities experiencing different forms of conflict and violence.

In the last five years, Generations For Peace has trained and mentored more than 8,100 volunteer leaders of youth in 46 countries and territories in the Middle East, Africa, Asia, and Europe. With our support, their ongoing programmes address local issues of conflict and violence, and have touched the lives of more than 160,000 children, youth and adults.

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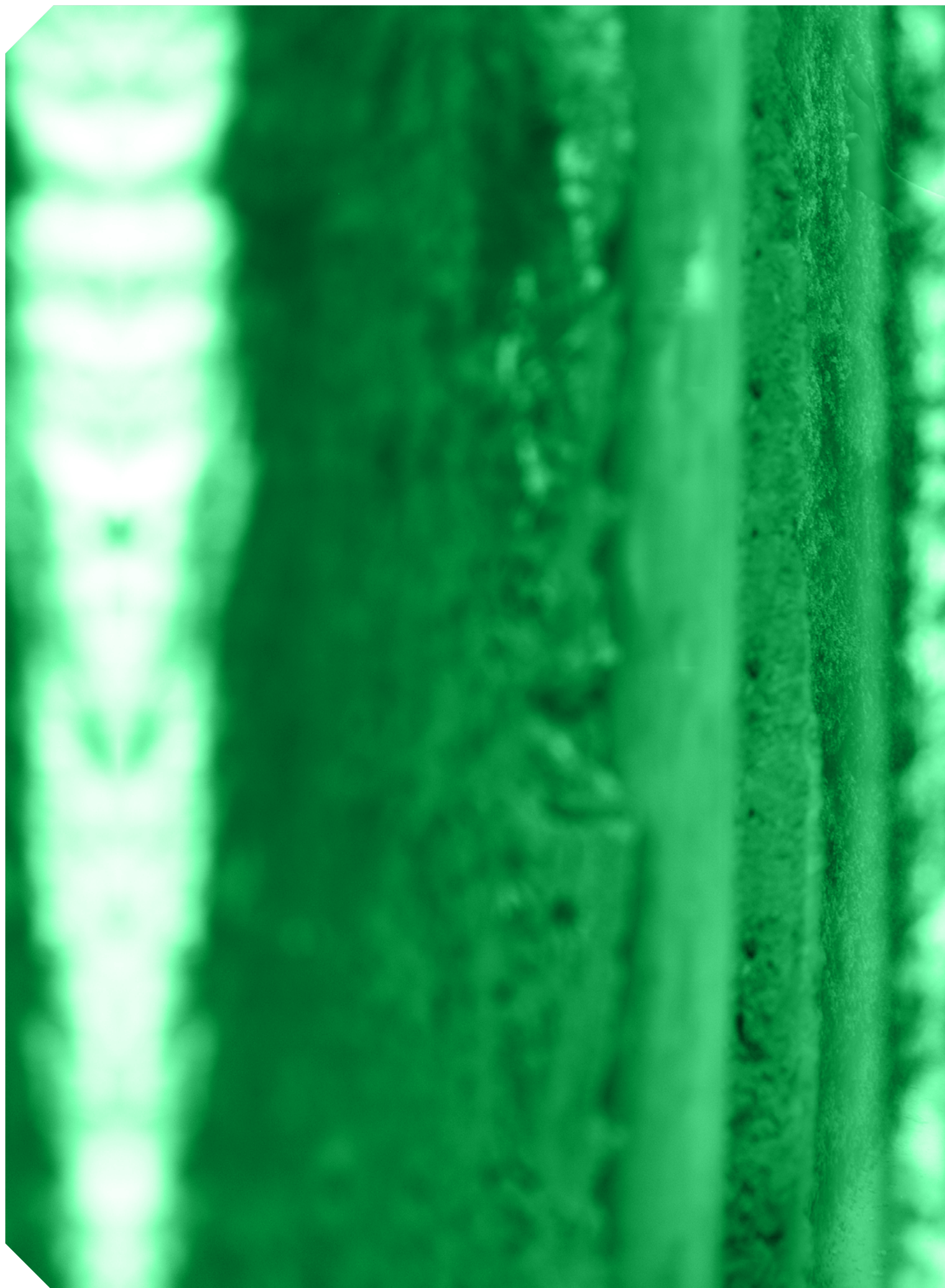
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1. List of Acronyms

GFP	Generations For Peace
GFPI	Generations For Peace Institute
PLE	Palestine
SPPC	Sport For Peace Programme for Children
SPPY	Sport For Peace Programme for Youth
M&E	Monitoring and Evaluation
CACNS	Charitable Association for the Care and Needs of Students
QWA	Qalqiliya Women's Association

2. List of Tables and Diagrams

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3.

Introduction



Learn more about what Generations For Peace does in Palestine and 45 other countries and territories in the Middle East, Africa, Asia and Europe:
<http://bit.ly/1piYDFO>

“Generations For Peace seeks to equip conflict-ridden communities with the tools to create for themselves a long-term and sustainable change.”



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© GFP | The West Bank, Palestine | Photo by Matt Delaney

Founded by His Royal Highness Prince Feisal Al Hussein of Jordan and Sarah Kabbani in 2007, Generations For Peace (GFP) has since become an internationally renowned non-profit organisation. Active in 46 countries including, among others, Nigeria, India and Serbia, “Generations For Peace uses grassroots sport-based activities, integrated with world class practical and accessible educational programmes, as the foundation of peace building and development.”¹ Encouraging youth leadership, community empowerment, active tolerance, and responsible citizenship through both advocacy and sport programmes, GFP seeks to equip conflict-ridden communities with the tools to create for themselves a long-term and sustainable change.

To date, Generations For Peace has adopted a two-pronged approach to impart the abovementioned skills throughout the countries within which it works: cascading and community-based approach. When GFP deems it appropriate, the organisation carefully selects volunteers (also known as Delegates) from various communities and brings them together for a ten-day camp (past camps have been held in Abu Dhabi, Amman, and Sochi). At this camp the participants are equipped with teambuilding, leadership, conflict resolution and nonviolent communication skills; they are also given hands on experience in working with children. These volunteers then return to their respective communities where they are expected to train a new set of Delegates as well as host sport and advocacy programmes based on the skills acquired at the camp. After a first generation Delegate has cascaded the knowledge and skills to a certain number of second generation Delegates, and organised several successful programmes, he or she is granted a certificate and upgraded to the status of Pioneer. This constant flow of information, from one generation to the next, and this ongoing production of change agents (Pioneers) within each community, is what Generations For Peace refers to as cascading.² Cascading, in conjunction with community-based

¹ “Generations For Peace Sport and Peace Module,” Generations For Peace – GFP (2012), p. 3.

² Generations For Peace, “Pioneer Certification Programme,” 2012. Retrieved on 5 August 2012 from <<http://www.generationsforpeace.org/UserPages/MenuDetails.aspx?MenuID=110>>

programming – which educate local participants on peace building and conflict transformation through the mediums of sport and advocacy – are the methods that GFP utilises to transmit skills.

The potential for GFP to make real, tangible change is undeniable. However, for its potential to be met, and for this organisation to continue to be as successful as it has been to date, it is essential that Generations For Peace begin to effectively evaluate its Pioneers, Delegates and programmes. To ensure that the information given to second and third generation Delegates is of the same standard as that given to the first, and to make certain that the programmes being implemented under the banner of GFP are meeting the desires of local communities, an organised form of monitoring is required. Aware that success cannot be adequately measured by Pioneer turnaround, GFP established the Generations For Peace Institute (GFPI). The greater objective of GFPI is to “facilitate, advance and promote collaboration and exchanges between the practitioners and academics engaged in conflict transformation and peace building.” Internally – through endeavours such as this one – the Institute seeks to evaluate the impact of GFP’s programmes upon the individuals with whom, and the communities within which it works.³

Recognising the importance of monitoring and evaluation (M&E) for measuring the quality of their programmes, for assessing their approach (including cascading), for strengthening future programming, as well as for appealing to donors and other stakeholders, GFP sought out several interns from The University of Oxford – it is here that my journey began.

“ The greater objective of GFPI is to facilitate, advance and promote collaboration and exchanges between the practitioners and academics engaged in conflict transformation and peace building.”

³ Generations For Peace, “Institute Vision,” 2012. Retrieved on 10 August 2012 from <<http://www.generationsforpeace.org/UserPages/Institute/MenuDetails.aspx?MenuID=199>>





4.

Methodology and Research Questions



GFP sends a researcher to the West Bank to assess the impact of GFP work & direction of the programming in the future:
<http://bit.ly/1r0kdTm>

In partnership with the University of Oxford, each summer GFP enables two scholars to visit different peace-building programmes around the world and research on their impact. Their reports are part of the Programme Research series published by Generations For Peace Institute.



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4.1 Assignment

Assigned to Palestine for my research, I was given the task of visiting several locations in the West Bank in order to observe the local programmes and meet with the Palestinian Pioneers and Delegates, the partner organisation and the local implementers. During my time in the West Bank I was to monitor the progress of the GFP interventions; then, based on my observations I was to produce a report that would review “what is happening and why, and determine relevance, efficiency, effectiveness and impact, etc.” – aka evaluate.⁴ In addition to the M&E I would conduct myself, I was asked to assess the degree to which Palestinian Pioneers and Delegates were familiar with M&E practices themselves.

4.2 Approach

Following several meetings with the GFP CEO, Mark Clark, and the Board member and GFPI Director Jadranka Stikovic Clark, we came to the conclusion that interviews, questionnaires and ethnographic observations were the best means of monitoring in the West Bank. Whereas there was no structure in place regarding observations, the core questions we sought to answer, in both the questionnaires and interviews, were based on the “GFP Results-Based Monitoring – Basic Enquiry Framework” (see Appendix A) and addressed the following three larger concerns:

1. Do the Pioneers, Delegates, and partners/stakeholders have a clear, shared, precise and focused articulation of the GFP role and approach in Palestine?
2. Do the GFP Pioneers and Delegates in Palestine have an agreed upon means of data collection, assessing outcomes and impact, and measuring sustainability and cost-efficiency?
3. What are the current mechanisms for reflection and learning conducted by the Delegates, Pioneers and stakeholders?

The first issue, that of a shared understanding by all the groups involved, was essential to my own research; I wished to see whether or not the Pioneers, Delegates, partner organisation, and local implementers were aligned in their

⁴ CARE International UK, “Peacebuilding with Impact: Defining Theories of Change,” (January 2012) p.4.

vision for GFP in Palestine. By asking each volunteer what they understood GFP's role in the West Bank to be, what they believed the long and short term goals of GFP programmes were, and what they saw their responsibility as a Pioneer/ Delegate/stakeholder was, I hoped to gain insight into the workings of the cascading approach. Moreover, by asking what the interviewees understood the GFP approach to be, alongside observing their actions on the ground, I hoped to assess gaps in the espoused theory of change and the actual theory-in-use.

To address the second concern, which focuses on outcomes, impact and sustainability, I asked the following questions:

- How do you determine whether or not the outcomes and impacts that you wish to achieve are met?
- Do you have any processes of collecting data currently in place? If yes, what works and what does not?
- What evidence is there that the programme is successful, impactful?
- Did you have any results from your programme that you did not foresee?
- How do you know that the outcomes and impacts you discussed are a result of the intervention and not other factors?
- Do you feel that the outcomes of the programme are reasonable considering the financial cost, and the time and effort exerted?
- Do you think that the results you have achieved through these interventions can be sustained? Do you think these results will be maintained if Generations For Peace exits the area?

Since GFP's inception, it has been collecting mostly quantitative data about its interventions – in particular the number of Delegates trained, Pioneers certified, programmes conducted, and participants involved. It is this fact that GFP wishes to change by equipping GFP volunteers with the tools necessary, and by engaging external personnel, to conduct M&E in Palestine and elsewhere. Overtime, GFP seeks to establish its own methods of M&E and to train its Delegates and Pioneers, local to each of the regions within which it works, to be specialists in the field. Whereas the first set of questions were important for my conducting M&E in the West Bank, by asking the above questions I hoped to discover the degree to which the Palestinian Pioneers and Delegates, the partner organisation and the local implementers were familiar – whether consciously or unconsciously – with methods of M&E. Do the Palestinian Pioneers, Delegates, partner organisation and local implementers have clear and agreed upon definitions of goals, successes, inputs, outputs, and impact? The level of familiarity demonstrated by Palestinian volunteers, would inform how much preparation they require to conduct M&E themselves in the future. In addition to assessing local M&E capabilities, the fact that GFP seeks to measure both the desired and unintended consequences of their interventions demonstrate the organisation's commitment to thorough introspection. Rather than ignoring less-than-ideal outcomes, GFP is learning of its weaknesses so as to improve upon them for the future.

While the vast majority of the above questions address impact assessment and programme sustainability, 'question f' concerns itself with programme expenses; enquiries into expenditures and overall accountability of funds are imperative as it is important for GFP to ensure its system of effectively tracking programme costs is being applied in local programmes and used by volunteers in Palestine



See more from
@CARE Intl on DME
in #Peacebuilding
<http://bit.ly/YRqpEr>



Useful resource:
CARE International UK,
"Peacebuilding with Im-
pact: Defining Theories
of Change"

“ In addition to assessing local M&E capabilities, the fact that GFP seeks to measure both the desired and unintended consequences of their interventions demonstrate the organisation's commitment to thorough introspection. Rather than ignoring less-than-ideal outcomes, GFP is learning of its weaknesses so as to improve upon them for the future.”





Tweet it

Monitoring and Evaluation is integral to ensuring quality programming #M&E #InstituteGFP #Peace-building

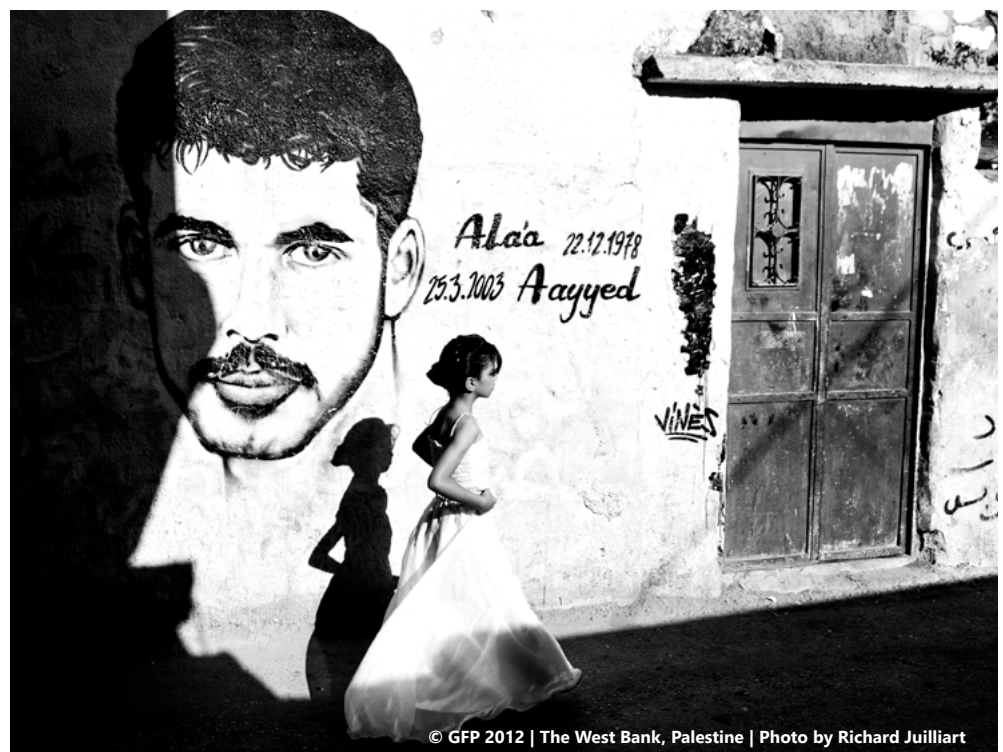
“ Essential to a successful intervention, anywhere in the world, is an understanding of the wants and needs of the target group (and more broadly, beneficiary community); thus, it is imperative that for long-term success GFP seeks out and acts upon participant feedback.”

and elsewhere. Gaining an understanding of how monies are being allocated and spent will not only aid GFP in future budgeting, but will also disclose any potential misspending in addition to helping understand how the existing budgeting and accounting system could be improved.

In addition to gaining insight into the cost of GFP programmes in Palestine, several questions were asked seeking knowledge on how the Pioneers and Delegates incorporate participant feedback and group reflection into the improvement of their activities. The questions surrounding this final concern included:

- Do you currently conduct any “lessons learnt” processes? What are they?
- Are the mechanisms for reflection/approaches to lessons learnt that you implement aiding in the improvement of your programme?
- After reflection do you adjust your inputs according to what you learn? Do you ever adjust the theory of change itself? Which is more common?
- How could your methods of reflection and learning be improved? What adjustments could be made to them?

Essential to a successful intervention, anywhere in the world, is an understanding of the wants and needs of the target group (and more broadly, the beneficiary community); thus, it is imperative that for long-term success GFP seeks out and acts upon participant feedback. The goal in asking the Pioneers and Delegates about their approach to feedback is to uncover their understanding of the importance of participant comments and criticisms: do Pioneers and Delegates find the perspective of the participant important? Do the volunteers understand the role feedback plays in bettering GFP programmes? Do they entertain and implement participant suggestions? In addition to the way Pioneers and Delegates react to participant feedback, these questions concern themselves with possible pre and post-intervention reflections conducted by the volunteers. After inquiring into whether or not GFP volunteers reflect on their programmes, the questions surround any adjustments made in the aftermath of these sessions. It is not



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enough to collect participant feedback; if volunteers do not dialogue on these comments and discuss means of improvement the feedback is rendered useless. In the same way, reflecting on the intervention bares no purpose if the volunteers decide not to make necessary changes. Whereas the questions in section two concern themselves with monitoring, this set of questions will be key in disclosing how prepared the Palestinian volunteers are to conduct evaluation themselves.

4.3 Limitations

Before proceeding into the data itself, it is important to note that several limitations exist which may have hindered this research. Firstly, as I am not fluent in Arabic I was reliant upon translators. While my translators were excellent, in being dependent upon them I was receiving information already interpreted; unfortunately this may have resulted in gaps and elements missed. Secondly, Sport for Peace Programmes (whether for children SPPC, or youth SPPY) usually run over the course of two months, thus my monitoring and evaluating the Palestinian programmes based on one day of interviews and observations is likely to present an incomplete picture. Accurate M&E should commence in the weeks prior to the intervention rather than half way through.⁵ While this limitation was mitigated to some degree by my asking the Pioneers and Delegates to answer their interview questions based on the entirety of their time with GFP, the fact that my observations are based upon random site visits must be noted. The final limitation to mention is that most of my interviews were monitored by the GFP lead Pioneer in Palestine. He attended the majority of the formal interviews, or if that was not possible he would conduct his own interviews with the Pioneers or Delegates immediately after my sessions were completed. While it is highly likely that his monitoring has been good-natured and that the volunteers were not affected by his curiosity, his approach must be considered a possible limitation.

⁵ Cheyanne Church and Mark M. Rogers, "Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs," Search for Common Ground, (Washington, 2005) p.95.



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#Peacebuilding
<http://bit.ly/1wpdOTH>



Read
& Share

Useful resource:
Cheyanne Church
and Mark M. Rogers,
"[Designing for Results:
Integrating Monitor-
ing and Evaluation in
Conflict Transformation
Programs.](#)" Search for
Common Ground



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question

open ended interview

semi-structured interviews

structured interview

action res

?!?



innovation

strategy

work

naires

ethnography

observations

teamwork

search



leadership



5.

case study

surveys

research



ideas



workshop

Methods of Data Collection



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Qualitative case studies afford researchers the ability to utilise multiple methods of data collection #M&E #Peacebuilding #InstituteGFP



Read & Share

In 2011, GFP has sent a researcher from the Georgetown University to the West Bank, to observe some of the sport-for-peace programmes GFP Pioneers and Delegates were running. You can find more details about the West Bank and other visits the Georgetown scholars made at: <http://bit.ly/1uSOJ2l>

In partnership with the Georgetown University, each summer GFP enables three scholars to visit different peace-building programmes around the world and research on their impact. Their reports are part of the Programme Research series published by Generations For Peace Institute.



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This project was conducted as a qualitative case study, a research strategy that affords the ability to utilise multiple methods of data collection. For this research I used observations, questionnaires and interviews both to conduct my own M&E and to gain insight into GFP Palestine's M&E preparedness.

5.1 Ethnographic Observations

Ethnographic observations include descriptions of the locations of each programme, the make-up of the volunteers and programme participants, the activity proceedings, and my own inferences made based upon these observations. Below is a brief account of my observations of programmes based in the Palestinian cities of Jenin, Bethlehem and Hebron, Qalqiliya, and Bethlehem (a second visit) from 12 to 15 July 2012.

12 July 2012: Sport for Peace Programme For Children (SPPC) in Jenin

Based off the GFP model, the 12 July SPPC session held in Jenin was aimed at bringing participants "from different sides of the divide together, and using sport to build common ground and shared values despite their differences... promoting different sport, play and traditional games to pass on the messages of respect, tolerance and shared goals."⁶ This particular session was conducted by a team of five Pioneers and three Delegates and was organised for over 100 children from local orphanages. Conducted at a local school, the session began on the basketball court with the participants (from five to twelve years old) divided into four groups. Each group of 20 to 25 participants, led by two GFP volunteers, occupied one fourth of the court and played a set of sport-based games. Unfortunately, while the volunteers were well prepared and did their utmost to retain the attention of their participants, the children were very distracted throughout the first portion of the session. However, before concluding that this behaviour reflects the success of the session, it is important to note that the temperature on this afternoon was unbearable. Moreover, this was the first day of the SPPC – the programmes usually run for two months – and the children were younger than is the norm.

⁶ Generations For Peace Sport and Peace Module," Generations For Peace – GFP (2012), p. 16.

The focus of the participants improved after an hour lunch break. Realising that the temperature was intolerable, the Pioneers and Delegates conducted an impromptu indoor session on sun safety. The session was both interactive and informative thus holding the attention of the children for approximately 45 minutes. Thereafter, a second set of, equally chaotic, outdoor sport drills and group photograph brought the SPPC session to an end.

At the close of the activities the Pioneers and Delegates convened to reflect upon the day's event. In organising a debrief session, the Pioneers and Delegates not only contributed time and effort beyond that which was required for the session, they invited criticism regarding their performance. It is at this meeting that the volunteers noted the temperature, age of the children, and the insufficient number of Pioneers and Delegate to assist and work with children, as the afternoon's challenges. Also present in this meeting was a representative of the local implementer who connected Generations For Peace with the orphanages; she sat through the debrief session with the Pioneers and Delegates so that she could contribute her own feedback. Moreover, she was eager to hear any feedback the GFP leadership (representative of the GFP Headquarters staff also travelling to Palestine) had for her so that she could ensure an even better session next time. It was evident that both the GFP volunteers and the local implementer deemed transparency as integral to a successful working relationship and, moreover, to the success of the programmes in Jenin.



Interview with one of the Generations For Peace Pioneers working in Jenin:
Rasha Badawi:
<http://youtu.be/daqOeZxWCb8>

“ It was evident that both the GFP volunteers and the local implementer deemed transparency as integral to a successful working relationship and, moreover, to the success of the programme in Jenin.”



Read about the Special Programme in Bethlehem on OneVoice blog: <http://bit.ly/1ARRFOB>

Generations For Peace and OneVoice Palestine established partnership in 2010. Since then, the GFP programmes include OVP volunteers and local implementing organisations that OVP helped sourced out for GFP.



See GFP volunteers in action in other cities of the West Bank: <http://youtu.be/w4csiYo4Dc8>



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13 July 2012: Special Programme in Hebron and Bethlehem

Organised by six Pioneers for 35 Delegates/participants, from across five Palestinian cities, this day trip was the final installment of a larger "Special Programme" focused on interfaith dialogue. This programme, targeting GFP Delegates between the ages of 19 and 23, focused on improving relations between Muslims, Christians and Samaritans residing in the West Bank. Having had lectures in the weeks leading up to this particular event, providing them information on each religion, the Delegates were expected to arrive equipped with historical facts; the goal of the final activity was to demonstrate these facts on the ground. The programme was meant to be a tri-part tour focusing on the holy sites of all three religious communities; however, we only visited the Tomb of the Patriarchs in Hebron and the Nativity Church in Bethlehem. When they asked why the Samaritan site had been neglected, participants were given no explanation and instead told that it would be visited on a separate occasion (no rescheduled date was provided). I later discovered that the Pioneers had not yet gained the consent necessary to visit the Samaritan site – a fact I found concerning as this Special Programme intended to treat each religion equally. In the future I would recommend delaying the field trip portion of the programme until permission has been attained to visit all three religious sites.

While the Delegates were distracted for large portions of the organised tour, they were surprisingly attentive during the question and answer periods of the afternoon. As we walked through the streets of Bethlehem, the participants began asking the tour guide about the deserted shops and segregated streets they observed; it is the information he granted in response, about the killings and evictions of Muslims, Christians and Samaritans at the hands of Israeli militia that held their attention. While the purpose of this Special Programme was to foster within the Muslim, Christian and Samaritan participants a sense of brotherhood, what I observed during this portion was the encouraging of unity against a common enemy. While I commend the Pioneers who created this programme, and support the greater message – of challenging the societal norms of religious segregation in the hope that one day Palestinians will stand united – I think these GFP volunteers should be careful in the future about the way this message is conveyed to the participants.



14 July 2012: Sport for Peace Programme for Mothers and Youth in Qalqiliya

Realising that a SPPC or a SPPY would be limited in its success in Qalqiliya, the Palestinian Pioneers decided to make some subtle, yet crucial changes to the GFP programme model. Firstly, as in Qalqiliya women do not partake in mixed gender classes the programme was made exclusive to females, and secondly as unchaperoned young females are not permitted to participate in activities outside the home, the Pioneers decided to target young women and their mothers. Important to note however, is that while the audience may have changed, the mandate of the programme in Qalqiliya remained in line with that of GFP; the aptly renamed "Sport for Peace Programme for Mothers and Youth" sought to foster unity, through sport, amongst its participants in the same way as GFP programmes targeting children or youth elsewhere.

The programme itself focused on 42 participants and was run by seven Pioneers at a local school. The afternoon session commenced with several trust-building activities and thereafter the group of 42 was split into three groups and made to rotate through three organised activities. During these activities the Pioneers were very energetic; they encouraged the participants throughout the drills and ensured honesty between them. Perhaps as a result, the women and youth were respectful both to their peers and the Pioneers; they not only followed instructions, they were eager, they encouraged one another and they demonstrated good sportsmanship. Important to note was the way in which, during the activities, the Pioneers not only gave their full attention to those participating, they also gave time to those women who were initially unwilling to partake. During the activities many of the older mothers chose to sit out and observe their daughters; unhappy with this, the Pioneers began to tease the mothers (as a son would a mother) so as to make them more comfortable – eventually, this led to their participation.

After lunch, an hour-long session was conducted indoors due to the scorching heat. The interactive session was focused around riddles and brainteasers and sought to encourage patience and perseverance. That the Pioneers were prepared with a contingency plan, and that they managed to make this indoor session both informative and entertaining for the participants, revealed how organised and passionate they were.



Mother and daughter from Qalqiliya talk about peace - through Generations For Peace:
<http://youtu.be/y2xKmlavFiA>

“ That the Pioneers were prepared with a contingency plan, and that they managed to make this indoor session both informative and entertaining for participant, revealed how organised and passionate they were.”



Tweet it

GFP programmes in the West Bank seek to teach children about cooperation, respect and just action #GFP #PeaceThroughSport



Watch & Share

Generations For Peace Pioneer Bashar Shweiki speaks of programmes in Palestine http://youtu.be/nzuVqljAQ_g



15 July 2012: Sport for Peace Programme for Children in Bethlehem

This SPPC brought approximately 75 children, ranging from six to thirteen, together from refugee camps, local villages and the city in hopes that they would learn to cooperate despite obvious socio-economic differences. The session began with GFP volunteers, alongside volunteers from the local implementer, teaching the children warm-up exercises. Thereafter, the youth were separated into three groups within which they commenced team-building relays. During the relays the Pioneer refereeing ensured that the participants were playing fairly and, as I witnessed, he penalised anyone caught cheating or jeering. According to the Pioneer, his strict surveillance encouraged the participants to play fairly – unruly conduct would only hinder their chances of winning. I was amazed to observe that, through something as simple as a relay, the volunteers sought to instill in these young participants the skills of cooperation and just action.

At the conclusion of the first portion of the afternoon, the children were given lunch. During their lunch break they were taught cheers and songs educating the local participants about GFP and its mandate in Palestine. Beyond the banners that were erected at each intervention and the shirts worn by the volunteers, this was the first sign of brand consciousness I observed during my time in Palestine. It is important that GFP market clearly in Palestine so that their work and their goals for the region are not lost, and so that their interventions are not reduced to local sport camps.

Whereas the other sport sessions observed had been conducted at local schools, this Sport Programme for Children and Youth was held on a beautiful, green football field. The novel location seemed to contribute to the excitement of the Pioneers, Delegates and participants. While quality facilities are hard to find in Palestine, it must be noted that clean sport fields would be beneficial to future GFP interventions in the West Bank.



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5.2 Semi-structured Interviews

In addition to ethnographic observations, semi-structured interviews were conducted with as many Pioneers and Delegates as was possible during the four days of site visits. Interviews were also conducted with the one partner organisation (OneVoice Palestine, henceforth OVP) and several local implementers. As semi-structured interviews are not restricted to a formalised set of questions, flexibility is permitted for both the interviewer and the interviewee. While the findings of the semi-structured interviews (the questions for which can be found in Appendix A), will be detailed further in the following chapter, below is a complete list of the interviews conducted. Note also, that several focus groups were conducted in which the questions in Appendix A were asked of the entire group.

Date: 12 July 2012
Location: Jenin, Palestine
Site: Office of the Charitable Association for the Care and Needs of Students (CACNS)
Interviewees: Two Pioneers, three Delegates, and one local implementer (CACNS)⁷

Date: 13 July 2012
Location: Bethlehem, Palestine
Site: Peace Centre, Bethlehem
Interviewees: Three Pioneers, one Delegate, and one focus group (six participants: two Pioneers and four Delegates)

Date: 14 July 2012
Location: Qalqiliya, Palestine
Site: Office of the Women's Development Organisation
Interviewees: Two Pioneers, one Delegate, one focus group (four Delegates: one mother and three youth), one benefactor, and one local implementer (Qalqiliya Women's Association)

⁷ While GFP has one formal partner in the West Bank (OVP), in order to execute programmes on the ground, it works with several local implementing bodies.



Generations For Peace and OneVoice Palestine established partnership in 2010. Although the OVP's mandate is political, the organisation found GFP's approach -using sport for peace building- very useful when working with children and younger people in the West Bank.

Read more about OVP: <http://bit.ly/1p01gx8>
 Sport as a missing link to conflict resolution by OVP: <http://bit.ly/1wCygDy>



Tweet it

**Data collection
methods and
tools #DME for
#Peacebuilding**
<http://bit.ly/1tcWS31>

Date: 15 July 2012
Location: Bethlehem, Palestine
Site: Peace Centre, Bethlehem
Interviewees: Two Pioneers, one Delegate, and one partner organisation (OVP).

Important to note regarding the semi-structured interviews, is that the Pioneers and Delegates interviewed were not necessarily from the city or village in which they were questioned. The volunteers of Palestine are from a variety of areas – including Nablus, villages in Jenin and the city of Ramallah – and thus travel far distances to conduct GFP programmes. For this reason, comparisons between the cities of Bethlehem, Jenin and Qalqiliya based on volunteer responses cannot be made with 100% accuracy. Instead, comparisons between the three cities will be based upon the responses given in the questionnaires, where volunteers were asked to state their place of residence.



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5.3 Questionnaires

The final instrument used for data collection was the questionnaire (Appendix B). The reasons for utilising this approach were twofold; firstly, in their completing a questionnaire, the Pioneers and Delegates would see how easy it is to collect data and to conduct evaluations themselves, and secondly, the open-ended questions in the questionnaire were variations on the semi-structured interview questions permitting me vast amounts of data in a fragment of the time. As well, because the interviews were semi-structured, which can result in questions missed, having each Pioneer and Delegate complete a questionnaire as well as an interview would ensure that their answers to all the necessary questions were recorded.



**Access, bias, safety:
obstacles in getting
reliable data
when evaluating
community-based
programmes #M&E
#Peacebuilding
#InstituteGFP**



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6.

Findings



Useful resource:

Reflections of one of the GFP researchers from the Georgetown University, Meeghan Zahorsky, who have visited GFP programmes in Palestine in 2011:

<http://bit.ly/1uGeaGb>

“ The regions assessed during this visit were Jenin, Bethlehem and Qalqiliya: three Palestinian cities that face unique day-to-day challenges. Thus, despite similarities between the programmes they conduct - in that most of them are sport-based - the challenges they wish to overcome through these programmes are distinct.”



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The findings portion of this paper will be divided into two sections. The first will focus on whether or not the “Pioneers, Delegates and partners have a clear, shared, precise and focused articulation” of the GFP mandate, approach and theory of change in Palestine (Appendix A). While GFP encourages the catering of programmes to the regions within which they are conducted, it is important for the volunteers to be familiar with both their region specific approach and the larger mandate of GFP. The second section will assess how prepared the GFP volunteers in Palestine are to conduct M&E of their own programmes in the future; in other words, do the Pioneers and Delegates currently have processes in place to collect data and assess success during their interventions? And, in addition to monitoring, do these volunteers understand the importance of outcome and impact assessment (evaluation) to the long-term sustainability of GFP programmes in the region?

6.1 Monitoring and Evaluation: Palestine

6.1.1 Delegates and Pioneers

The regions assessed during this visit were Jenin, Bethlehem and Qalqiliya: three Palestinian cities that face very unique day-to-day challenges. Thus, despite similarities between the programmes they conduct – in that most of them are sport-based – the challenges they wish to overcome through these programmes are distinct. Evidence of this diversity can be seen in the responses given by the Palestinian Pioneers and Delegates when asked “what are the specific changes you wish to see in your community?” As the charts on page 30 depict, for Qalqiliya, the most pressing issue for GFP volunteers is gender inequality whereas for Jenin and Bethlehem the main concerns are the environment and a lack of deference for diversity respectfully.

According to a Delegate from Qalqiliya, the reason for gender inequality, and the overall conservative attitude, in Qalqiliya is the hardship that the city’s people faced

during the Second Intifada.^{8,9} Prior to the Intifada approximately 80% of Qalqiliya's labour force worked for Israeli agricultural companies; however, with the construction of the Israeli-West Bank Barrier in 2003, these workers were separated from the agricultural lands upon which they once worked rendering them unemployed.¹⁰ This provides insight into why a lack of job opportunities and the Israeli Occupation are high on the list of Qalqiliyan qualms. An employee of QWA explained that, "as people had no jobs they had extra time on their hands... they started interfering in other peoples' lives and practising stricter and more traditional forms of Islam."¹¹ This comment, along with those of several other interviewees, not only speaks to the conservative attitude prevalent in Qalqiliya, it speaks to two further issues the residents of this Palestinian city wish to address – limited privacy and a lack of respect for diversity. Whatever the reasoning behind these concerns, the condition in Qalqiliya is clearly unique from that of Jenin and Bethlehem.

The Pioneers interviewed in Jenin claimed an unhealthy environment to be their greatest drawback. According to our interviewees, the waste that litters Jenin is both unattractive and unhygienic. The director of one of GFP's local implementers, CACNS, claimed that the many refugee camps in Jenin attribute to the city's trash trouble.¹² A local Pioneer elaborated upon the issue by stating that, due to more immediate concerns – including villages on the Israeli border, military presence and several camps – waste management is not prioritised in Jenin. The lack of a "safe, clean and secure" environment was thus the greatest challenge the Pioneers of Jenin faced, and wished to see mitigated by GFP.^{13 14}

Whereas Qalqiliya and Jenin also list "a lack of respect for difference" as a high ranking challenge, of the 30 Pioneers and Delegates that completed questionnaires in Bethlehem, 21 believed that religious, economic and social discrimination was the most pressing problem in their city. Each respondent was allowed to list as many challenges as he or she desired, no options were given, and yet the overwhelming majority felt that discrimination was a challenge GFP could assist in alleviating. The consensus in the focus group conducted on 13 July 2012 was, that because Bethlehem is a contested region – each socio-religious community feels it has legitimate rights to both the land and the various holy shrines within Bethlehem – the city's residents are constantly at odds. The participants in this focus group echoed each other in saying that "stereotypes about other religious communities in Bethlehem, whether Muslim, Christian, or Samaritan, are very strong and people are unwilling to look past them." Thus, the specific change the residents of Bethlehem wish to see through GFP is the eradication of the city's religious, social and economic divisions.

8 Interview with interviewee 22. Office of the Women's Development Organisation, Qalqiliya, West Bank. 14 July 2012.

9 Peter Ackerman and Jack DuVall, *A Force More Powerful: A Century of Nonviolent Conflict* (New York: Palgrave, 2000), 401.

10 "Time Running Out for a Two State Solution?" CBS News. 25 January 2009. Retrieved on 27 August 2012. <<http://www.cbsnews.com/stories/2009/01/23/60minutes/main4749723.shtml>>

11 Interview with QWA employee. Office of the Women's Development Organisation, Qalqiliya, West Bank. 14 July 2012.

12 Interview with CACNS director. Office of CACNS, Jenin, West Bank. 12 July 2012.

13 Interview with interviewee 2. Office of CACNS, Jenin, West Bank. 12 July 2012.

14 Interviewee 2 went onto attribute the cleanliness situation to the issue of "zones" in the West Bank. An outcome of the Oslo Accords of 1993 was the division of the West Bank into three zones of influence. Jenin falls into zone A, of which 89% falls under Israeli jurisdiction. For further information on this see: "United Nations: General Assembly". 17 December 2003. Retrieved on 27 August 2012. <<http://domino.un.org/unispal.nsf/97360ee7a29e68a085256df900723485/d6f5d7049734efff85256e1200677754>>



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GFP programmes address local conflicts so as to encourage sustainable locally-led change #GFP #Peacebuilding



Read & Share

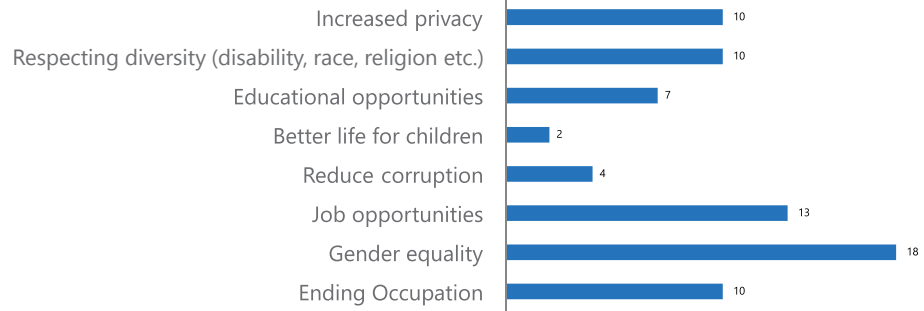
Useful resource:
Peter Ackerman and Jack DuVall, *A Force More Powerful: A Century of Nonviolent Conflict*



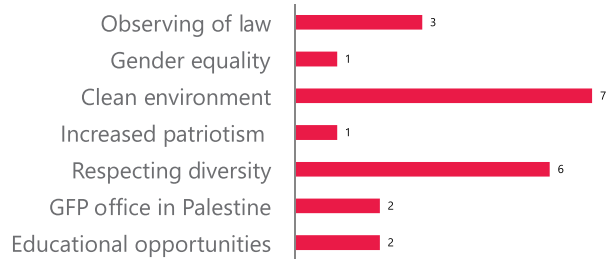
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“ Having seen the uniqueness of each Palestinian city within which it works, it becomes increasingly clear as to why GFP adopts a policy of adapting its programmes to suit the needs of local populations. Each of the Palestinian cities observed has a different set of challenges, which it wishes to mitigate through GFP.”

Qalqiliya



Jenin



Bethlehem



Figure 1: What are the specific changes you wish to see in your community?

Having seen the uniqueness of each Palestinian city within which it works, it becomes increasingly clear as to why GFP adopts a policy of adapting its programmes to suit the needs of local populations. Each of the Palestinian cities observed has a different set of challenges, which it wishes to mitigate through GFP.

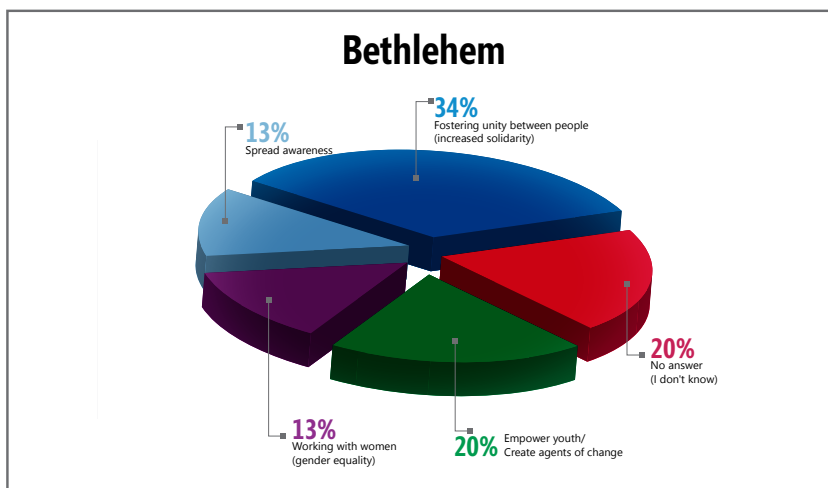
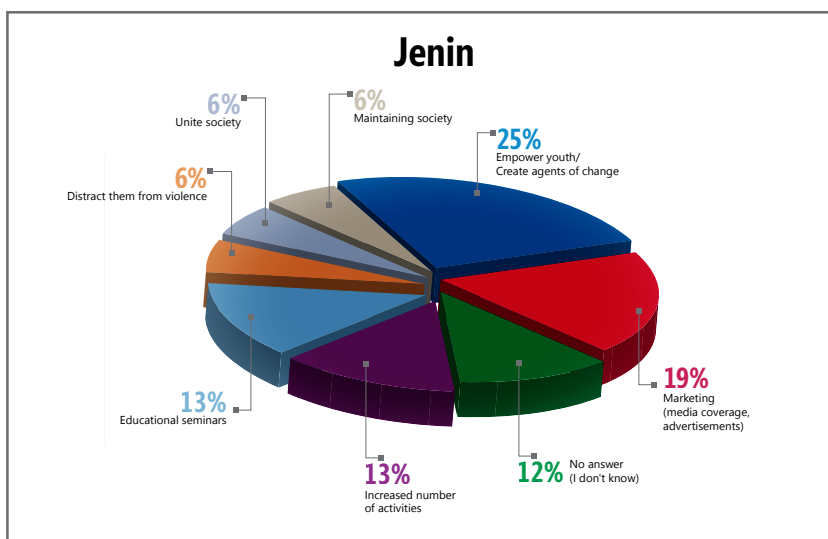
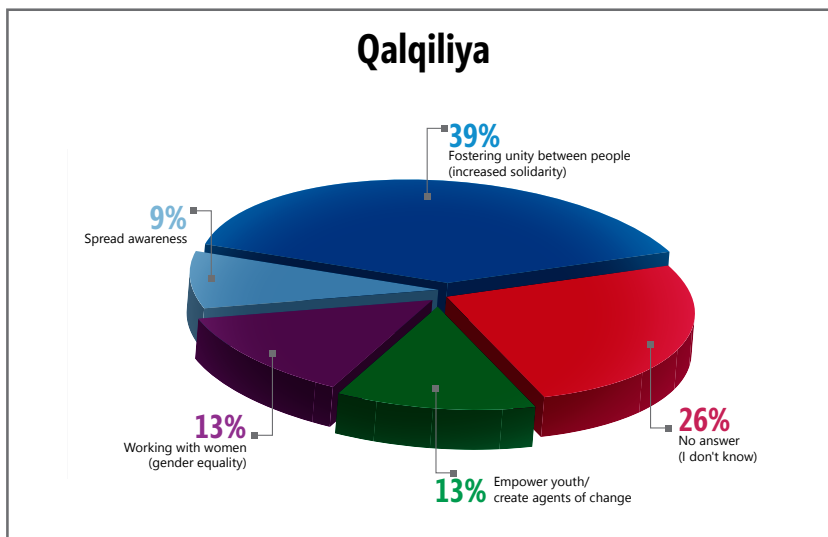


Figure 2: How will your GFP intervention(s) lead to the change you wish to see?

It has been demonstrated that the Pioneers and Delegates of Qalqiliya, Jenin and Bethlehem are largely in agreement amongst themselves regarding the changes they wish to make through GFP at the local level; however, their understanding of the organisation's approach to change, and mandate more generally is much less unified. When asked, "How will your GFP intervention(s) lead to the changes you wish to see?" the responses from all three cities demonstrated a fragmented understanding by the local Pioneers and Delegates as to what GFP's methods and goals are in the West Bank.



GFP Pioneer, Mohammad Asideh, receives Samsung Generations For Peace Award:
<http://bit.ly/1wDhggm>



OVP celebrates award that OVP & GFP volunteer, Mohammad Asideh, has received in Amman:
<http://bit.ly/1uH4eLM>

“ I would like to see the empowerment of children so that they can, in the future, conduct these programmes themselves.”

As can be seen in the Qalqiliya graph on page 31, the role of GFP within this city is largely understood to be the “fostering of unity between people”, thus aiding in the creation of an increasingly unified and equal society. While promoting tolerance and responsible citizenship are indeed goals laid out by GFP, demonstrating that a sizeable number of Qalqiliyan volunteers are familiar and in agreement with GFP’s objectives, 26% of those who completed the questionnaires in the region wrote “I do not know” as their response. This means that eight out of thirty-one Pioneers and Delegates in Qalqiliya are completely unaware of GFP’s mandate. Interesting to note, is that seven of these eight participants were second and third generation Delegates; this leads one to assume that the cascading approach in Qalqiliya is not succeeding as well as envisioned by GFP Headquarters.

The number of volunteers unfamiliar with GFP objectives in Jenin was significantly less than in Qalqiliya, with only two of the twelve answering “I do not know” to the question, “how will your GFP intervention(s) lead to the changes you wish to see?” And of them, one was a new Delegate, participating in his first SPPC, who admitted that he had much to learn about the organisation and its approach. The majority of the remaining ten volunteers listed cascading (empowering youth) as GFP’s approach in Jenin. In his interview one Pioneer stated, “I would like to see the empowerment of children so that they can, in the future, conduct these programmes themselves,” a notion that was repeated by three others interviewed in Jenin.¹⁵ Following “creating agents of change”, various forms of community empowerment (seminars and activities on maintaining unity) were listed as the methods through which GFP interventions will lead to the change Jenin volunteers wish to see.

Bethlehem had the greatest disparity in responses from the three cities assessed. While ten of the thirty Pioneers and Delegates who completed questionnaires listed cascading as the core approach of GFP, the second most common response in Bethlehem was, “I do not know”. To further complicate the picture, whereas seven of the ten participants who listed “cascading” were Delegates, half of those who responded with “I do not know” were Pioneers. That Pioneers, who are expected to have mentored Delegates and conducted local programmes, do not know what GFP aims to do in Palestine is concerning.

Based on their responses to the two above discussed questions, it appears as if the Pioneers and Delegates volunteering in the Palestinian cities of Qalqiliya, Jenin and Bethlehem are strongly aware of the conflicts present within their own societies. However, their understanding of GFP’s role in alleviating these problems is less cohesive. That “I do not know” was a response present in the questionnaires from all three cities is a problem that must be addressed sooner than later – if the volunteers do not understand the approach of GFP, how will they successfully implement GFP programming on the ground? While the majority of volunteers in Jenin are familiar with GFP objectives and a number of Pioneers and Delegates in Qalqiliya and Bethlehem are also informed, further education of GFP’s volunteers is necessary for the future of the organisation.

Perhaps unsurprisingly, the fact that they require further training about, and from, GFP has not gone unnoticed by the volunteers themselves. When asked, “What challenges and/or obstacles do you face, in your specific context, during the execution of your programme(s)?” insufficient training was listed in all three cities.

¹⁵ Interview with interviewee 1. Office of CACNS, Jenin, West Bank. 12 July 2012

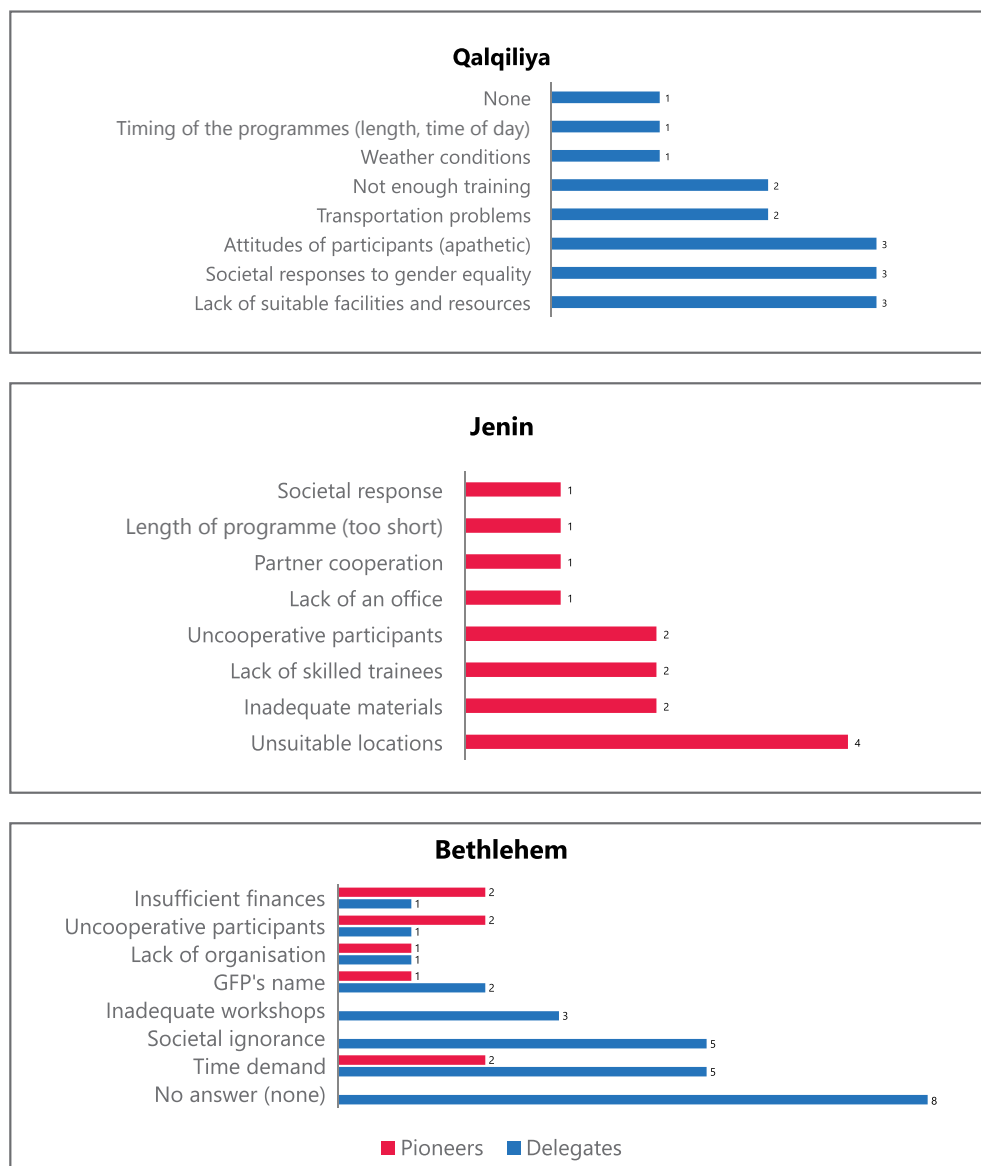


Figure 3: What challenges and/or obstacles do you face, in your specific context, during the execution of your programme(s)?

That volunteers, in all three cities, stated a “lack of skilled trainees” or “inadequate workshops” as obstacles to the success of their GFP programming, suggests a serious flaw in the cascading approach. In theory, all those elevated to the status of Pioneer should have been equipped with team-building, leadership, conflict transformation and nonviolent communication skills either from their training at an international camp, or locally from first generation Pioneers. Post training, these Pioneers are not only to utilise the skills acquired to host sport-based programming in their respective regions, they are also expected to conduct advocacy programmes and Train The Trainer-type of workshops for the next generation of Delegates.¹⁶ However, as was said in Jenin, Qalqiliya and Bethlehem, the workshops held in Palestine are inadequate making it difficult for volunteers to reach their own potential with GFP.

When Pioneers were asked during their interviews why the workshops were “inadequate”, one second generation Pioneer from Qalqiliya stated that, “we Pioneers require more training, we are learning from those who have been to

“ In theory, all those elevated to the status of Pioneer should have been equipped with team-building, leadership, conflict transformation and nonviolent communication skills either from their training at an international camp, or locally from first generation Pioneer. Post training, these Pioneers utilise the skills acquired to host sport-based programming and conduct advocacy programmes and Train The Trainer workshops for the next generation of Delegates. However, in Jenin, Qalqiliya and Bethlehem, the workshops held are inadequate making it difficult for volunteers to reach their own potential with GFP. ”

¹⁶ For further information please see: Generations For Peace, “Pioneer Certification Programme,” 2012. Retrieved on 5 August 2012 from <<http://www.generationsforpeace.org/UserPages/MenuDetails.aspx?MenuID=110>>

“Whereas the ten-day camps are meant to foster new change agents, the advanced trainings are intended to further educate existing Pioneers.”

“Qalqiliya was the most conservative of the Palestinian cities visited, thus getting women to participate in GFP programming is especially challenging. According to the Pioneer heading the programme, while the numbers of female participants are increasing, the stigma that surrounds women’s involvement in activities outside the home continues to hinder GFP’s progress in Qalqiliya.”



the international camps and we take from them... but, we need to attend the Advanced Training in Amman ourselves to get more knowledge from the source.”¹⁷

Whereas the ten-day camps are meant to foster new change agents, the advanced trainings (frequently held in Amman) are intended to further educate existing Pioneers. Often times, those Pioneers who were trained on the ground – who have not attended an international camp – are invited to attend the Advanced Training.¹⁸ According to the second generation Pioneers in Qalqiliya, they were not adequately trained by the first generation Pioneers in Palestine and thus need to attend an Advanced Training; accordingly, it is because of their poor training that they provide “inadequate” workshops to the new Delegates. That Pioneers in Qalqiliya (and according to interview responses, Jenin and Bethlehem as well) attribute the low level of Delegate training to the fact that they themselves have been given insufficient training reveals a serious flaw in the cascading approach; if one set of Pioneers lacks satisfactory training there will inevitably be a ripple effect.

When the Delegates were asked to discuss why the local training workshops were “inadequate”, several from Jenin claimed that they were too complicated and that they did not consider the culture and education levels in the city itself. And, when asked the same question, the overwhelming response by the Delegates of Bethlehem was that the workshops were too difficult for them to comprehend. This noted, the question arises, are workshops in Palestine poorly received because the material granted at the international camps and advanced-level trainings is too difficult? Or is it because the teachings are not applicable on the ground? Delegates in Bethlehem also revealed that the training sessions held in Palestine were too spread out: “the gap between each workshop and the second one makes it impossible to catch up all the time... the last workshop that was done was back in March and they just conducted another one in July so it’s hard to remember”.¹⁹ Perhaps then the problem is not complex material as much as it is irregular training. While “inadequate” training was not the number one obstacle in any of the three Palestinian cities visited, GFP vests much in the cascading approach and thus monitoring its success in Jenin, Qalqiliya and Bethlehem is imperative.

In terms of region-specific tribulations the volunteers of Qalqiliya find two obstacles particularly challenging during the execution of their GFP programmes: societal notions of gender and a lack of resources. As has already been mentioned, Qalqiliya was the most conservative of the Palestinian cities visited and the effects of this are felt primarily by local women: Muslim women are expected to take the veil, curfews are imposed upon them, and it is considered inappropriate for a woman to be seen in public with a man to whom she bares no relation. Thus, getting women to participate in GFP programming is especially challenging in Qalqiliya. According to the Pioneer heading the Sport for Peace Programme for Mothers and Youth in this city, while the numbers of female participants are increasing, from eight to thirty, the stigma that surrounds women’s involvement in activities outside the home continues to hinder GFP’s progress in Qalqiliya.²⁰ For

¹⁷ Interview with interviewee 21. Office of the Women’s Development Organisation, Qalqiliya, West Bank. 14 July 2012.

¹⁸ The most recent Advanced Trainings were held in Amman, Jordan in October 2012 and April 2013.

¹⁹ Interview with interviewee 30. Peace Centre, Bethlehem, West Bank. 15 July 2012.

²⁰ Interview with interviewee 29. Peace Centre, Bethlehem, West Bank. 15 July 2012.

example, some women are not allowed to participate while others can only do so if they are escorted to and from the programme premises. In addition to the issue of gender inequality, 33% of those who completed the questionnaire mentioned unsuitable facilities and inadequate tools (which include basic equipment, food and transportation) as a challenge to Qalqiliya-based programming. While little can be done about the facilities available, according to those interviewed in Qalqiliya the problem of inadequate tools stems from a lack of financial aid. One Pioneer stated, "We need further financial services to cover the costs of transportation for participants and volunteers."²¹

The questionnaires from Jenin show a similar concern from the local Pioneers and Delegates, that of inadequate materials and unsuitable locations. The most popular answer to the question, "what challenge(s) do you face during the execution of your GFP programmes?" was location; according to our interviewees, two Pioneers and three Delegates, all available venues are outdoors which, due to the extremely hot weather common in Jenin, makes for an unfavourable circumstance. As I observed during my time in Jenin, not only does the weather make it difficult for the Pioneers to conduct the programmes, it contributes to a frustrated and distracted group of participants. The children observed in Jenin were constantly excusing themselves from the activities to find shade or a place to sit down. As for inadequate materials, just as was said in Qalqiliya, the Pioneers from Jenin mentioned a lack of financial aid: one Pioneer said, "resources are a big problem..."²²

While financial concerns seem significantly less according to the responses of volunteers in Bethlehem, it is important to note that the majority of those who completed questionnaires in this region were Delegates and would have little, or no, understanding of GFP programme costs.

As well as cost, another common barrier to the success of GFP interventions in Qalqiliya, Jenin and Bethlehem alike is apathy amongst participants. When asked why the children and youth are indifferent to GFP ideals, all but one interviewee answered with "I do not know". The one Delegate who provided a response stated that, "in most programmes there are 150-200 children, and this makes it hard to convey the message to them."²³ That only one Delegate possessed insight into this problem reveals that the majority of Pioneers and Delegates do not consciously concern themselves with participant satisfaction, it also discloses a possible lack of communication between participants and GFP volunteers in Palestine; this speaks volumes about the degree of M&E preparedness in Palestine.

In addition to shared obstacles, the questionnaires completed in Bethlehem reveal that the city faces several unique challenges to Qalqiliya and Jenin: in particular, time demand, and the name "Generations For Peace". When asked to elaborate upon the problem of "time", one Pioneer stated, "most of the time I face the problem that I receive a call that I have to train or participate the next day... as well, I will have six consecutive workshops and then six months between them."²⁴

21 Interview with interviewee 21. Office of the Women's Development Organisation, Qalqiliya, West Bank. 14 July 2012

22 Interview with interviewee 1. Office of CACNS, Jenin, West Bank. 12 July 2012.

23 Interview with interviewee 9. Peace Centre, Bethlehem, West Bank. 15 July 2012

24 Interview with interviewee 6. Peace Centre, Bethlehem, West Bank. 13 July 2012



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Women's participation in sport-based programming can help achieve the MDG seeking to 'promote gender equality & empower women' #MDGMomentum



Watch & Share

MDG no. 3 is all about gender equality and empowering of women and girls:
<http://bit.ly/1u0z2t4>



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Useful resource:
Promote Gender Equality and Empowerment of Women Fact Sheet:
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“ In her interview, a Pioneer from Nablus who volunteers primarily in Bethlehem stated, “we have a big problem with the word ‘peace’... people understand it to mean we are working to gain peace with Israel and so a lot of people push you away.”

“ Interestingly however, when asked if they would like to change the name of Generations For Peace the Pioneers in Bethlehem unanimously said “no”; one stated, “We do not have to change our name, we have to change the mindset of population.”



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According to this Pioneer, the line of communication between the GFP lead Pioneer in the West Bank (based in Ramallah) and the rest of the GFP volunteers is weak resulting in a constant state of disorganisation. While she did not provide the reasons behind this poor communication, she did state that the sporadic nature of programmes and trainee workshops was a direct result of it. The fact that the volunteers receive insufficient notice before programmes was echoed by several Delegates in the focus group conducted on 13 July 2012; the Delegates argued that the randomness of local GFP interventions and training workshops often cause conflict with their university schedules.²⁵

In addition to a demand on the time of volunteers, it appears as if the name, “Generations For Peace”, acts as a challenge for the volunteers in Bethlehem. In her interview, a Pioneer from Nablus who volunteers primarily in Bethlehem stated, “we have a big problem with the word ‘peace’... people understand it to mean we are working to gain peace with Israel and so a lot of people push you away.”²⁶ According to this Pioneer, and several other interviewees, the fact that Bethlehem is hotly contested territory contributes to the tension existing around the word “peace”. During my observations in Bethlehem I witnessed an interesting conversation that confirmed this notion: as the local Delegate and I entered the Nativity Church we were stopped by a security guard who – having seen some 20 GFP volunteers come in and out of the church that afternoon – wondered what organisation we belonged to. As soon as the Delegate mentioned the word salaam (Arabic for ‘peace’) the guard began questioning, “Peace for who?” “Where are you from?” “Why are you visiting the church?” Interestingly however, despite a suspicious audience, when asked if they would like to change the name of Generations For Peace the Pioneers of Bethlehem unanimously said “no”; one stated, “We do not have to change our name, we have to change the mindset of the population.”²⁷

In sum, after having noted what the Pioneers and Delegates of Jenin, Qalqiliya, and Bethlehem understand the region specific and general goals of GFP to be, it becomes obvious that a “clear, shared, precise and focused articulation” of the Generations For Peace mandate and method is lacking in Palestine. While each of the regions monitored demonstrated awareness about the local issues, the percentage of volunteers who knew how GFP aimed to alleviate those problems was surprisingly low. If the cascading approach was functioning as GFP envisioned, the number of volunteers who answered “I do not know” to the question, “how will your intervention lead to the changes you wish to see?” would not be above 20% in both Qalqiliya and Bethlehem. While the Pioneers and Delegates of Jenin fared much better when asked the same question, with only 12% responding with uncertainty, in an ideal situation all GFP volunteers should understand the mandate of the institution with which they are affiliated. However, that more than 50% of the volunteers in all three Palestinian cities were familiar with the GFP objectives of youth leadership, community empowerment, active tolerance, and responsible citizenship should be celebrated. This statistic suggests that the majority of Palestinian volunteers grasp GFP’s approach and share a clear understanding of its mandate.

25 Focus group interview. Peace Centre, Bethlehem, West Bank. 13 July 2012.

26 Interview with interviewee 8. Peace Centre, Bethlehem, West Bank. 13 July 2012.

27 Interview with interviewee 7. Peace Centre, Bethlehem, West Bank. 13 July 2012.

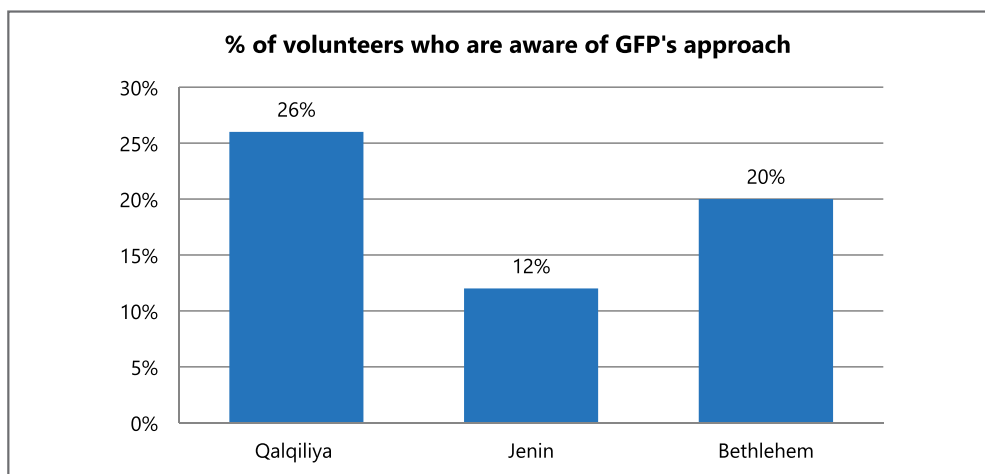


Figure 4: The percentage of volunteers who are aware of GFP's approach

6.1.2. Partners and Stakeholders

Unfortunately, regarding the familiarity of the partner organisation with GFP's mandate and method, the results are not so promising. The partner of GFP in Palestine is OVP, "an international grassroots movement that amplifies the voice of mainstream Israelis and Palestinians, empowering them to propel their elected representatives toward the two-state solution."²⁸ While the partnership with OVP has allowed GFP access to numerous convenient resources – including access and support from various local implementers and access to venues – the mandates of the two organisations are markedly different. Within the West Bank, GFP seeks to foster unity between the various Palestinian communities ultimately aiding in the creation of a unified society; unlike OVP, GFP does not speak to Palestinian relations with Israel or the Occupation and remains removed from Palestinian politics. However, on the ground in the West Bank, the understanding of GFP's mandate has been blurred. Not only did three of the Delegates interviewed state "ending the occupation" to be the long-term goal of GFP, when asked what he understood the goals of GFP in Palestine to be OVP's director stated, "In our partnership with GFP we work towards the goal of ending the military occupation and building independent Palestinian state."²⁹ While it should not be ignored that several local implementers do understand GFP's approach and hold similar objectives themselves, such as QWA and CACNS who seek to "develop cooperation between local people", that GFP's partner has misunderstood the organisation's mandate, whether intentionally or unintentionally, is a problem that must be addressed.³⁰ According to the CEO of CACNS, GFP's association with OVP has hindered the success of their joint initiatives; he claimed, that the programme currently underway in Jenin had been denied permission to use a specific venue at the last moment (which contributed to the disorganised session observed on 12 July) because the facility owner learnt of GFP's connections to OVP.³¹ And, in his interview, the GFP lead Pioneer in the West Bank spoke of GFP losing volunteers because they do not wish to be affiliated with OVP.³²

“ While the partnership with OVP has allowed GFP access to numerous convenient resources - including access and support from various local implementers and access to venues - the mandates of the two organisations are markedly different. Within the West Bank, GFP seeks to foster unity between the various Palestinian communities ultimately aiding in the creation of a unified society. unlike OVP, GFP does not speak to Palestinian relations with Israel or the Occupation and remains removed from Palestinian politics.”

While the reason behind OVP's misunderstanding of GFP's mandate is uncertain,

28 OneVoice, [Onevoicemovement.org](http://www.onevoicemovement.org). Retrieved on 20 August 2012 from: <http://www.onevoicemovement.org>.

29 Interview with OneVoice Palestine Director. OneVoice Offices, Nablus, West Bank. 15 July 2012.

30 Interview with QWA employee. Office of the Women's Development Organisation, Bethlehem, West Bank. 14 July 2012.

31 Interview with CACNS director. Office of CACNS, Jenin, West Bank. 12 July 2012.

32 Interview with interviewee 28. Peace Centre, Bethlehem, West Bank. 15 July 2012.



Tweet it

**Why #M&E in
#Peacebuilding?
Simply put, if you
don't know what is
causing the problem,
you must ask #GFP
#InstituteGFP**

“ Before GFP begins to institute M&E internally, the organisation needs to understand how familiar the volunteers are with monitoring tools such as indicators and baselines, and how well acquainted they are with processes of data collection. Based on how well they monitor their programmes at present, GFP can decide on the level of training their Pioneers and Delegates require for the future.”



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the responses given to the question, “what obstacles do you face in the execution of your interventions?” suggest that the vague understanding of GFP’s vision held by a sizable portion of volunteers is a result of an inadequate application of GFP methods in Palestine. As has been detailed, the cascading approach rests on the assumption that certified Pioneers will provide high quality training to Delegates who will in turn become Pioneers and train further Delegates. However, as has become evident from both questionnaires and interviews, second generation Pioneers and third generation Delegates are not receiving the same standard of training as those before them and, as a result, many current volunteers do not possess a clear understanding of GFP’s approach and mandate. Ultimately, GFP’s espoused theory of change is not being implemented properly on the ground and the consequence is ill equipped Pioneers and Delegates. If GFP wishes to continue the production of quality Pioneers that implement high calibre programming, the cascading approach must be subject to regular M&E. This inadequate monitoring of the cascading approach relates to the second major obstacle faced in Qalqiliya, Jenin and Bethlehem, that of participant apathy. If an organised and ongoing process of M&E were in place in Palestine the Pioneers and Delegates would not only be acquainted with GFP’s mandate, they would also be familiar with the method of utilising participant feedback to better their programming. The indifference demonstrated by the children in Palestine can only be resolved through dialogue – simply put, if you do not know what is causing the problem, you must ask.

6.2 The Possibility of Internal M&E: Palestine

Having noted several reasons as to why regular M&E in the West Bank is necessary, including the ensuring of a successful cascading approach and the resolution of participant apathy, this section will discuss the Palestinian volunteers’ level of preparedness for conducting M&E themselves in the future. Before GFP begins to institute M&E internally, the organisation needs to understand how familiar the volunteers are with monitoring tools such as indicators and baselines, and how well acquainted they are with processes of data collection. Based on how well they monitor their programmes at present, GFP can decide on the level of training their Pioneers and Delegates require for the future. In addition to their familiarity with monitoring, this portion of the report will detail the degree to which GFP Pioneers currently understand modes of, and the value gained from, evaluation. Do GFP volunteers in the West Bank seek out and incorporate participant feedback? Do they conduct intergroup reflection? And do they understand how these forms of evaluation can be utilised to improve their interventions in the long term?

6.2.1 Indicators

According to Cheyanne Church and Mark M. Rogers, “an indicator is a quantitative or qualitative factor or variable that provides a simple and reliable means to reflect the changes connected to an intervention.”³³ More simply put, indicators are clues or markers that are used to measure change. For successful M&E to take place specific goals should be laid out prior to an intervention and certain indicators, which relate to those goals, should be selected. Thus, if the goal is increased cooperation between divergent Palestinian groups (as is a mandate of GFP), indicators like the number of communities represented in programmes should be selected prior to an intervention and monitored throughout.

³³ Church and Rogers, “Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs,” Search for Common Ground, (Washington, 2005) p.44.

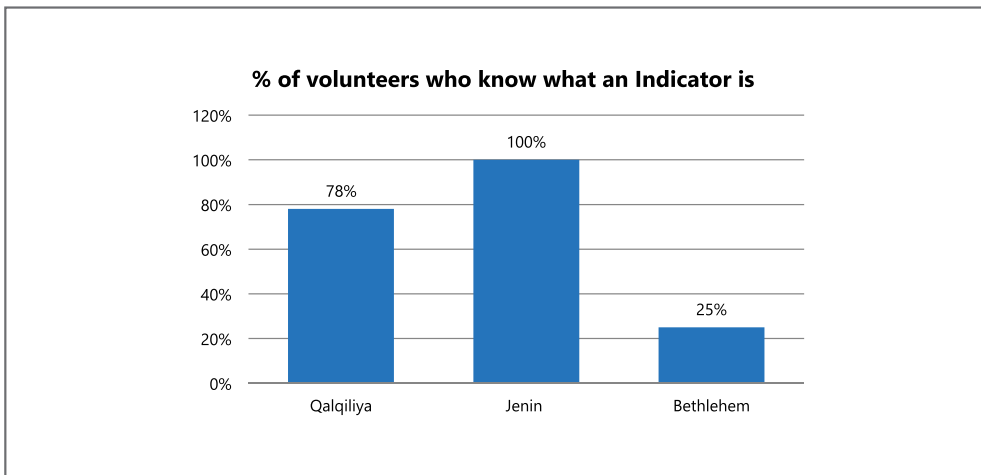


Figure 5: The percentage of volunteers who know what an indicator is

When asked whether they understood what an indicator was, the responses given by the Pioneers and Delegates of Qalqiliya, Jenin and Bethlehem were very telling. The numbers on the above chart suggest that 75% or more Pioneers and Delegates in Palestine are familiar with this important M&E tool. However, when asked to provide examples of indicators used to assess their GFP interventions the responses given demonstrated an incomplete understanding of the term indicator. In Qalqiliya, 33% of those who completed questionnaires understood feedback of participants to be an indicator of success; however feedback cannot be considered a reliable marker for measuring development. Ideal indicators should be context specific, refined and measurable – the broader the indicator the less reliable it is when revisited for evaluation. Thus feedback, as well as “happiness of participants”, due to its general nature, cannot be used as an indicator expected to reflect changes connected to an intervention. The questionnaires completed in Jenin revealed a similar understanding: happiness and feedback constituted 83% of the responses given to the question, “what indicators do you use to measure the success of your interventions?” Thus, although all those who completed questionnaires in Jenin claimed to know what an indicator was, less than 20% could correctly identify one. Unfortunately, the Pioneers and Delegates in Bethlehem were equally ill informed regarding indicators. As was the case in Qalqiliya and Jenin, the volunteers in Bethlehem mistook objectives – such as the happiness of participants, unity and cooperation – for indicators.



Ideal indicators should be context specific & measurable-the broader the indicator the less reliable when revisited 4 evaluation #GFP #M&E

“GFP volunteers in Palestine are familiar with conflict assessment: determining whether or not an intervention is required and what sort of intervention should be organised based on the type of situation at hand. While conflict assessment is important, as it ensures that all volunteers are familiar with the challenges an intervention may face, it does not act as an important M&E tool.”

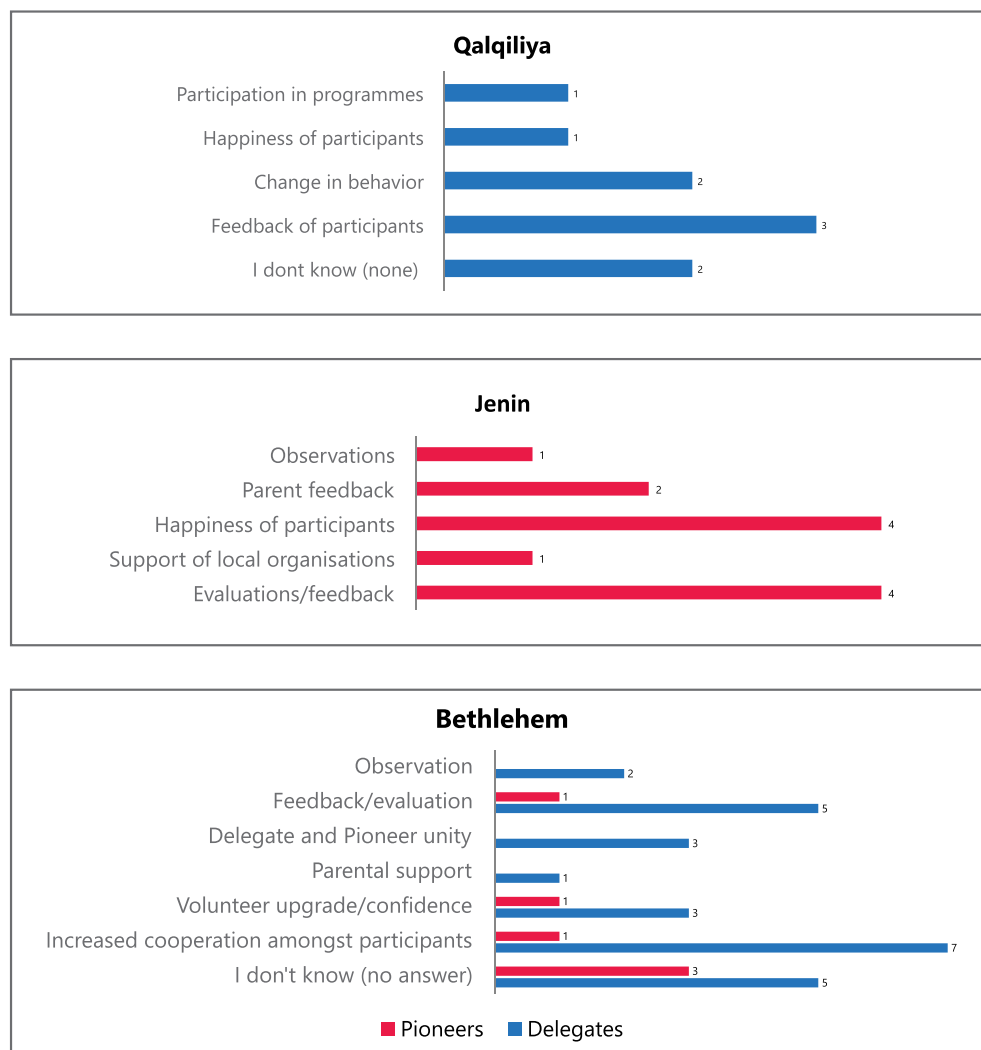


Figure 6: What indicators do you use to measure the success of your interventions?

In the future, for successful monitoring to be conducted on the ground in the West Bank, the Pioneers and Delegates of Palestine require in-depth sessions on selecting SMART (simple, measurable, achievable & agreed by all, relevant and time-bound) indicators.³⁴

6.2.2 Baseline

As we have already seen, the GFP volunteers in Palestine are familiar with conflict assessment: determining whether or not an intervention is required and what sort of intervention should be organised based on the type of situation at hand. While conflict assessment is important, as it ensures that all volunteers are familiar with the challenges an intervention may face, it does not act as an important M&E tool. Rather, establishing a baseline – which builds upon the knowledge gained in a conflict assessment – is integral to successful monitoring and evaluation.

³⁴ G.T. Doran, “There’s a S.M.A.R.T. way to write management’s goals and objectives,” *Management Review*, vol. 70, Issue 11(1981) p. 35–36.

	Conflict Assessment	Baseline Study
Why?	Understand key factors and actors Inform strategy	Establish the status of the intended changes as a point of comparison
Who?	Staff, external consultants, or blend	Ideally, this is the same person who will conduct evaluation
When?	Before the project design	After the design and before the implementation
Where?	Ideally in the conflict area, though desk-based if possible	Conflict area

Figure 7: Conflict assessments vs. baseline studies

As the above diagram explains, while a conflict assessment informs strategy, a baseline study forms a point of comparison for M&E data.³⁵ In order to measure change in selected indicators as a result of an intervention, the situation prior to implementation must be documented. Without recording the status of indicators before a programme, how can one conclude that changes have, in fact, occurred? While the GFP volunteers in Palestine have not been conducting baseline studies prior to their programmes, the fact that they excel at conflict assessment is encouraging (see the graph entitled “What are the specific changes you wish to see in your community?”). As the Pioneers and Delegates of Qalqiliya, Jenin and Bethlehem understand the key conflicts in their regions, the task of documenting these conflicts and monitoring them during and post intervention should not be challenging for them.

6.2.3 Quantitative vs. Qualitative Data Collection

Since GFP’s inception, it has emphasised the collection of quantitative data; GFP’s Headquarters in Amman encourages volunteers to record the number of Pioneers certified, Delegates mentored, programmes conducted, and participants involved in its numerous interventions around the world. Thus, collecting statistical information, including the participants’ names, ages and other relevant information in any given GFP programme, has become habit for the Pioneers and Delegates in Palestine. Unsurprisingly, all of the Pioneers interviewed, from all three cities, mentioned the recording of this basic information when asked, “what processes of collecting data do you currently have in place?” In addition to general information on participants, the GFP volunteers keep records of the various inputs (such as materials, finances and the number of volunteers involved); this data is then sent to the GFP lead Pioneer based in Ramallah who is expected to process those into narrative reports detailing the success of local programmes, and deliver this information, together with photos and videos, to his colleagues at GFP Headquarters. However, while they collect quantitative data, the volunteers in Palestine practise few processes of qualitative data collection. Unfortunately, surveys surrounding Pioneer and Delegate satisfaction and the recording of Most Significant Change stories by the participants are completely absent. While photos and videos are taken, mostly with personal devices, surveys about quality of workshops and trainings are administered, and interviews are conducted with participants, this data is not organised nor stored; instead, several photos are at the

35 Church and Rogers, “Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs,” Search for Common Ground, (Washington, 2005) p.63.



Tweet it

The MSC Technique was developed by Rick Davies “The Most Significant Change Technique: A Guide to its Use” <http://bit.ly/1qLaB1a>

“ In order to measure change in selected indicators as a result of an intervention, the situation prior to implementation must be documented. Without recording the status of indicators before a programme, how can one conclude that changes have, in fact occurred? ”



“Whereas comparing indicators pre and post intervention will reveal whether or not progress has been made, observation allows for the mapping of that change as it occurs.”

home of a Nablus-based Pioneer while others are at the OVP office, similarly half of the recorded interviews are filed at the office of the QWA while the other half have been misplaced. According to the lead Pioneer, the reason for this disorganisation is that, “collecting data is not the main concern for us in Palestine... it is not our main priority as we are still trying to find a foundation that could make change.”³⁶ This comment speaks volumes about the understanding of M&E by the Pioneers and Delegates in Palestine as the very purpose of data collection is to monitor, and ultimately effect, change. For GFP’s senior most Pioneer in Palestine to think data collection is not a priority confirms the need for M&E education in the West Bank.

6.2.4 Observations

While interviews, surveys and questionnaires are important approaches that GFP volunteers will have to adopt for successful monitoring in the future, a qualitative method that is equally useful for monitoring is observation. If used correctly, after constructing a list of important activities to watch for, observation permits the observer keen insight into how and why changes are happening. Whereas comparing indicators pre and post intervention will reveal whether or not progress has been made, observation allows for the mapping of that change as it occurs.

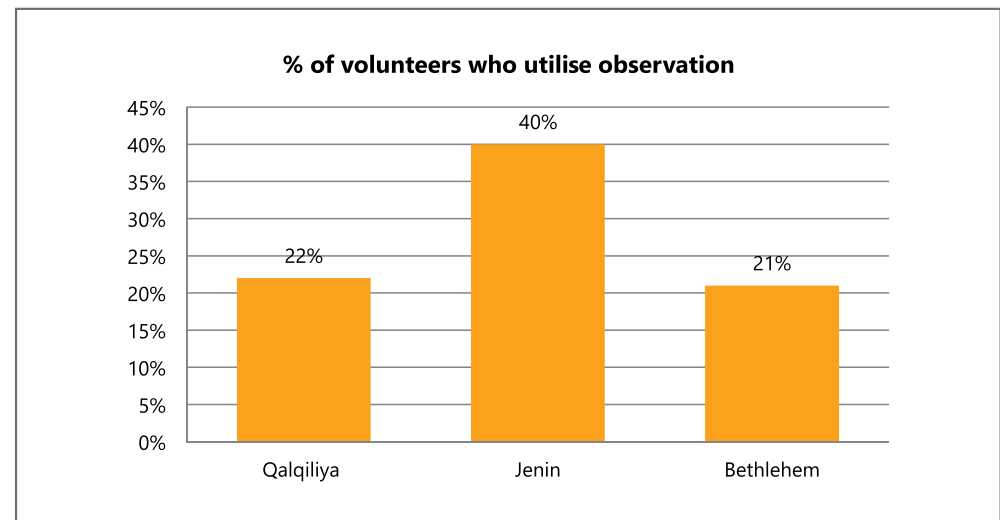


Figure 8: The percentage of volunteers who utilise observation

When asked, “how do you know that your programme has been successful?” over 20% of those who completed questionnaires in Qalqiliya, Jenin and Bethlehem confirmed the use of observation. Interestingly, even those Pioneers and Delegates who did not outright state observation referenced a specific observation, such as “happier participants” and “increased cooperation”, as the answer to the aforementioned question. If this information is considered, the percentages of Pioneers and Delegates who consider observation an important means of monitoring progress during an intervention increases to 66%, 90% and 76% in Qalqiliya, Jenin and Bethlehem respectively. When asked to give an example of an observation, one Bethlehem-based Pioneer discussed how she regularly observes improved interactions amongst participants: “you know you are making progress when the children are interacting better amongst themselves.”³⁷ Also, a Pioneer from Jenin claimed to have witnessed a decrease in the level of discrimination between participants by the close of the last SPPC.

³⁶ Interview with interviewee 28. Peace Centre, Bethlehem, West Bank. 15 July 2012.

³⁷ Interview with interviewee 8. Peace Centre, Bethlehem, West Bank. 13 July 2012.

Not only is the percentage of GFP volunteers who utilise observation during programming high, the number of Pioneers and Delegate who use observation to critique their interventions is equally impressive.

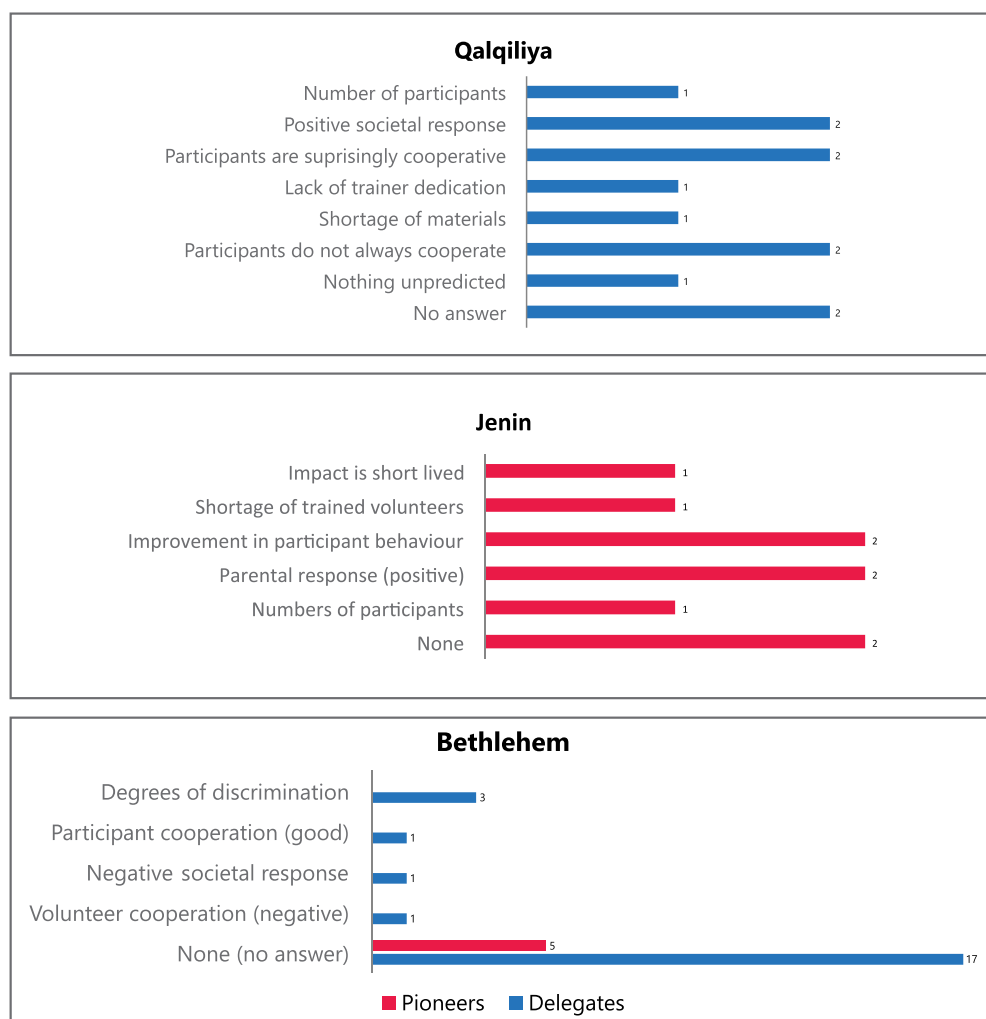


Figure 9: Have you had any results, positive or negative, from your intervention that you did not predict?

While the responses given are revealing, the most imperative to note in the above charts, for the purposes of monitoring preparedness, is the fact that in Qalqiliya and Jenin over 75% of those who completed questionnaires utilised observation to assess their GFP programming. That Pioneers and Delegates noted changes in participant behaviour, volunteer dedication, and parental involvement as consequences of their programming reveals their correct administration of the monitoring tool of observation. When the Qalqiliya- and Jenin-based Pioneers and Delegates begin to monitor their own interventions, they will most definitely excel at observing change, whether desired or undesired. The situation in Bethlehem, with only 39% claiming to have witnessed unexpected change through their GFP interventions, suggests a weaker understanding of observation in Bethlehem than in Qalqiliya and Jenin. However, before assuming that 61% of GFP volunteers in Bethlehem did not make observations it is important to note that observation is not simply the recording of developments, noticing a lack of change is equally important. It is possible that a portion of those who responded with “nothing unexpected observed,” meant that their GFP interventions result in only desirable and expected outcomes. While this cannot be confirmed, as the data on this matter was not collected, overall, the level of M&E preparedness in Palestine, with regard to this integral method of qualitative data collection, is excellent.



Tweet it

Volunteers noted changes in participant behaviour, volunteer dedication, parental involvement as consequence of their #GFP programming

“ The percentage of Pioneers and Delegates who suggested observation as an important means of monitoring progress during GFP programming was 66%, 90%, and 76% in Qalqiliya, Jenin, and Bethlehem respectively.”



“ Observation is not limited to monitoring short-term change; observing indicators from the baseline to the conclusion of an intervention can provide a keen insight into the causes, relevance and effectiveness of any given change.”

6.2.5 Monitoring vs. Evaluation

The tools discussed above as methods of monitoring are equally essential to the second part of M&E, evaluation. The monitoring conducted throughout the lifespan of an intervention is not simply to inform day-to-day decision making and to ensure accountability, the data collected through the various means of monitoring is fundamental to an informed evaluation; “monitoring and evaluation are different sides to the same coin.”³⁸ For example, observation is not limited to monitoring short-term change; observing indicators from the baseline to the conclusion of an intervention can provide a keen insight into the causes, relevance and effectiveness of any given change (evaluation). Only by evaluating GFP programming can the Pioneers and Delegates decide how to strengthen their interventions in the future.

	Monitoring	Evaluation
What is it?	Ongoing collection and analysis of data on progress toward results, changes in the context, strategies, and implementation	Reviewing what has happened and why, and determining relevance, efficiency, effectiveness, impact, etc.
Why do it?	Inform day-to-day decision making, adjust programme design, and inform periodic planning Accountability and reporting	Strengthen future programming Provide evidence of success Deepen our understanding of how and why things work
Who does it?	Programme staff and /or partners and / or participants	External consultant, staff, participants or combination of these groups
When to plan	At design stage	Core decisions taken at design stage and refined prior to implementation
When to implement	Throughout the programme – periodically, frequently or continuously	Mid-term (formative) Completion (summative) After completion (impact)

Figure 10: What is Monitoring and Evaluation?³⁹

38 Church and Rogers, “Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs,” Search for Common Ground, (Washington, 2005) p.82.

39 CARE International UK, “Peacebuilding with Impact: Defining Theories of Change,” (January 2012) p.4.

6.2.6 Lessons Learnt

An important means of evaluating, which can be utilised during the monitoring stages but is most effective for assessment, is feedback. Feedback, whether through one-to-one interviews, questionnaires or focus group discussions, grants those leading an intervention access to the feelings and perspectives of the other players involved. What do the partner organisations expect out of GFP interventions? Are participants grasping the ideas that the GFP Pioneers and Delegates were trying to impart? Are the Delegates satisfied with the leadership of their Pioneers? The answers to these, and numerous other questions, act as feedback for the improvement of programmes in the future. To understand whether or not the GFP Pioneers and Delegates in Palestine understand the importance of participant and colleague comments and criticisms, the following questions were asked in each of the interviews conducted:

- Do you currently conduct any “lessons learnt” processes? What are they?
- Are the mechanisms for reflection/approaches to lessons learnt that you implement aiding in the improvement of your programme?
- After reflection do you adjust your inputs according to what you learn? Do you ever adjust the theory of change itself? Which is more common?
- How could your methods of reflection and learning be improved? What adjustments could be made to them?

The responses to these questions from the Pioneers and Delegates in Qalqiliya, Jenin and Bethlehem were very encouraging. As can be seen in the graph below, 100% of those interviewed in Qalqiliya and Jenin said that collecting feedback from both participants and parents was necessary and claimed that they sought out comments to improve future programming. In Bethlehem, three of the four volunteers interviewed understood the importance of feedback to the betterment of GFP interventions.

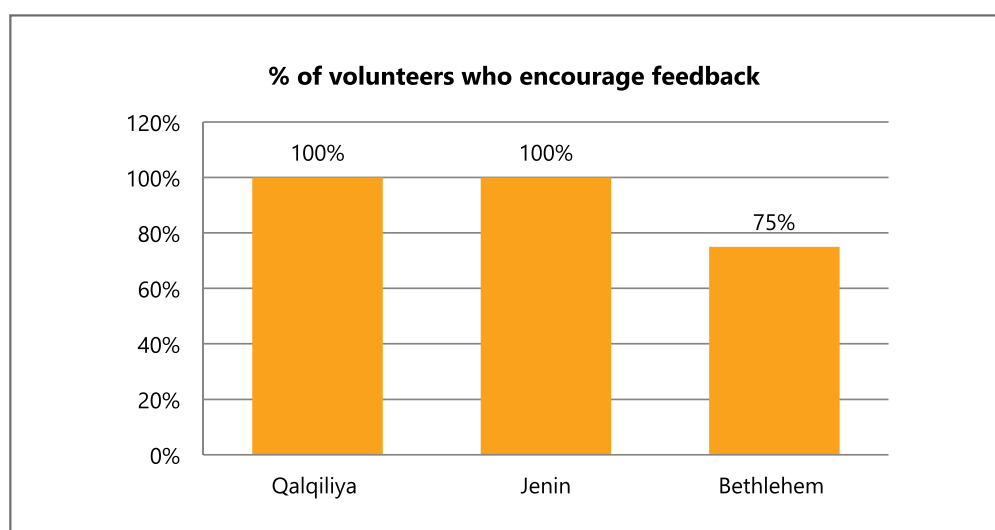


Figure 11: The percentage of volunteers who encourage feedback

When asked, “Do you currently conduct any “lessons learnt” processes? What are they?” all of those interviewed mentioned a mechanism for lessons learnt (or feedback assessment). Not only does this statistic suggest that evaluation is already underway in Qalqiliya, Jenin and Bethlehem, the fact that there were only two processes mentioned – specifically implementers evaluation and community-

“ Feedback, whether through one-to-one interviews, questionnaires or focus group discussions, grants those leading an intervention access to the feelings and perspectives of the other players involved.”

“ 100% of those interviewed in Qalqiliya and Jenin said that collecting feedback from both participants and parents was necessary and claimed that they sought out comments to improve future programming.”



Tweet it

Why should you evaluate post-programme? GFP believes that doing so is essential to strengthening future interventions

46



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institute

based evaluation – suggests that the Pioneers and Delegates in all three cities are consistent in their approach. The majority of those interviewed, from all three cities, mentioned group evaluation as the primary “lessons learnt” mechanism in Palestine. When asked to give further information on this approach, a Pioneer from Jenin stated, “At our first meeting we plan the activity we wish to do... then, after the programme itself – we discuss what the good things and bad things that happened were; what did people have to say? Did we achieve our goals?”⁴⁰ This explanation was echoed by all of those who were asked to elaborate on group evaluation, confirming that an organised process of feedback collection is ongoing in Qalqiliya, Jenin and Bethlehem. In fact, the professionalism witnessed at a post-intervention evaluation session (held after the Jenin session of 12 July 2012) was both impressive and professional. At this session, the Pioneers and Delegates were openly critical of the session and of each other; perhaps most interesting was the fact that the GFP lead Pioneer facilitating the discussion made mention of several errors that had been repeated, or rectified, since the last programme – this made clear that lessons were actually being learnt.

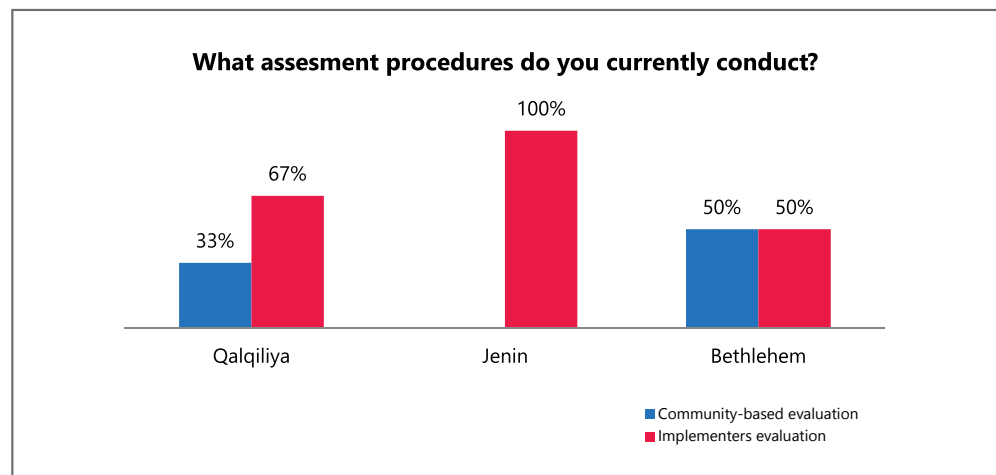


Figure 12: What assessment (lessons learnt) procedures do you currently conduct?

While organised methods of feedback collection are underway in the various cities of Palestine, whether change is actually made post intervention, as a result of this feedback, is uncertain. When asked, “Are the mechanisms for reflection on lessons learnt that you implement aiding in the improvement of your programme?” the responses were vague. In Qalqiliya and Jenin, 100% of those interviewed claimed to use feedback for programme improvement, however not one Pioneer or Delegate could give an example of how. In Bethlehem, two out of four interviewees stated that they used the comments and criticisms received during the group evaluations to better their future interventions; however, neither could elaborate. Interestingly, the other 50% of interviewees in Bethlehem were critical, one stated, “if you have a debrief it is not that valid... in most cases the Pioneers have clashes amongst themselves as everyone sees things in a certain way... it is too disorganised to be useful.”⁴¹ While she felt that the debriefs were unproductive due to the Pioneers and Delegates themselves, her colleague was critical of group evaluation because the information collected was too superficial, “We need to understand and discuss what they [the participants, parents, partners] liked and what they did not like in order to improve our work and to improve ourselves.”⁴²

40 Interview with interviewee 1. Office of CACNS, Jenin, West Bank. 12 July 2012

41 Interview with interviewee 6. Peace Centre, Bethlehem, West Bank. 13 July 2012.

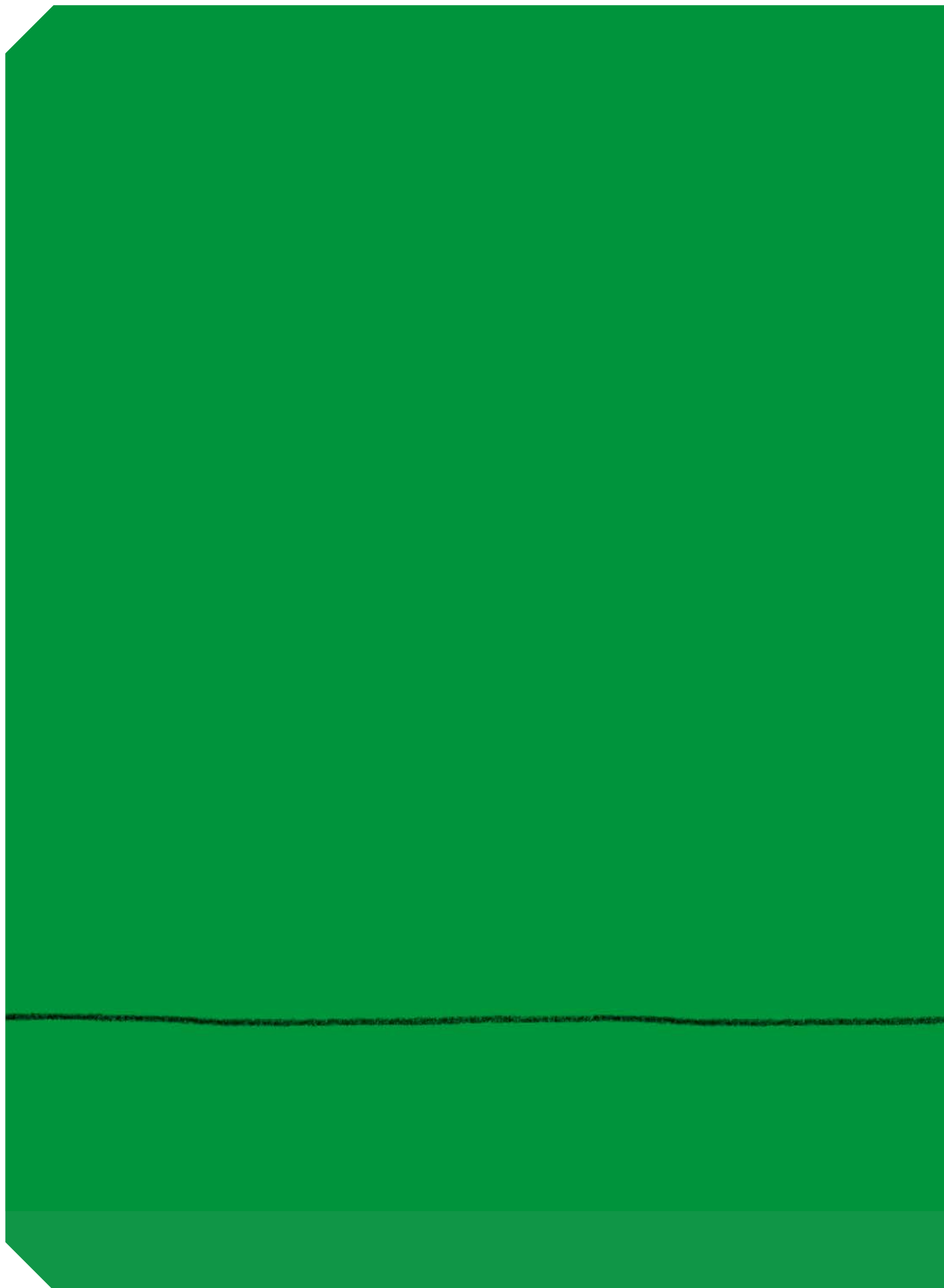
42 Interview with interviewee 8. Peace Centre, Bethlehem, West Bank. 13 July 2012.

Unfortunately, it appears based on what was said, and what was not said in the one-to-one interviews, there is much room for improvement to the current methods of reflection and learning in Palestine. Although there are good methods of feedback collection in place in all three cities, specifically implementers evaluation and community-based evaluation, the feedback being collected is not being built upon. Ultimately, inputs are not being adjusted according to lessons learnt. For successful evaluation to be conducted in Qalqiliya, Jenin and Bethlehem, workshops on how to use feedback are imperative.



“ There is much room for improvement to the current methods of reflection and learning in Palestine. Although there are good methods of feedback collection in place in all three cities, the feedback being collected is not being built upon. Ultimately, inputs are not being adjusted according to lessons learnt. For successful evaluation to be conducted in Qalqiliya, Jenin and Bethlehem, workshops on how to use feedback are imperative.”





7.

Conclusion and

Recommendations



“In the West Bank in particular, GFP is a step ahead of other organisations who seek to rectify Palestinian-Israeli relations as the organisation realises that, for long-term change in the region, there first needs to be harmony within the West Bank itself.

Only after there is reconciliation between the disparate Palestinian communities (which will occur through awareness and education) can they stand in harmony against any larger issues they may face.”



© GFP 2011 | The West Bank, Palestine | Photo by Richard Juilliant

Generations For Peace is a remarkable organisation that promotes youth leadership, community empowerment, active tolerance, and responsible citizenship in conflict-ridden societies around the world. Through both advocacy and sport programmes, GFP seeks to equip troubled communities with the tools necessary to create for themselves a long-term and sustainable change. In the West Bank in particular, GFP is a step ahead of other organisations who seek to rectify Palestinian-Israeli relations as the organisation realises that, for long-term change in the region, there first needs to be harmony within the West Bank itself. Only after there is reconciliation between the disparate Palestinian communities (which will occur through awareness and education) can they stand in harmony against any larger issues they may face.

In addition to having a great mandate, GFP's commitment to making a real and tangible change is made obvious by its investing in a long-term process of monitoring and evaluation. Realising that success cannot adequately be measured using quantitative data – the number of Pioneers produced, participants involved and interventions hosted – GFP established the Generations For Peace Institute opening the door to criticism, self-reflection and ultimately positive development. Realising that M&E is essential for ensuring high quality programming, for assessing the cascading approach, for strengthening future programming, as well as for appealing to donors and other stakeholders, GFP granted several students the opportunity to conduct ground level monitoring and assess the



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M&E preparedness of specific GFP interventions. I was granted the opportunity to monitor and evaluate the situation in Palestine.

My goal in this report has been to conduct M&E on the GFP programmes in the cities of Qalqiliya, Jenin and Bethlehem, and perhaps even more importantly, to assess the degree to which Palestinian Pioneers and Delegates are familiar with M&E practices themselves. While the results were not always positive, and much work is needed to ensure that the objectives of GFP are met successfully in Palestine, the overall condition of GFP programming in the West Bank is promising.

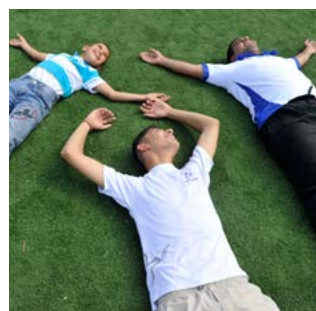
The passion held by the Pioneers and Delegates is admirable and the reach of the organisation is impressive; the raw material is definitely present in Qalqiliya, Jenin and Bethlehem for exceptional interventions in the future. With an increased number of refresher workshops and higher quality training, the Pioneers and Delegates who conduct the Sport for Peace Programmes in the West Bank will be better informed about GFP's mandate and approach and as a result be more confident in their programming. Interestingly, based on my M&E, rather than a problem with GFP's theory of change, the major obstacle in the West Bank is a poor implementation of the cascading approach on the ground.

Regarding their preparedness for conducting M&E themselves, the Pioneers and Delegates of the West Bank have much to learn. While they are better equipped in some areas (utilising observation and organising mechanisms of feedback) than others (identifying indicators and implementing feedback), the GFP volunteers in Palestine definitely require M&E education. However, I would argue that the amount of time it will take for these Pioneers and Delegates to adopt processes of M&E will be little. That the volunteers excelled at conflict assessment, and understood objectives (even if they confused them with indicators), demonstrates their familiarity with monitoring; they may not know the specific labels but the concept is one they are familiar with. The same can be said about evaluation; while the GFP volunteers were unsure how to utilise the feedback they collected, they have promising lessons learnt procedures in place. In summary, GFP does not have to start from square one in the West Bank as much of the groundwork is already in place.

In closing, I would like to commend GFP for opening itself up to external evaluation. This action demonstrates its commitment to thorough introspection; rather than assuming that its programmes are functioning perfectly around the world, GFP is taking the time to learn about its weaknesses so that it can improve upon them for the future. While GFP Headquarters in Amman has a large task before it, as educating the Palestinian Pioneers and Delegates on M&E procedures will be no small task, the organisation has already taken the first steps to a positive change.

“ While the results were not always positive, and much work is needed to ensure that the objectives of GFP are met successfully in Palestine, the overall condition of GFP programming in the West Bank is promising.”

“ The passion held by the Pioneers and Delegates is admirable and the reach of the organisation is impressive; the raw material is definitely present in Qalqiliya, Jenin and Bethlehem for exceptional interventions in the future.”



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9.

Appendices

Appendix A: Interviewee Reference Key:

Date:	12 July 2012	
Interviewees:	Two Pioneers	Interviewee 1, Interviewee 2
	Three Delegates	Interviewee 3, Interviewee 4,
	Interviewee 5	
	Local implementer	Director of CACNS
Date:	13 July 2012	
Interviewees:	Three Pioneers	Interviewee 6, Interviewee 7,
		Interviewee 8
	One Delegate	Interviewee 9
Focus group of six:		
	Pioneers	Interviewee 10, Interviewee 11,
		Interviewee 12, Interviewee 13,
		Interviewee 14, Interviewee 15
	Delegates	Interviewee 16, Interviewee 17,
		Interviewee 18, Interviewee 19
Date:	14 July 2012	
Interviewees:	Two Pioneers	Interviewee 20, Interviewee 21
	One Delegate	Interviewee 22
	Benefactor	Interviewee 27
	Local implementer	Employee of Qalqiliya Women's Association
Focus group of four:		
	Delegates	Interviewee 23, Interviewee 24,
		Interviewee 25
	Benefactor	Interviewee 26
Date:	15 July 2012	
Interviewees:	Two Pioneers	Interviewee 28, Interviewee 29
	One Delegate	Interviewee 30
	Partner organisation	OneVoice Palestine

A. Problem definition and Theory of change

A1. Do the Pioneers, Delegates, and Partners/stakeholders have a clear, shared, precise and focused articulation of:

A.1.1 the specific local context of their community?

A.1.2 its conflict/development challenges?

A.1.3 the precise specific changes they want to see in their community?

A.1.4 precisely how their proposed activity intervention will lead to their desired changes? ie. What is their "theory of change"?

Ex. "splash and ripple" model:

*inputs → (activity → outputs → outcomes → impact

Note: this is not a single activity model, nor a linear model of planned change: for sustained behaviour change it requires regular repeated activities and a spiral model of adaptive change with adjustments to activities and even entry points and targets over time.

A2. Upon reflection: What are their (and an independent researcher's own) thoughts on:

A.2.1 the validity of the "presenting problem"?

A.2.2 the utility of the espoused "theory of change"?

A.2.3 the match/gap between the espoused theory of change and the actual theory-in-use in the programme intervention?

B. Results Based Approach: Focus on Outcomes, impact and Sustainability

B1. Do the desired outcomes and impacts have "CREAM" (clear, relevant, economic, adequate, and monitorable) and "SMART" (simple, measurable, achievable and agreed by all, relevant and time-bound) indicators?

B2. Has baseline data been gathered? Are the data gathering processes working? What's not working?

B3. Is the programme demonstrating proven outcomes and impacts?

B4. What are the unintended or unexpected outcomes and impacts (positive and negative)?

B5. To what extent is it clear that the demonstrated outcomes and impacts were caused by the programme intervention as opposed to other factors?

B6. Are the positive outcomes and impacts cost-effective?

B7. Will the positive outcomes and impacts be sustained?

B8. Can the programme be replicated and scaled up?

C. Single and Double-Loop learning?

C1. What are the current mechanisms for reflection and learning by the stakeholders?

C2. Is there double-loop learning (reflecting on and adjusting goals and objectives and the theory of change itself) rather than just single-loop learning (reflecting on and adjusting inputs and produce to the outputs)?

C3. Are those mechanisms effective? – are reflections and lessons-learned actually leading to programme adjustment and improvement?

C4. How could the mechanisms for reflection and learning be more effective in leading to programme adjustment and improvement?

Appendix C: Questions for Semi-structured Interviews:

Set One: Problem definition and Theory of change

1. Can you tell me about the community within which you work?
2. What are the challenges and obstacles do you face during the execution of your projects?
3. What are you hoping to accomplish through these projects
4. How do you hope to achieve these changes?
5. Further questions to get an understanding include: Why do you do this? How do you know it is working? What is the long term result you are looking for? How do you think this programme allows you to achieve this?

Set Two: Results Based Approach: Focus on Outcomes, impact and Sustainability

1. How do you determine whether or not the outcomes and impacts (goals –short and long term) that you wish to achieve are met? What do you use to measure this success?
2. Do you have any processes of collecting data currently in place? If yes, do you have data gathering processes? What works and what do not?
3. Do you have any processes of collecting data currently in place? If yes, do you have data gathering processes? What works and what does not?
4. What evidence is there that the programme is successful, impactful?
5. Did you have any results from your programme that you did not foresee? What were they? Do they see them as good or bad?
6. How do you know that the outcomes and impacts you discussed (refer to the answer of question B1) are a result of the intervention and not other factors?
7. Do you feel that the outcomes of the programme are reasonable considering the financial cost and the time and effort put in?
8. Do you think that the results you have achieved through these interventions can be sustained? If so how?
9. If their answer is something along the lines of “with the aid of Generations For Peace”, ask: do you think these results will be maintained if Generations For Peace leave the area?
10. Do you think it is possible to replicate this programme in Gaza or elsewhere in Palestine? If so, what will be the challenges?

Set Three: Single and Double-Loop learning? [for Pioneers only]

1. Do you currently conduct any “lessons learnt” processes? What are they?
2. Are the mechanisms for reflection/approaches to lessons learnt that you implement aiding in the improvement of your programme?
3. After reflection do you adjust your inputs according to what you learn? Do you ever adjust the theory of change itself? Which is more common?
4. How could you improve your methods of reflection and learning be improved? What adjustments could be made to them?

Appendix D: Volunteer Questionnaire

GENERATIONS FOR PEACE RESULTS-BASED MONITORING – QUESTIONNAIRE

Name: _____ (can leave blank if you choose)

What is your role with Generations For Peace: Delegate/Pioneer (circle whichever applies)?

Questions: Please answer the following questions in the space provided. If you require more space please continue onto page 3.

Section A. Shared Vision:

1. What are some specific changes you want to see in your community?

2. How will your intervention lead to the changes you wish to see?

3. What challenges and/or obstacles do you face, in your specific context, during the execution of your programme(s)?

4. How do you know if you are succeeding in your intervention? What are the signs of success during the intervention?

5. What is the long-term result(s) you are aiming for? How do you think this programme allows you to achieve this?

GENERATIONS FOR PEACE RESULTS-BASED MONITORING – QUESTIONNAIRE

Section B: Outcomes, Impact and Sustainability

6. How do you determine whether the outcomes and impacts that you wish to achieve are met? What indicators do you use to measure this success?

7. What evidence is there that the programme(s) is successful and impactful after the intervention?

8. Have you had any results from your intervention that you did not predict? What were they? Do you view them as positive or negative?

9. Do you think that the results you have achieved through these interventions can be sustained? If so, how? Do you think these results can be maintained if Generations For Peace leave the area?

10. Do you think it is possible to replicate this programme in Gaza or elsewhere in Palestine? If so, what will be the challenges?



About the Summer Field Research Intern

Nabila Hussein is a graduate student reading for her MPhil in Modern South Asian Studies at the University of Oxford. She completed her undergraduate degree in Middle Eastern History and Humanities at Simon Fraser University in June of 2010 and by August 2010 enrolled at the Institute of Ismaili Studies (IIS) in London to pursue the Graduate Programme in Islamic Studies and Humanities (GPISH). Through this institute she undertook field research in several villages of Gujarat, India where her fervour for ground level development work was confirmed. Prior to this research she was also involved with PossAbilities (a Canadian based non-profit seeking to erase the stigma surrounding mentally, developmentally, and physically challenged individuals) to which she attributes the ignition of this passion for development. In 2011 she commenced her Master's degree and hopes that she will gain a comprehensive knowledge of South Asia to add to her familiarity with the Middle East and North Africa. Ultimately, she believes that with this in depth familiarity, she can contribute to development within these regions. For her, only by understanding the situation on the ground can one successfully contribute to real and tangible change.

About the Summer Field Research

Generations For Peace awards two research grants annually to selected postgraduate students pursuing Masters or Doctorate studies at the University of Oxford. The awardees conduct a field research which takes place during the University's summer vacations. The multi-disciplinary field research is focused on an activity or programme implemented in one or more countries in which Generations For Peace volunteers operate. In terms of outputs, each awardee is expected to provide a full research report focused on the local activity/programme, including a detailed write-up of the research conducted and any practical recommendations for the activity/programme organisers; and a supplementary report with further meta analysis and recommendations for Generations For Peace regarding activity/programme adjustment and opportunities for further research. A key objective of Generations For Peace in supporting research grants is to support knowledge transfer and capacity development therefore, it is also expected that the awardees will use their best endeavours to demonstrate (within the limits of practical context of their particular research situation) some knowledge transfer to and capacity development of the local actors.



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