

External Evaluation Report

Intervention title:

Inclusion of People with Intellectual
Disabilities in Palestinian schools
2020-2023

**Star Mountain
Rehabilitation
Center – Moravian Church
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Disclaimer

According to the terms of reference and the contract signed; this evaluation report was prepared by evaluator Mr. Motasem ZAYED from Road Wise for Consulting. The information included in this report shall not be disclosed to any other party or used or disclosed in whole or in part without agreement from Star Mountain Rehabilitation Center. This confidentiality clause applies to all pages and information included in this report.

Acknowledgments

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We are extremely grateful for the interest and participation of senior management and staff from Star Mountain Rehabilitation Center – Moravian Church, as well as non-governmental and governmental organizations, schools, teachers, and all partners in the West Bank, including their facilitation of access to data and rights holders and participation in interviews and focus group discussions. All aspects of the report were simplified by adaptability, availability, responsiveness, and transparency.

Abbreviations

CISU	Civil Society in Development
BDM	The Danish Moravian Mission
SMRC	Star Mountain Rehabilitation Centre
PwIDs	Persons with Intellectual Disabilities
MoE	The Ministry of Education
MSD	The Ministry of Social Development
FGDs	Focus Group Discussion
ICA	International Co-operative Alliance
KII	Key In-depth Interview
CBOs	Community-Based Organizations
PwDs	Persons with disabilities
NSDSS	The National Social Development Sector Strategy
MoU	Memorandums of Understanding
CFPs	Committees of Friends of Persons with Disabilities
DMCDD	Danish Mission Council Development Department
OFID	OPEC Fund for International Development
GERAAS	The Global Evaluation Reports Assessment and Analysis System
The project	Inclusion of People with Intellectual Disabilities in Palestinian schools
KIIs	Key Informant Interviews
FGDs	Focus Group Discussions
MEAL	Monitoring, Evaluation, Accountability and Learning
PDC	Palestinian Disability Coalition
CSOs	Civil Society Organizations

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DEFINITIONS

Diversity	People's differences – which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class or immigration status.
Equity	Ensuring that there is a concern with fairness, such that the education of all learners is seen as being of equal importance.
Gender equality	The understanding that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.
Inclusion	A process that helps to overcome barriers limiting the presence, participation and achievement of learners.
Inclusive education	The process of strengthening the capacity of the education system to reach out to all learners.
Integration	Learners labelled as having 'special educational needs' are placed in mainstream education settings with some adaptations and resources, but on condition that they can fit in with pre-existing structures, attitudes and an unaltered environment.
Mainstreaming/ Mainstream education	The practice of educating students with learning challenges in regular classes during specific time-periods based on their skills.
<i>The source: UNESCO 2017-2021</i>	

Executive Summary

"Inclusion of People with Intellectual Disabilities in Palestinian schools' project was implemented by Star Mountain Rehabilitation Center (SMRC) and the Danish Moravian Mission (BDM) funded by CISU - Civil Society in Development (a donor on behalf of the Danish Ministry of Foreign Affairs). The three-year project ran from 2020 until 01/08/2023, and targeted many groups of rights-holders (i.e. PwID) and duty bearers including schools, teachers, NGOs, and governmental organization.

The purpose of this formative "Evaluation of Inclusion of People with Intellectual Disabilities in Palestinian schools' 2020-2022" is to provide evidence-based information about the results achieved as well as lessons learned. The evaluation findings and recommendations will feed into the forthcoming SMRC Final-term review and the next SMRC planning programming as well as into SMRC's efforts to influence on education policies and processes in Palestine. The intended users of this evaluation are CISU (*Donor*), BDM, MoE, MSD, and SMRC. It is also aimed to help the other stakeholders such as line ministries and Civil Society Organizations as well as development partners engaged in promote the rights of PwIDs and education sector to plan, implement and monitor their inclusive education related interventions.

The evaluation of project was carried out in accordance with Star Mountain Rehabilitation Center (SMRC) evaluation guiding documents, the Global Evaluation Reports Assessment and Analysis System (GERAAS), an evaluation report quality checklist, the United Nations System-wide Action Plan Evaluation Performance Indicator, and UNEG Guidance on Integrating Rights of disability in Evaluation.

According to the understanding of the scope of work and the detailed Terms of Reference (TR), the consultant used a dynamic learning-oriented evaluation approach based on effective stakeholder participation, to obtain accurate data about the project's design and implementation. In addition, to determining the extent to which the evaluation criteria are met. Furthermore, the consultant triangulated the acquired data using several methodologies; Desk Reviews, Key Informant Interviews (KIIs), and Focus Group Discussions (FGDs).

The consultant conducted the evaluation based on the following main questions/criteria (detailed sub-questions and indicators are clarified in the evaluation matrix): Relevance, Efficiency, Effectiveness, Impact, Sustainability, Gender Equality Mainstreaming, Human Rights-Based Approach, Internal Coherence, in additional, advocacy efforts.

The analysis of the eight main questions/criteria was based on the descriptive analytical approach, by describing the status of these criteria during the life cycle of the project in all its phases. It was evaluated using the color weighting method, where three colors were used to express the evaluation of the eight criteria:

Good level = green, Medium level = yellow. Weak level = red color. Based on all the above, the evaluation results were as follows:

Criteria	GOOD	MEDIUM	WEAK
Question			
Relevance			
Effectiveness			
Efficiency			
Signs of potential Sustainability			
Signs of Potential Impact			
HRBA and Gender Equality			
Internal Coherence			
Advocacy			

In order to improve the project in the future and develop the center's efforts, the consultant developed a set of detailed recommendations to improve the project's components, such as Project Planning, Monitoring and Evaluation, Capacity-Building, Gender Equality Mainstreaming, Human Rights-Based Approach (HRBA), Participation and Inclusion, Equality and Non- Discrimination, and other domains.

Project Summary

"Inclusion of People with Intellectual Disabilities in Palestinian schools" project was implemented by BDM (as an applicant for the grant and administrated the money in Denmark), and SMRC (As the implementing partner of the project in Palestine) funded by CISU. The three-year project ran from 2020 until 01/08/2023, and targeted many groups of rights-holders, including schools, teachers, NGOs, and governmental organization.

Star Mountain Rehabilitation Center (SMRC) is an institution of the Worldwide Moravian Church working in Palestine. It contributes in securing a life in dignity for persons with intellectual disabilities (PwIDs), through the provision of rehabilitation and training, integration and inclusion, awareness building and community mobilization, on the basis of love, dignity, justice and equality.

Through the existing partnership between BDM and SMRC, the overall objective of the project is to promote the inclusion of Persons with Intellectual Disabilities (PwIDs) in 30 schools in the West Bank in Palestine in order that (PwIDs) may live a life of more dignity.

The project is a continuation and an expansion of a former piloting project titled "Reproductive and Sexual Health and Protection from Abuse for Persons with Intellectual Disability" which was funded by the Danish Mission Council Development Department from 2017 until the end of March 2019. Upon conducting an end line evaluation of the impact of the former project approximately 70% of PwIDs showed improvement in their knowledge of how to protect themselves from sexual abuse. Parents also showed improvement in how to create a safe environment for their children, how to reduce their children's exposure to potential sexual abuse, and in their knowledge and awareness of their children's reproductive and sexual health. After working with the students and their parents on mainly sexual abuse, it was evident that abuse against PwIDs took different forms and was not restricted to sexual abuse only.

Whereas the former project focused narrowly on rights in the area of reproductive and sexual health and protection, the current project seeks to build on the gained experiences and promote the inclusion of PwID in schools in order that they may enjoy their right to education and the right to be protected from all forms of violence.

The objectives of the intervention are:

Objective 1: PwIDs and their families residing in Ramallah and Al-Bireh districts are increasingly aware of the right to education and protection from violence and abuse.

Objective 2: The institutional capacity of targeted schools and institutions to include and protect PwIDs has improved.

Objective 3: SMRC advocates for increased implementation of policies from the Ministry of Education (MoE) and the Ministry of Social Development (MSD) in the area of inclusion of protection.

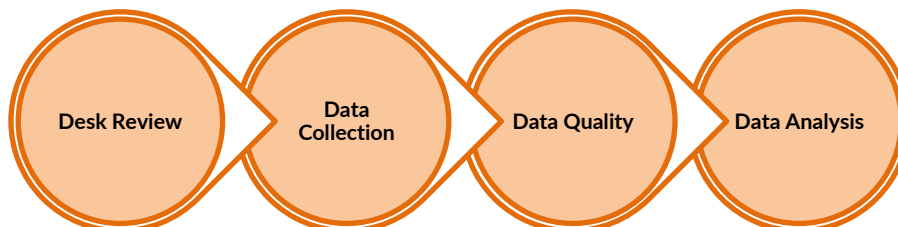
The objectives of SMRC's support to inclusive education for PwIDs have been and are still valid and might indeed be even higher than before because inclusion, diversity and equity are at the emerging stage. Palestine needs a common framework for Inclusive Education in line with the current understanding of inclusive education, which refers not only to the enrolment of a child, but also takes into consideration the removal of all barriers for learning and social inclusion. There are still many children of PwIDs, whose right to education is not realized.

In conclusion, Inclusion of People with Intellectual Disabilities in Palestinian schools' project achieved its goals of to promote the inclusion of Persons with Intellectual Disabilities (PwIDs), promoting resilience and, and improving the educational environment for them. And also, the project outcomes showed significant improvements in organizational capacity, financial transparency, governance practices, outreach to partners, and engagement of PwIDs and their families in life activities.

Methodology

The evaluation was carried out in accordance with SMRC evaluation guiding documents, the Global Evaluation Reports Assessment and Analysis System (GERAAS), an evaluation report quality checklist, the United Nations System-wide Action Plan Evaluation Performance Indicator, and UNEG Guidance on Integrating Rights of disability in Evaluation.

According to the understanding of the scope of work and the detailed Terms of Reference (TR), the consultant used a dynamic learning-oriented evaluation approach based on effective stakeholder participation, to obtain accurate data about the project's design and implementation. In addition, to determining the extent to which the evaluation criteria are met. Furthermore, the consultant triangulated the acquired data using several methodologies; Desk Reviews, Key Informant Interviews (KIIs), and Focus Group Discussions (FGDs). The evaluation procedure was broken down into four phases:



Furthermore, the consultant analyzed the project's documents provided by Star Mountain Rehabilitation Center (SMRC).

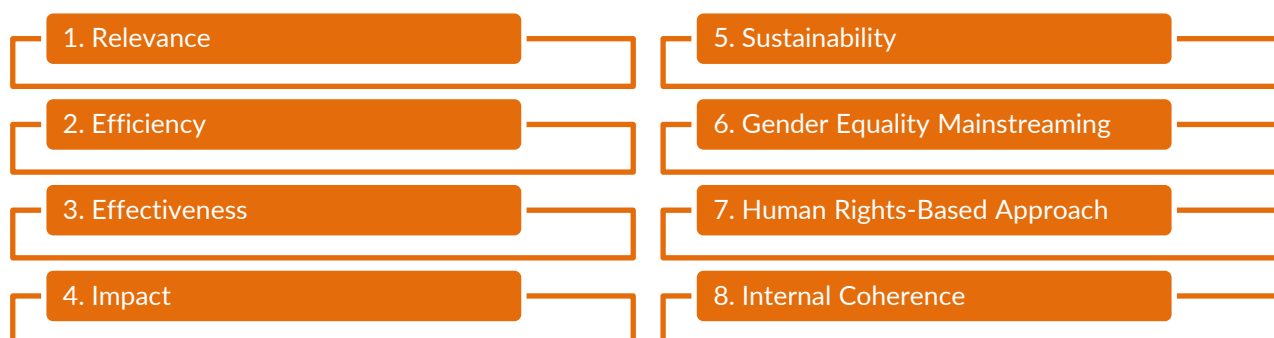
The evaluator team completed the following tasks:

The evaluator completed the following tasks:

- ✓ Carried out preparatory activities such as reviewing all project-related documents; the proposal, budget, reports, manuals, work plan, and grant agreement document, and another project-related files (in Arabic and English) provided from SMRC.
- ✓ Examined success stories in progress reports to confirm their success validity during fieldwork "Data Collection phase".
- ✓ Developed qualitative data collection tools for evaluating the project's outcomes and indicators.
- ✓ Conducted fieldwork "Data collection" (such as focus groups and/or individual interviews) with the target groups. Which included Teachers, school principals, supervisors, Parents of PwIDs, representatives of partner institutions in the national protection system, representatives of government ministries, and other stakeholders (project staff).
- ✓ Analyzed the data that has been collected.

EVALUATION MAIN QUESTIONS/CRITERIA

The consultant conducted the evaluation based on the following main questions/criteria (detailed sub-questions and indicators are clarified in the evaluation matrix):



1) RELEVANCY:

- To what extent is the project relevant in relation to the needs and priorities of the target groups?
- Do the objectives/results of the project respond to the priorities and specific objectives of CISU, as well as the implementing organization?
- Does the project address social justice and equity?
- How has the project cycle been affected by and responded to the COVID-19 pandemic in relation to the achievement of goals?
- How do rightsholders perceive the relevance of the project and how have the activities implemented improved their lives? Are there any stories of change?

2) EFFICIENCY:

- Were the project inputs sufficient for obtaining the outputs planned?
- A review of the M&E framework, and in particular:
 - Adequacy of indicators
 - Tracking and monitoring of results
 - Recommendations on improving the framework and indicators
 - Identifying key results that may not have been captured/measured by the program

3) EFFECTIVENESS:

- How did the project contribute to the overall objective?
- Based on data collected and analysis, how effective was the project in achieving its intended outcomes?
- What are the reasons behind the project's achievement (or not) of its outcomes?
- Based on data collected and analysis, how effective was the project in achieving its intended outcomes?
- What are the reasons behind the project's achievement (or not) of its outcomes?
- To what extent have the project specific objectives been achieved?
- To what extent have the project expected results been achieved?
- How have risks associated with project activities (financial, reputation, political etc.) been managed?
- Is a knowledge management system in place that allows for proper archiving lessons learned for use in adjusting strategic plans and activities?
- Was the project design and interventions timely in responding to the context on the ground?
- Have proper accountability and risk management framework(s) been in place to minimize risks on project implementation?
- What negative and/or unforeseen effects did the project have?
- A review of the cost-efficiency of the program (reach and outcome) against input costs, with a focus on value for money. This will include:
 - Overhead costs

- Organizational setup (key vs specialized/thematic staff resources)
- Allocation, commitments, and expenditure mechanisms under the project
- Was the project activity implementation (modality), considered to have been cost-efficient, while not compromising quality?

4) **IMPACT:**

- What positive and negative, primary, and secondary long-term effects have been produced by the project, directly or indirectly, intended, or unintended, positive or negative?
- What are the mechanisms/activities that delivered the impact?

5) **SUSTAINABILITY:**

- What is the probability of long-term benefits?
- What are the factors that are affecting the project sustainability?
- Will the results, objectives of the project be sustainable after the proposed implementation period?
- Will the rights holders/partners have the capacity to maintain or extend the benefits obtained with the project?
- Will the rights holders/partners have the capacity to maintain or extend the benefits obtained with the program?
- Are the support structures developed with the help of We Effect viable and functional post-implementation cycle?

6) **GENDER EQUALITY MAINSTREAMING**

- What results has the project achieved in mainstreaming gender (decision making- more equal participation of women with men as decision makers in shaping the sustainable development of their societies, sharing/access and control of development resources and benefits, reduction in inequalities between men and women etc).?
- To what extent has gender mainstreaming been institutionalized within your target groups?
- How effective are the approaches used by this project in promoting gender equality?
- What do you consider to be the project's main lessons towards enhancing gender equality for better management of future projects?
- Has the project been adjusted to enhance the positive contributions on the social and gender dynamics?
- What has been proposed to reduce the negative impacts on social and gender dynamics within the community and promote positive contributions?

7) **HUMAN RIGHTS-BASED APPROACH (HRBA)**

- Have project processes been participatory, inclusive, empowering, and transparent?
- Have project objectives been linked to human rights instruments?
- Has it been possible to hold project staff/management to account?
- Has the project maintained a focus on marginalized and discriminated rights-holders who are the most vulnerable and marginalized?
- What do you consider to be the project's main lessons for improved application of HRBA?

8) **INTERNAL COHERENCE**

- Were the result indicators and their mean of verification adequate?
- What possible adjustments would be recommended?

The analysis of the eight main questions/criteria was based on the descriptive analytical approach, by describing the status of these criteria during the life cycle of the project in all its phases. It was evaluated using the color weighting method, where three colors were used to express the evaluation of the eight criteria:

	Good
	Middle
	Weak

DATA COLLECTION TOOLS

The consultant used a set of pilot-tested data collection tools to ensure the collection of reliable, relevant, and accurate data to answer the main and sub-questions. Also, the consultant used qualitative methods because the project includes a large and diverse group of rights holders to assess, as well as sensitive and complex issues.

Based on rights holders' segmentation, the following data collection methods were used:

Form No. A	Details:
Method: (2) In-depth Interviews Targeted Sample: <ul style="list-style-type: none"> ▪ The management of SMRC ▪ SMRC project staff <ul style="list-style-type: none"> ❖ The management SMRC: it was utilized to obtain high-level information related to the project; this method was used to gather opinions and views on many topics. The consultant extracted the data and guided the process objectively without leading questions. ❖ Project staff: it utilized to obtain detailed information related to the participants' project; this method was used to gather opinions and views on many topics. The consultant extracted the data and guided the process objectively without leading questions. ❖ Beneficiaries, partners, and figures: it was utilized to obtain detailed information related to the evaluation; this method was used to gather opinions and views on many topics. The consultant extracted the data and guided the process objectively without leading questions. 	<p>SMRC enlisted the assistance of experts, partners, and related organizations in the project's planning and monitoring, and evaluation, including:</p> <ul style="list-style-type: none"> ▪ Ms. Rania Karam, SMRC Manger ▪ Ms. Abeer Hamad, Team Leader ▪ Ms. Rabeha jodeh, Protection Coordinator ▪ Ms. Ansar Qurran, Education Coordinator ▪ Ms. Tamara Awadeh - Inclusive education guide - MoE ▪ Mr. Moamen Tryde - Inclusive education guide - MoE ▪ Ms. Amal Kamel - Special Education Supervisor - MoE ▪ Ms. Mai Sarafandi- the Child Protection Network - MSD ▪ The National Referral System Team for Abused Women ▪ Safa Municipality-Ramallah ▪ Mr. Mohammad Araj - UNRWA disability officer, department of relief and social services in west bank. ▪ Ms. Kifah Abu Ghosh - Stars of Hope Society and Palestinian Disability Coalition (PDC).

Form No. B	Details:
Method: (3) Focus Group Targeted Sample: <ul style="list-style-type: none"> ▪ CFPs ▪ Families of PwIDs <ul style="list-style-type: none"> ❖ The emphasis in the focus group session was on participants stimulating one another's 	<ul style="list-style-type: none"> ▪ CFPs – Safa ▪ CFPs – Dayr Jarir ▪ Families of PwIDs

perceptions, questions, and comments about the project's efficiency and effectiveness after facilitating an open communication environment that speeds up the data collection process.

The table below details how the mixture of data collection tools was used to answer the evaluation questions:

Data Collection Tool \ Question	In-depth Interviews	Focus Groups	Best Practices	Documents Review
Relevance	X	X	X	X
Effectiveness	X	X	X	X
Efficiency	X	X	X	X
Signs of potential Sustainability	X	X	---	X
Signs of Potential Impact	X	X	X	X
HRBA and Gender Equality	X	X	X	X
Internal Coherence	X	---	---	X

IMPORTANT CONSIDERATIONS

- ❖ **Stratified sampling of related rights holders:** the sample strata are based on project outputs; the consultant used this sampling method to highlight specific subgroups within the population (particularly the few rights holders of some outputs) and to ensure the presence of all end rights holders' segmentations within the sample, in addition to observing similarities and differences among the segments. In collaboration with the three partners, the sample was drawn at random from the current lists.
- ❖ **The sample size for related rights holders and benefiting organizations:** the consultant calculated the sample size based on the amount of time available to conduct focus groups and interviews within the TOR timeframe.

DATA VALIDITY AND RELIABILITY (DATA QUALITY)

The following factors were considered by the consultant:

- ❖ Using information from the inception interviews and piloting the tools to ensure their reliability, the consultant created some questions in collaboration with SMRC staff.
- ❖ The consultant double-checked the validated questions for gender, HRBA and cultural sensitivity.

During data collection, the consultant considered the following:

- ❖ Recognize how the dynamic powers were affecting the groups.
- ❖ To validate the data, ask multiple questions (during interviews and focus groups) that lead to the same answer.
- ❖ Validate findings using a combination of all data collection tools (Triangulation).

DATA ANALYSIS

The consultant synthesized the collected data and reached conclusions in this step. In order to accomplish this, the consultant did the following:

- ❖ Compile the secondary data findings
- ❖ Compile the results of qualitative data analysis (focus groups and interviews)
- ❖ Specifying data that was not found
- ❖ Compare the results of all data collected (Triangulation)
- ❖ Cross and gap analysis of data conducted
- ❖ SMRC strategy evaluated
- ❖ Sorting the information into strengths and weaknesses
- ❖ Assuring data with evidence, particularly contradictory evidence. (Important quotes have also been added)

- ❖ Providing a grade for each evaluation key question and sub-question

LIMITATIONS AND EXPECTED OBSTACLES

❖ Data limitations:

- It is not possible to calculate the enrolment rate of PwIDs, which is the key outcome indicator for the interventions, because accurate formal data on PwIDs does not exist. Therefore, absolute numbers are used as they are in project reports.
- The evaluation did not have all needed information because of the lack of institutional memory. This limitation was compensated through stakeholder interviews and triangulation of data to ensure validity and reliability. Limitations related to the design and monitoring systems.
- All indicators did not have baselines. In order to overcome this limitation, the evaluation employed the Outcome Harvesting methodology.

❖ Bias:

- There is a possibility for bias, as only student invited by the principal and teachers whose were in school during the data collection were interviewed. Also, the evaluation team did not have an opportunity to consult parents of non-disabled children to learn about their views on how inclusive education works in their school.

❖ Attribution challenge:

- It is difficult to attribute certain achievements to SMRC supported interventions, because some schools benefitted in parallel from other interventions implemented. However, the triangulation of data collected from several schools reinforces the reliability of the conclusions of this evaluation.

DESCRIPTION OF STAKEHOLDER'S PARTICIPATION IN THE EVALUATION

Description of stakeholder's participation in the evaluation the participatory approach was applied both in the evaluation design, data collection and following analysis. A broad range of stakeholders, including Families of PwIDs, school teachers, teachers of the SMRC, school principals, education officials at district, provincial and central level, SMRC staff, Civil Society Organizations CSOs, CFPs, ministries partners.

ETHICAL ISSUES AND CONSIDERATION

Ethical issues and considerations The Evaluation strictly observed the procedure for International Ethical Standards in Research, Evaluation, Data Collection and Analysis, and the International Ethical Guidelines as detailed below:

- The Evaluation was designed in a manner that it would address the needs of the full range of stakeholders. Diverse perspectives on the subject under evaluation were collected and reported, with the aim of providing a comprehensive picture of the achievements and challenges faced;
- The members of the Evaluation team are independent experts with no conflict of interest with the entity being evaluated;
- The dignity and rights of every informant were respected. Discussions were held with full confidentiality. Special attention was paid to ensure informants' right to privacy and confidentiality;
- The discussions and classroom observations were held in the spirit of inclusion, without pointing out any individuals, specifically when it came to questioning disabilities or educational needs;
- The discussions and interviews were made comfortable in order to able the informants to openly tell their story. Participation in the Evaluation was voluntary and the informants' opinions are presented in the report in an anonymous manner.

Furthermore, the respondents were informed about the purpose of the Evaluation and discussion topics. In the end of each interview, the evaluators summarized the discussion to validate the information provided and to ensure the informant that their message was well understood. The informants were also provided the opportunity to ask questions to the evaluators.

Results and Findings

RELEVANCE

Evaluation Result		
Good	Middle	Weak

❖ Alignment with SMRC 's Strategic Objectives:

SMRC's strategic objectives are focused on Providing distinguished rehabilitation and training services for people with intellectual disabilities, regardless of the level of disability, and Raising awareness of the entire Palestinian society, its individuals, institutions and policy-makers about the rights and capabilities of persons with intellectual disabilities. in addition to change local and national policies in accordance with the International Convention on the Rights of Persons with Disabilities and the Palestinian law through advocacy and influencing policies.

The "Inclusion of People with Intellectual Disabilities in Palestinian schools" project aligned well with SMRC's strategic objectives in several ways. Firstly, the project contributes to a promote the inclusion of PwID in schools in order that they may enjoy their right to education and the right to be protected from all forms of violence, which is in line with SMRC's goals. and the project's outcome of promoting raised awareness of persons with disabilities and their families of the right to education and protection from violence and abuse. and improving the institutional capacity of target schools and institutions to include and protect persons with disabilities and activate the policies of the Ministry of Education (MoE) and the Ministry of Social Development (MSD) in the area of inclusion and protection as a result of advocacy efforts., all align with SMRC's focus on resource utilization and conservation.

On the other hand, the project is consistent with SMRC's vision towards achieving leadership in securing a decent life for people with intellectual disabilities in Palestine, and also with its mission to secure a decent life for people with intellectual disabilities by providing rehabilitation, education, training, integration, awareness and community activation services on the basis of love, dignity, justice and equality.

In conclusion, the "Inclusion of People with Intellectual Disabilities in Palestinian schools" project aligned well with SMRC's strategic objectives and supports its mission of Promote and protect the rights of PwIDs and defend them. The project's focus on promoting inclusive and awareness, building capacity, and promoting PwIDs resilience aligns with SMRC's goals and objectives and supports its overall mission.

❖ Alignment with National Policy Agenda (NPA) 2017-2022:

The project aligns with the NPA's priorities by working to strengthen sustainable development, providing social protection for the poor and marginalized, improve enrollment and retention in education, and Improving opportunities to transition from education to work. These goals directly address the NPA's focus on improving conditions for the Palestinian people and promoting social development, including efforts to address gender-based inequalities.

In addition, the project's advocacy efforts to modify the Law on the Rights of the Disabled, and the National Referral System for abused women align with the NPA's emphasis on good governance and its priority to

improve the rights environment in Palestine. By improving the regulatory environment for PWDs, the project contributes to the NPA's goal of promoting an environment that is conducive to sustainable social growth and development.

Overall, the project's focus on promoting sustainable development, resilience, gender equality, and good governance aligns with key priorities set forth in the Palestinian National Policy Agenda (NPA): 2017-2022, making it highly relevant to the needs and priorities of the Palestinian people.

❖ **Alignment with National Social Development Sector Strategy (NSDSS) 2021–2023:**

The relevance of the project with the National Social Development Sector Strategy (NSDSS) 2021–2023 can be demonstrated through several key areas of alignment:

- **Firstly**, the project's focus on enhancing the integration of women, children, and persons with disabilities into public life, developing the social protection system to be more flexible and capable of responding quickly to crises, and implementing the strategy to combat violence against women. Completing and implementing the strategy to combat violence against children.
- **Secondly**, NSDSS aims to Enhancing the trend to support civil institutions, especially local ones, to develop and implement a comprehensive emergency plan. As well as supporting institutions that provide shelter and care services beyond providing educational materials and health packages. Providing more support for shelters and associations that provide vital services for children with disabilities.
- **Thirdly**, NSDSS emphasizes the importance of gender equality and the inclusion of women in the social sector. The project's efforts to advocate for gender equality and increase access to resources (and services) for women aligned with this objective. By promoting gender equality in development and supporting NGOs to conduct outreach activities to women, the project directly supported NASS's goal of promoting the inclusion of women PWDs.

❖ **Alignment with SDGs:**

The United Nations Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The SDGs provide a framework for monitoring and evaluating the progress of countries and organizations in achieving sustainable development. The relevance of the project "***Inclusion of People with Intellectual Disabilities in Palestinian schools***" with the SDGs can be demonstrated in the following ways:

- **SDG 4: Quality Education** - The project completely intersects with Goal 4 on inclusive and equitable quality education and promotion of life-long learning opportunities for all focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. In addition, the proposal calls for building and upgrading education facilities that are child, disability and gender sensitive and also provide safe, non-violent, inclusive and effective learning environments for all.
- **SDG 8: Decent work and economic growth** - The project is consistent with Goal 8 to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, the international community aims to achieve full and productive employment and decent work for all women and men, including for persons with disabilities, and equal pay for work of equal value.
- **SDG 10: Reduce inequality within and among countries** - The project orientations support the achievement of Goal 10, which strives to reduce inequality within and among countries by empowering and promoting the social, economic and political inclusion of all, including persons with disabilities.
- **SDG 11: Sustainable Cities and Communities** - The project orientations support the achievement of Goal 11 would work to make cities and human settlements inclusive, with special attention to the needs of those in

vulnerable situations, such as persons with disabilities. In addition, the proposal calls for providing universal access to safe, inclusive and accessible, green and public spaces, particularly for persons with disabilities.

Overall, the project was highly relevant to the SDGs, as it directly addressed several key sustainable development challenges facing PDs in Palestine (**Specially PwIDs**), such as poverty, Education, Inclusion, Life Skills, and gender equality.

❖ **Alignment with the needs of the targeted rights holders' groups:**

The project aims to the overall objective of the project is to promote the inclusion of PwIDs in schools in the West Bank in Palestine in order that PwIDs may live a life of more dignity and with less violence and abuse. The evaluation reported the project activities, such as training sessions, establish CFPs, inclusive activities, and school initiatives, responded to the needs and challenges faced by rights Holders.

The evaluation of the SMRC project found that it effectively met the needs of rights holders through a design process that involved full participation from the staff of the organization responsible for the project. The activities were tailored to meet the unique needs of each beneficiary and partner and were able to respond quickly to any changes in the implementation process. The outcomes of the project were highly valued by the beneficiaries and partners and were a direct result of the close alignment between the design of the project and the needs of the target groups.

Through the project's activities, the center was able to better respond to the needs of PwIDs, through the following observations:

- Improved coordination amongst protection sector stakeholders and actors ensures that the rights holders have a voice and a platform to raise their concerns and needs. This would result in a better representation of their interests.
- Increasing the SMRC's capacity to provide qualitative rehabilitation services to PwIDs would promote and protect the rights of this vulnerable group and ensure their integration into society with other groups without discrimination.
- The pressure exerted by the Center and its partners to amend the Palestinian Disability Law would ensure the protection of the rights and interests of rights holders, and the recognition of their role in decision-making.
- Increased awareness of good practices, and successful models in dealing with PwIDs, would help rights holders and SMRC staff adopt sustainable practices, leading to improved livelihoods and reduced degradation in their lives.
- Increased awareness on disability by School students would result in more young people participating in Various community activities to support PwIDs, leading to a more vibrant and dynamic in the lives of PwIDs.
- Through the role that the SMRC plays, Gender equality in protection sector would ensure that women have equal opportunities and representation in rehabilitation services, promoting a more inclusive and diverse protection sector.
- Strengthened capacities of SMRC staff would result in a more efficient and effective organization, better able to support and serve the needs of the rights holders.
- Improved governance practices would lead to better management of SMRC, more transparent and accountable practices, and improved financial, administrative and program performance for the benefit of the rights holders.

Ms. Abeer Hamad, Team Leader – SMRC

" Although the overall enrolment of children with disabilities has decreased nationally and in the targeted area, During the project implementation period, the number of students with intellectual disabilities who were integrated into education increased from 694 students in 2019 to 1019 students in 2022, of whom 510 are males and 509 are females), the evaluation found evidence that the project supported activities have brought to school children PwIDs who formerly would have been excluded from the education services. However, Greater efforts are

needed to ensure that the concept of inclusive education is translated into pedagogical practices and learning outcomes in targeted schools and local communities."

❖ **Relevance to the Human Rights-Based Approach:**

The relevance of the project to the human rights-based approach (HRBA) can be demonstrated in several ways:

- First, the project specifically targeted groups of rights-holders, such as PwIDs and their families, women, and school students, which is in line with the principles of HRBA that prioritize the empowerment of marginalized and vulnerable populations.
- Second, the project aims to increase representation and control of these groups in decisions that directly affect their livelihoods, which aligns with HRBA's emphasis on the fulfillment of economic, social, and cultural rights. The project's focus on promoting gender equality in protection system and development, advocating for modifications to the disability law and policies to benefit PwIDs, also aligns with the principles of HRBA, as it aims to ensure equal treatment and non-discrimination for PwIDs.
- Thirdly, the project focuses some of its interventions on monitoring and following up on violations of PwIDs, addressing them and protecting them from violated parties, and reducing their impact on their lives and those of their families. This helps persons with disabilities overcome institutional, intellectual, and environmental barriers to them.

Overall, the project demonstrated a strong alignment with the principles and values of the human rights-based approach, and its implementation and impact can be assessed through its contribution to the promotion and protection of PwIDs rights for the targeted beneficiary groups.

❖ **Project's Theory of Change/Logic Model:**

Despite the absence of an explicit theory of change framework for the project, the intended change process toward the objective of promote the inclusion of Persons with Intellectual Disabilities (PwIDs) in schools in the West Bank in Palestine in order that PwIDs may live a life of more dignity.

This is accomplished through the project's outputs and activities, such as training session for main stakeholders, trainings provided for PwIDs, individual sessions, field visit to schools, modifications to the disability law, advocacy activities, support for community initiatives, gender equality in rights and services, and Improve to the National Referral System for abused women.

These activities and outputs are logically linked to the expected outcomes, such as PwIDs and their family members are aware of the right to education and inclusion, PwIDs and their family members are aware of sexual, physical and social violence and protection mechanisms, and main stakeholders are trained on disability rights and work mechanisms with PwIDs.

It was determined that the project's outcomes were relevant to the context in intervention areas and that activities implemented under each outcome would ultimately, over time, contribute to the project's desired impact. It was determined that the interventions mix of the project, which included capacity building, gender mainstreaming, awareness, advocacy, protection, and rehabilitation and educational inclusion, were highly pertinent to the multidimensional needs of rights-holders and the capacity needs of SMRC and stakeholders.

❖ **Identification of synergies and mechanisms to promote implementation:**

The project was not adequately clear about how to implement synergies among partners and stakeholders in a way that would go beyond merely implementing activities like; Limited integration of lessons learned: Analysis and articulation of readily available lessons learned, such as success stories, effective models, joint planning, analysis of barriers and challenges.

❖ **Clarity of the Results Framework and Indicators:**

A well-defined Theory of Change could have provided a framework for guiding implementation and analyzing the project's intended barriers, enablers, and change processes. Additionally, the clarity of the results framework and

indicators for the project is not comprehensive due to a limitation in the design. The indicators are purely quantitative and only measure the outputs of the project, not the outcomes or impact. This can limit the full understanding of the results and effectiveness of the project.

This weakness could limit the ability of the project to fully capture the impact and outcomes of the project activities on the targeted rights holders and the overall goal of the project. A results framework that includes both quantitative and qualitative indicators can provide a more comprehensive understanding of the project’s effectiveness and impact. It is important to consider incorporating qualitative indicators to measure the changes in attitudes, behaviors, and relationships among the targeted rights holders’ groups, as well as to assess the sustainability of the project’s results. This can also help to ensure that the project is following a human rights-based approach and is having a positive impact on the targeted rights holders’ groups.

The project was designed with a realistic lifespan, but for a longer-term impact. In order to achieve the project objective, a longer lifespan is required, particularly in terms of changing attitudes and practices, to realize the meaningful impact. Therefore, there is a need for a second phase of the project in which the current project's activities and effects are consolidated.

Overall, the results framework and indicators lack specificity and clarity. It would be beneficial to revise the outcomes and indicators to ensure that they are clear, measurable, and accurately reflect the success of the project. Additionally, while all the outcomes’ indicators are quantitative, it may also be useful to consider incorporating qualitative indicators to capture more nuanced aspects of the project's impact.

EFFICIENCY

Evaluation Result		
Good	Middle	Weak

The project was implemented over a period of three years, from 2020 to December 2023. The evaluation could obtain the audit reports for the years 2020, 2021, and 2022. Hence the reflected analysis in terms of the efficiency component would be for those three years. It is implied that the conclusions reached would be applicable to the beginning of 2023. The allocated budget of the project during the audited three years was (2.237.295,00 DKK). The proportion between the allocated budget's human resources combined with operational cost and the project's activities implementation cost relative to total project cost versus the total project's budget was about (5.5%) to (6%), respectively. In this estimation, the evaluation found that a higher percentage of the budget was allocated to project implementation activities, and this is reasonable distribution. The devotion of a higher proportion of the budget to project activities provides higher project efficiency. The evaluator concluded that the resources were efficiently used to produce particular targeted activities far above the number specified in the original plan. The project was efficient in terms of using its resources to maximize the effect and impact on targeted beneficiaries. It is worth noting, that all budget changes and reallocations were communicated and approved by CISU through periodic financial reviews in close coordination with the BDM and DMCDD, which addressed the required reallocations resulting from modifications to the project implementation. The evaluation concluded that project procurement and financial transactions are carried out by the project in accordance with the strictly monitored and mandatory project's financial policies, procedures, and regulations.

Project design allowed for flexibility in implementation to fine-tune activities and bend them to benefit the specificity of the Palestinian context, and COVID-19 crisis. This much-needed flexibility served to enhance project delivery and optimize outputs in many ways. In principle, project implementation occurred in a complementary way toward project synergy. This structural project synergy served as an efficiency enhancer in this project given that available capacities are already equipped with all that it requires to actively support this project. The project staff used the tools proposed by the (BDM, such as the annual work plan, budget, and progress report, semi-annual progress, narrative Report, status report, and progress LFA assessment, to track the implementation and financial progress of the project. Aside from these tools, the SMRC maintained traditional work practices such as monitoring, reporting, and implementation. Financial practices too were in line with CISU's

requirements.

SMRC has excellent knowledge, skills, and distinguished scientific and practical experience in managing projects related to disability and social and technical inclusion of PwIDs, acquired through decades of completed studies, initiatives, and projects implemented in the Palestinian territories in this field, allowing them to develop high-level self-reliance. This strength was adequately reflected in the project design and implementation.

However, there are some components of the project that have been implemented to a limited extent due to political, social and cultural constraints, such as the community initiatives component, the advocacy component, and the policy impact component.

❖ **Coordination Mechanisms:**

Coordination mechanisms included communication with several entities, such as the donor, ministries, municipalities, schools, CSOs, UNRWA, and various other parties. However, this coordination was based on need, and there were no periodic coordination mechanisms according to a clear plan. For example, coordination was taking place with the Ministry of Education in order to select schools and issue approvals for holding project activities in schools.

However, the SMRC was able to invest its previous relationships and partnership with all parties in order to strengthen coordination to effectively serve the project's activities, and this helped bridge the gap in the absence of a clear communication plan.

According to the results of the in-depth interviews with the SMRC's partners, the SMRC coordinated with all parties through many mechanisms, such as bilateral meetings, field visits, and through virtual meetings during the COVID-19 pandemic.

Continuous communication and coordination with all parties helped to overcome many challenges related to the unstable situation facing the Palestinian territories. But again, there had to be a clear communication plan in place from the start of the project.

The project design lacked a comprehensive communication strategy with a planned approach to advocacy and communication that would highlight each partner commitment strengthening advocacy and public awareness on issues related to promoting the inclusion of PwIDs in education in the West Bank. The design implied that success of the project will depend on the capacity of stakeholders to undertake successful advocacy and mobilization at the community and national level in support to policies and change of perceptions of public opinion towards PwIDs rights, and achieving quality inclusive education and protection, and justice for them. Documentation and promotion of the project through raising profiles of rights holders will support the project's progress and results as well as overall advocacy on PwIDs rights. The development of communication strategy would provide a unique example of how synergies and operational efficiency gains could be achieved in collaboration with other partners. To achieve desired results, this strategy shouldn't be limited to the use of communication tools to give visibility to project activities but should enhance conducting advocacy on broader issues related to PwIDs rights and their families, equality, and empowerment which could have a significant impact. The efficient use of resources was magnified by the use of SMRC's strong coordination mechanisms within targeted communities which maximized the number of rights holders who benefited from various activities of the project.

In conclusion, a comprehensive communication will increase the chances of success of the project in general and advocacy activities in particular. The project does have other components besides advocacy, but a comprehensive communication plan can benefit other components such as awareness and education activities, community and policy dialogue activities, improving the level of access to beneficiaries, visibility activities, and others.

❖ **Quality of Monitoring and Reporting:**

In accordance with the Project documents, SMRC has a well-functioning M&E system. SMRC was mainly

responsible for the overall monitoring of the project. in addition to the external evaluation by BDM (through DMCCD/CKU, Daniel Nygaard Madsen), which was carried out according to the circumstances and plan of the donor.

The Monitoring Plan - was basically a standard M&E Matrix (*Referred to as Indicator status matrix within the project progress reports*) plus a few additional details on measurement methods that were approved by BDM. The Monitoring Plan focused mainly on tracking progress on outputs against their agreed measurement indicators. Activities were listed in the logical framework and reported in the results framework. In the absence of a detailed M&E system, SMRC staff continued to use internal monitoring mechanisms, coming together only at the level of reporting where the information had to be aligned with reported output and the project's objective levels. The level of analysis of monitoring data was limited to reported activities and achieved outputs and the extent of deviations from of planned targets was not meticulously analyzed. A simple referral to deviations wouldn't have an in-depth understanding of the reasons which would enable the project's management to address them effectively.

Although there is not a detailed M&E system, the project team used very good and practical M&E methods in measuring the progress made at the level of project activities and the changes that resulted from them at the level of beneficiaries and target groups. For example, the project team used pre and post evaluation forms for students and teachers, evaluation form for parents, and evaluation form for UNRWA employees, etc.

According to the analysis of the project reports, the project team collected evaluation data periodically during the project implementation process, and this made the evaluation data flow process available throughout the project implementation period.

Also, the results of the analysis of project documents and in-depth interviews also showed that there is no full-time M&E employee, and this was one of the weaknesses that should have been addressed since the beginning of the project. The presence of a M&E employee is important to ensure the preparation of a detailed M&E system, capable of tracking outcome, outputs, and quantitative and qualitative indicators, and ensuring that goals and impact are achieved in the medium and long term.

EFFECTIVENESS

Evaluation Result		
Good	Middle	Weak

The results of the various log frame matrix of the interventions were, as expected, attained. The project's efficiency was certified by the evaluation team, which meant that the activities were well-executed and resulted in the accomplishment of the desired outcomes, with some stagnation in the early stages of the project as a result of the Covid-19 pandemic, and also as a result of the high bureaucracy of some partners, which led to shift in the time frame.

The project's reports detail the activities they carried out as well as the state of achievement for the various indicators in their log frame matrix. The Log frame matrix methods and reports produced were paired with SMRC staff's continuous field visits and attendance at several important events scheduled within the framework of the intervention. In fact, those measures taken by SMRC staff provide a strong mechanism to monitor the activities and performance of the project interventions.

Through interview sessions with SMRC staff and a review of project documents and reports issued by the project staff, it became evident that the project staff prepared annual and semi-annual reports for the project in addition to progress and Status reports, illustrating that the follow-up procedures for the project activities, in which the project staff were good, coherent, and adequate.

Throughout the project period, there is independence to prepare follow-up and evaluation reports for indicators related to the project's logical framework, but there is a drawback in monitoring indicators in the

year of the 2020 project as a result of COVID-19 closures, the bureaucracy of government ministries, and safety procedures in UNRWA.

As for the project indicators, the majority of them have been achieved at high percentages, but there is a variation in numbers from year to year. This difference resulted from the circumstances surrounding the implementation of the project in general and the risks and challenges that were facing the project teams.

But we noticed that the majority of the indicators accepted in the project's logical structure are numerical indicators, according to the evaluation results. On the other hand, there is a weakness in the use of qualitative indicators, making it difficult to illustrate the achievement of certain results and outputs, particularly those associated with individuals.

The following is a detailed explanation of the effectiveness evaluation analysis:

Over the past three years, the project has sought to achieve 3 specific objectives/outcomes. In order to reach clear conclusions about the extent to which the objectives and outcome of the project has been achieved, the evaluation process was linked to an analysis of the achievement of the outputs related to the objective and its quantitative and qualitative indicators. Also, the evaluation was based on data analysis of in-depth interviews, focus groups and analysis of project reports.

Also, before starting the process of analyzing the objectives and results, it was noticed that there was an overlap in the objectives and results, as the objectives were considered in terms of formulation and content to be similar to the results, and this is considered a previous defect in the design of the project. In the future, objectives should be separated from results in the project log frame. Therefore, the objectives/outcomes were evaluated as stated in the reports and project documents.

Furthermore, we would like to draw attention to the fact that the project is multi-intervention, multi-targeted in terms of target groups and regions, and multi-partnerships. All this makes the process of analyzing the effectiveness associated with the objectives and results a very difficult process. Therefore, the evaluation process needed a special methodology based on the application of the verification criterion, that is, the extent to which the outputs and indicators related to the objectives/results framework were achieved. The following is a table to review the results of the evaluation process according to the verification criterion, on (3) main levels:

1. The level of goals and results and their indicators
2. The level of outputs and indicators
3. The level of activities and interventions

Tables were used in order to simplify and facilitate the review of evaluation findings, and to maintain coherence in the overall project logical framework:

❖ **The level of goals and results and their indicators:**

Objectives/Outcomes	Objectives/Outcomes indicator	Evaluation Result			Analysis/ Evidence/ Gaps as per verification criteria
		Completely achieved	Partially achieved	Not achieved	
<i>Objective/Outcome 1: PwIDs and their families residing in Ramallah and Al-Bireh districts are increasingly aware of the right to education and protection from violence and abuse.</i>	PwIDs and their family members are aware of the right to education and inclusion.				<ul style="list-style-type: none"> More than the planned total number of beneficiaries was reached. The target areas were reached as planned. According to the results of the pre and post assessments of the beneficiaries, there has been a positive change at the level of awareness ranging from 50% to 75% in the knowledge of rights as they are in the Convention on the Rights of Persons with Disabilities, national laws and policies, methods of dealing with disability, educational and professional integration, etc.
	PwIDs and their family members are aware of sexual, physical and social				<ul style="list-style-type: none"> About 75% of the total number of beneficiaries has been reached as planned.

	violence and protection mechanisms.				<ul style="list-style-type: none"> The target areas were reached as planned. According to the results of the pre and post assessments of the beneficiaries, there has been a positive change in the level of awareness ranging from 75% to 86% in the knowledge and ability to identify types of abuse as well as protect themselves, identify sexual-physical and social violence as well as protect themselves, and protection mechanisms.
Objective/Outcome 2: The institutional capacity of targeted schools and institutions to include and protect PwIDs has improved.	Number of included PwIDs in schools participating in inclusive activities				<ul style="list-style-type: none"> More than the planned total number of beneficiaries was reached. The Palestinian Ministry has not yet made a report which documents the included PwIDs in education in the West Bank during the project period. According to statistics obtained from the Ministry of Education, 254 PDs have been included in education in Ramallah during the project period. 1058 students (male and female) were made aware of the concept of disability, and how to deal with their PDs peers. In addition to awareness them about the importance of inclusive education.
	Number of inclusive activities				<ul style="list-style-type: none"> A baseline has not been established for this indicator. SMRC has approached the Palestinian (MoE to include 8 children with intellectual disabilities (6 males and 2 females) in regular schools. SMRC has conducted 2 inclusive sport and entertainment activities for 78 PwIDs with 45 children without disability.
	Number of practical actions taken by the Child Protection Network and the National Referral System Team for Abused Women to address abuse cases of against PwIDs.				<ul style="list-style-type: none"> A baseline has not been established for this indicator. There is no baseline for this indicator The National Referral System Team for Abused Women has consulted SMRC to provide counselling to 4 female PwIDs who were sexually abused.
Objective/Outcome 3: SMRC advocates for increased implementation of policies from the Ministry of Education (MoE) and the Ministry of Social Development (MSD) in the area of inclusion of protection	Increase in the number of included PwIDs in regular schools compared to baseline taken at the start of the project.				<ul style="list-style-type: none"> More than the planned total number of beneficiaries was reached. The Palestinian Ministry has not yet made a report which documents the included PwIDs in education in the West Bank during the project period. According to statistics obtained from the MoE, 254 PwIDs have been included in education in Ramallah during the project period. 1058 students (male and female) were made aware of the concept of disability, and how to deal with their PwIDs peers. In addition to awareness them about the importance of inclusive education.
	Increase in the number of abused PwIDs that are provided with protection actions by the MSD compared to baseline of 2020.				<ul style="list-style-type: none"> SMRC has not been able to get the numbers from MSD.

❖ **The level of outputs and indicators:**

Outputs	Outputs indicator	Evaluation Result	
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		Completely achieved	Partially achieved	Not achieved	Analysis/ Evidence/ Gaps as per verification criteria
Objective/Outcome 1: PwIDs and their families residing in Ramallah and Al-Bireh districts are increasingly aware of the right to education and protection from violence and abuse.					
1.1 PwIDs and their family members are aware of the right to education and inclusion	Number of PwIDs and their family members who are aware of the right to education and inclusion				<ul style="list-style-type: none"> The project targeted 78 PwIDs. 15 PwIDs out of 78 became aware of all types of violence. The project targeted 90 family members.
1.2 PwIDs and their family members are aware of sexual, physical and social violence and protection mechanisms.	Number of PwIDs who can identify sexual, physical and social violence as well as protect themselves				<ul style="list-style-type: none"> The project targeted 78 PwIDs. At least 44 PwIDs became aware on sexual, physical and social violence and protection mechanisms through role-playing.
	Number of family members who are capable to assist their children to protect themselves.				<ul style="list-style-type: none"> The project targeted 90 family members. At least 55 family members became aware on sexual, physical and social violence and protection mechanisms.
Objective/Outcome 2: The institutional capacity of targeted schools and institutions to include and protect PwIDs has improved.					
2.1 Principals and teachers (1 principle and 1 teacher from each school) are trained on the right to quality education and the Palestinian Inclusive Education Policy and how to deal with PwIDs.	Number of school participating principals and teachers whose level of knowledge has increased				<ul style="list-style-type: none"> The overall values of the indicators are not clear in the project documents and reports. The evaluation team was unable to determine the values of the indicators
	Number of schools that make initiative that support inclusion				<ul style="list-style-type: none"> The overall values of the indicators are not clear in the project documents and reports. The evaluation team was unable to determine the values of the indicators
2.2 Personnel of two rehabilitation institutions and the United Nations Relief and Works Agency (UNRWA) are trained on types of abuse and violence and protection mechanisms	Number of participating personnel whose level of knowledge has increased				<ul style="list-style-type: none"> The overall values of the indicators are not clear in the project documents and reports. The evaluation team was unable to determine the values of the indicators
2.3 Personnel of service providers from the Child Protection Network and the National Referral System Team for Abused Women are trained on disability rights and work mechanisms with PwIDs	Number of participating personnel whose level of knowledge has increased				<ul style="list-style-type: none"> The overall values of the indicators are not clear in the project documents and reports. The evaluation team was unable to determine the values of the indicators
2.4 Personnel of SMRC, the Advocacy Committee and the PDC are trained on the National Referral System for abused women, the violence incident report form of the Palestinian Online National Observatory on Violence against Women (Marsad) and the Referral System Standard Procedures Manual.	Number of participating persons whose level of knowledge has increased				<ul style="list-style-type: none"> The overall values of the indicators are not clear in the project documents and reports. The evaluation team was unable to determine the values of the indicators
	Number of suggested changes /adjustments made to the referral system procedure manual that take the needs of women with disability into consideration as well as the number of changes to the violence incident report form to capture information about women with disability				<ul style="list-style-type: none"> The overall values of the indicators are not clear in the project documents and reports. The evaluation team was unable to determine the values of the indicators. These indicators have been achieved quantitatively/numerically, but there is not enough evidence for us to achieve the indicators qualitatively/quantitatively. There is a need to focus in the future on measuring indicators qualitatively and increasing the period of tracking the impact of activities on beneficiaries, especially training teachers and parents

Objective/Outcome 3: SMRC advocates for increased implementation of policies from the Ministry of Education (MoE) and the Ministry of Social Development (MSD) in the area of inclusion of protection					
3.1 A report is prepared and disseminated to the MoE and different media outlets about the project interventions, achievements, challenges and recommendations for better inclusion of PwIDs in schools	There are no indications yet				<ul style="list-style-type: none"> Due to the fact that this project has been extended to July 2023, this report will be prepared and disseminated to the MoE and different media outlets in 2023. SMRC Team will document all achievements, challenges, success stories and recommendations to be used for developing the report.
3.2 A report is prepared and disseminated to the MSD and different media outlets about project interventions, achievements, challenges and recommendations for better protection services for abused PwIDs	There are no indications yet				<ul style="list-style-type: none"> Due to the fact that this project has been extended to July 2023, this report will be prepared and disseminated to the MSD and different media outlets in 2023. SMRC Team will document all achievements, challenges, success stories and recommendations to be used for developing the aforementioned report.

❖ **The level of activities and interventions:**

Outputs	Activities and interventions	Evaluation Result			Analysis/ Evidence/ Gaps as per verification criteria
		Completely achieved,	Partially achieved	Not achieved	
Objective/Outcome 1: PwIDs and their families residing in Ramallah and Al-Bireh districts are increasingly aware of the right to education and protection from violence and abuse.					
output 1.1	SMRC Team will conduct 1 training session for 7 SMRC groups of 10 PwIDs (70 PwIDs in total) per month for approximately 8 months on the right to quality education and inclusion.				SMRC Team has conducted 144 training sessions per group for 8 SMRC groups (78 PwIDs in total) on the right to quality education and inclusion.
	SMRC Team will conduct 2 training sessions for 10 groups of 12 family members (120 family members in total) per year on the right to education and the Palestinian Inclusive Education Policy.				SMRC Team has conducted 29 training sessions for 18 groups of 88 family members, on the right to education, the Palestinian Inclusive Education Policy and the challenges that face the family members to include their children in education.
output 1.2	SMRC Team will conduct 1 training session for 7 SMRC groups of 10 PwIDs (70 PwIDs in total) per month for approximately 8 months on sexual, physical and social violence as well as protection mechanisms.				SMRC Team has conducted 97 training sessions per group for 8 SMRC groups (78 PwIDs in total) on sexual, physical and social violence as well as protection mechanisms.
	SMRC Team will conduct at least 10 individual sessions and 5 home visits for PwIDs per month for approximately 8 months per year to follow up on abuse cases				SMRC Team has conducted 431 individual sessions for 43 PwIDs and 297 home visits for 41 PwIDs to follow up on sexual abuse cases of 21 PwIDs and modify the behaviours of 28 PwIDs in matters related to protection and sex education.
	SMRC Team will conduct 2 training sessions for 4 groups per year (2 sessions per group) of 60 PwIDs in total from two partner rehabilitation institutions				SMRC Team has conducted 22 training sessions for 3 groups of (72 PwIDs) from Silwad center, Nahda Women Association, and al Yasmin society.
	SMRC Team will conduct 2 awareness sessions for 10 groups per year (2 sessions per group) of 120 family				SMRC Team has conducted 3 training sessions for 5 groups of 95 family members,4 training sessions for 2 groups of 20 family members and a group of 7 family members on

	members of SMRC PwIDs (fathers, mothers, sisters, brothers...etc.) on sexual, physical and social violence as well as protection mechanisms.				sexual, physical and social violence as well as protection mechanisms.
	SMRC Team will conduct 2 training sessions for 10 groups per year (2 sessions per group) of 150 family members (whereof 60 family members from 2 rehabilitation institutions and 90 family members from UNRWA (North, Middle and South of the West Bank) on sexual, physical and social violence as well as protection mechanisms.				SMRC Team has conducted 24 training sessions for 12 groups of 290 family members from UNRWA (North and South of the West Bank) on sexual, physical and social violence as well as protection mechanisms. SMRC has conducted 2 training session for 2 group of 15 family members from rehabilitation institutions.
Objective/Outcome 2: The institutional capacity of targeted schools and institutions to include and protect PwIDs has improved.					
output 2.1	SMRC Team will conduct 6 training sessions for principals and teachers (1 principle and 1 teacher) from 15 schools per year for a period of 2 years, a total of 30 schools, on the right to quality education, the Palestinian Inclusive Education Policy and how to work with PwIDs. A training manual will be developed, printed and disseminated for this purpose.				SMRC has conducted 11 training sessions for education advisors. and 20 training sessions for 756 participants including school principals, teachers, on the right to quality education, the Palestinian Inclusive Education Policy and how to work with PwIDs.
	SMRC Team will conduct 2 training sessions per year for members of the CFPs in 15 schools on disability rights particularly the right to education, alternative behaviours to violence and how to support PwIDs and the role of the CFPs in supporting PwIDs				SMRC Team has conducted 56 training sessions for members of the CFPs in 23 schools on disability rights particularly the right to education, alternative behaviours to violence and how to support PwIDs, the role of the CFPs in supporting PwIDs and development of initiatives to include PwIDs in schools.
	SMRC Team will conduct 6 training sessions per year for (1 group of students per school) ages 11-13 years on self-confidence, communication skills, alternative behaviours to violence and protection mechanisms. It is important to note that members of the CFPs will take part in these training sessions.				SMRC has conducted 324 training sessions for 875 school students in 22 schools on self-confidence, communication skills, alternative behaviours to violence and protection mechanisms.
	SMRC Team will conduct 2 training sessions per year for parents on types of violence and its impacts on children, families and the society and how to build self-confidence of their children as well as the importance of inclusion.				SMRC Team has conducted 30 training sessions for 344 parents on types of violence and its impacts on children, families and the society and how to build self-confidence of their children as well as the importance of inclusion. SMRC has administered pre-evaluations for 187 parents. It was found that 45 parents are aware of types of violence and the importance of inclusion. During the next reporting period, SMRC Team will conduct 6 training sessions for parents from 6 schools.
	SMRC Team will conduct a focus group of parents to evaluate the impact of the training on their interaction with their children and the				The project team held 29 meetings for about 18 groups of parents to evaluate the impact of the training on their interaction with their children and the behaviour of their children and their ability in accepting the other.

	behaviour of their children and their ability in accepting the other.				
	Conduct 15 inclusive activities per year for schools either at schools or at SMRC				SMRC has conducted 25 sport and entertainment inclusive activities with 1008 children without disability from schools.
	SMRC Team will conduct 2 visits per year for the schools, Year 1: 2 visits*15 schools, Year 2: 2 visits *30 school				SMRC has conducted 68 field visits to 23 schools to follow up on their action plans.
	SMRC Team will conduct a conference to discuss schools' experiences, success stories, lessons learned and challenges and share with the MoE.				There is no confirmed information about the implementation of this activity
output 2.2	SMRC Team will conduct 8 training sessions for the personnel of two rehabilitation institutions (4 training sessions per institution) and 12 training sessions for the personnel of UNRWA (4 training sessionsU in the North, 4 training sessions in the middle and 4 training sessions in the south of the West Bank) per year.				SMRC has conducted 8 training sessions for 89 personnel of UNRWA (North, Middle and South of the West Bank). Additionally, 7 training sessions for 39 personnel from rehabilitation institutions (4 training sessions to Al-Nahda Institution and 3 training sessions to Silwad Institution, 3 training sessions tp Judd Institute, and 5 training sessions to al Yasmin society)
output 2.3	SMRC Team will conduct 2 training sessions for 23 personnel from the Child Protection Network and 2 training sessions for 15 personnel from the Palestinian Referral Team for Abused Women per year on disability rights, concept and causes of intellectual disability, types of abuse and violence inflicted upon PwIDs and work mechanisms with PwIDs				SMRC has conducted 4 training sessions for 21 personnel from the Child Protection Network on disability rights, concept and causes of intellectual disability, types of abuse and violence inflicted upon PwIDs and work mechanisms with PwIDs. Additionally, SMRC has conducted 1 training session for 11 personnel from the Palestinian Non-Governmental Organization Against Domestic Violence Against Women (Al Muntada) on concept and causes of intellectual disability, types of abuse and violence inflicted upon PwIDs and work mechanisms with PwIDs.
output 2.4	Conduct 3 training sessions for the personnel of SMRC, the Advocacy Committee and the PDC on the National Referral System for abused women, the violence incident report form of the Palestinian Online National Observatory on Violence against Women (Marsad) and the Referral System Standard Procedures Manual during the first year of the project.				Two training courses have been implemented for the parties to the National Referral System for abused women, as well as for members of the Advocacy Committee and the SMRC's team, but one training remains unconvened. It is expected to be completed during the second quarter of 2023.
	SMRC together with the other members of PDC will review the Referral System Standard Procedures Manual and recommend changes / adjustments to mainstream the needs of PwDs				Based on debates between the PDC and the Ministry of Women Affairs regarding how far the National Referral System discriminates against women with disabilities, the Ministry of Women Affairs invited the PDC to participate in a training workshop on the System. Two participants from the PDC have attended the workshop which highlighted how far women with disabilities are marginalized in the community. Accordingly, the PDC has provided its comments, feedback, and recommendations for the

					<p>aforementioned system. Eventually, the Ministry of Women Affairs has conducted a conference to announce the changes / adjustments. Based on the aforementioned, the said Ministry has established a subcommittee to review the comments. The PDC representative as a member of the Referral System Team has circulated the changes made to the Referral System for Abused Women to the PDC. The goal of these changes is to make the Referral System for Abused Women more responsive for women with disabilities.</p>
Objective/Outcome 3: SMRC advocates for increased implementation of policies from the Ministry of Education (MoE) and the Ministry of Social Development (MSD) in the area of inclusion of protection					
output 3.1	SMRC Team will hold 4 meetings with the Palestinian MoE per year to discuss the needs and challenges that face PwIDs in education as well as relevant calls for action.				SMRC Team has conducted 39 meetings with the Ministry of Education, the Directorate of Education in Ramallah and Birzeit to discuss the needs and challenges that face PwIDs in education and well as plan for implementing project activities in schools
	In cooperation with the Advocacy Committee for Persons with Intellectual Disabilities and the PDC, SMRC will present a position paper to the Palestinian Minister of Education during the Conference on the Right of PwIDs to Education to call the MoE to take the necessary measures for the inclusion of PwIDs in regular schools.				A draft position paper has been prepared, but not yet completed. This activity will be implemented in 2023.
output 3.2	In cooperation with the Advocacy Committee for Persons with Intellectual Disabilities and the PDC, SMRC will hold 4 meetings with the Palestinian MSD per year to discuss calls for action to include PwIDs in shelter homes.				<p>In cooperation with the Advocacy Committee for Persons with Intellectual Disabilities and the PDC, SMRC has held 3 meetings with the General Director of Disability Profile to discuss the position paper which calls for hosting PwIDs in shelter homes and making Al-Thuraya Center in Nablus accessible for PwIDs.</p> <p>The Advocacy Committee for Persons with Intellectual Disabilities the PDC and rehabilitation institutions held 2 meetings with the MSD to discuss the National Plan of the MSD for PwDs 2022-2023 and protection of PwDs from abuse and violence. Moreover, SMRC and the Advocacy Committee for Persons with Intellectual Disabilities held 2 meetings with the Disability Division at MSD to discuss protection of PwDs and hold the MSD accountable for not taking actions to provide protection for PwDs. Furthermore, SMRC and the Advocacy Committee for Persons with Intellectual Disabilities held another meeting with the MSD to develop a database for abused PwDs</p>
	In cooperation with the Advocacy Committee for Persons with Intellectual Disabilities and the PDC, SMRC will follow up with the MSD to amend the Palestinian Disability Law to be in line with the UN Convention on the Rights				<p>The Legislation Review Committee of the Palestinian Council of Minister has been reviewing the Palestinian Amended Disability Law during the past reporting period. A representative from the PDC is appointed to discuss and review the aforementioned law with the aforementioned Legislation Review Committee.</p> <p>The amended Palestinian Disability Law was reviewed by the Palestinian Council of</p>

	of Persons with Disabilities.				Ministers but it has not yet been approved by the Palestinian President.
	In cooperation with the PDC, SMRC will participate in the development of the Shadow Report which will be submitted to the UN Committee on the Rights of Persons with Disabilities by civil society institutions				The PDC has developed and submitted a questionnaire to different persons with disabilities and rehabilitation institutions to learn about the impact of Covid-19 on the access of persons with disabilities to their rights and services during the outbreak and spread of Covid-19 in the Palestinian Territories. Accordingly, the questionnaires have been filled out and analyzed. The Shadow Report was amended and reviewed by the PDC which be submitted to the UN Commission in November 2022.

❖ Additional Evidence:

The results of the evaluation concluded that outcomes and outputs have been achieved to a large extent, according to the results of the in-depth interviews and focus groups meetings that targeted a sample of PwIDs and their family members, who live in the villages of Nilin, Beit Liqia, Bir Zeit, Safa, Dir jarrer, and Beit Ur al-Tahta. The meetings showed that PwIDs and their families received through the project a set of important quality services in the field of awareness, the most important of which are: training sessions for PwIDs on their rights including the right to education at all levels, training sessions targeting parents on how to meet the needs of their children PwIDs, specialized individual and group sessions on the concept of protection for PwIDs, and home visits for PwIDs and their families.

The SMRC and project staff provided a set of other supportive services in order to ensure the success of the project and its various interventions, such as; provided shelter services during the day for PwIDs and educational inclusion in the school of SMRC, holding group and individual meetings with the parents to conduct psychological discharge, providing technical rehabilitation services for PwIDs and preparing them for employment and the labor market, training mothers on how to understand the condition of their children and how to deal with society, rehabilitating PwIDs and developing their life and intellectual skills, in addition to providing speech therapy, occupational and physical therapy services, and referral services to other institutions in cases where some services are not available at SMRC .

According to the mothers of persons with disabilities who participated in the focus group meetings, the training and awareness-raising meetings enabled them to gain knowledge of the laws and policies related to the rights of their children, especially those laws related to education and inclusion. They were also able to skills and abilities in how to deal with their children and the community around them, and to reduce and confront psychological and social pressures.

Based on pre-evaluations for PwIDs and their family members, it is found that majority of PwIDs were not aware that they have the right to access education and vocational training before Training and Awareness Sessions. awareness-raising efforts through the project have greatly enhanced awareness. This awareness among PwIDs and their parents is an important factor in pushing them to claim their rights and put pressure on duty-bearers to improve services for PwIDs.

The evaluation visits to a sample of schools confirmed that the work was fruitful in the schools, supervisors, principals, students, and their families. The impressions of the majority of the target groups in the project were positive. There is a sense of the importance of the interventions carried out by the SMRC, and that there has been a positive change in attitudes, behavior and perception related to PWDs and PwIDs.

As for the partners, the in-depth interviews with them emphasized the importance of the project's interventions and partnership with the SMRC. All gave positive feedback on the work of SMRC team. There is a desire and orientation towards continuing the partnership with SMRC in the future and re-experience with them and expand it. Of course, with some constructive criticism to improve and develop the work. In general, there are positive reactions from all partners, and this confirms the results of evaluating of project effectiveness.

Also, according to the analysis of the project reports and the results of in-depth interviews with the project staff, the organization and its staff were able to achieve the values of the indicators associated with outcomes and outputs, either fully or partially. The project staff were also able to measure these indicators and their impact on different target groups through the use of pre and post tests, field visits, and internal evaluation meetings, showing the extent of change in the beneficiaries' and target groups awareness and capabilities.

IMPACT

Evaluation Result		
Good	Middle	Weak

It would be difficult to measure the project's impact in terms of absolute attribution since the project has no clear baseline. However, the analysis of data collected during the evaluation process, revealed that the interventions of SMRC have several impacts on different categories of rights holders in terms of improving their lives. For example, the educational inclusion of PwIDs has a significant impact on their lives in the medium and long term, as it enhances their ability to integrate into society, acquires knowledge and skills that enable them to obtain new opportunities, increase self-reliance, and enable them to live in dignity.

The project has contributed to protection of PwIDs and their families, by encouraging them to take their roles as agents of change. Families of PwIDs as rights holders have an increased role in communities. This clearly indicates the positive impact that the project had on the lives of PwIDs. Also, the awareness-raising activities of PwIDs and their families and changes in knowledge, attitudes, and behavior would have a persistent impact.

Many of PwIDs and their families, and many students, teachers, and partners, have been involved in the training activities, and the applied knowledge and skills they obtained during the training. The implementing part of the activities with the cooperation of those partners, improved communication channels. This allowed for good visibility of SMRC in the served communities, which will impact the success of its various interventions due to its positive reputation.

Those changes are supposed to have a long-lasting positive impact on PwIDs, their families, and their surrounding communities. Many examples have been seen during focus group discussions that perfectly exemplify the profound impact the project intervention introduced to the lives of those PwIDs and their families. The project's impact, on the lives of those PwIDs as a result of the multifaceted approach the coordinated activities have led to psychological, social, and livelihood changes in their lives.

The project contributed to trust-building between SMRC and right holders (PwIDs, families, students, teacher, act). PwIDs and their family's members have increased resilience through access to training, awareness, and social, rehabilitation services, and psychological support, independently financially and production resources to lead in their livelihoods.

The accumulated experience through working at SMRC, played an important role to improve joint coordination and cohesive planning amongst relevant parties. Which impacted nature, quality of interventions. For example, SMRC has held many partnerships and signed MoU with the MoE, UNRWA, the Ministry of Women's Affairs, the Palestinian Disability Coalition, and many other parties. These partnerships will have a significant impact on strengthening the status of the SMRC and developing its services in the future, as the SMRC is supposed to play a national role in developing services provided for PwIDs. In addition to influencing policies and plans and raising the voice of PwIDs in Palestine.

Mohammad Araj | UNRWA disability officer

UNRWA | department of relief and social services | west bank

"SMRC has a qualified and professional staff, who have great experience in dealing with families, local communities and refugees. We at UNRWA need the center's interventions and assistance in promoting the rights of PwIDs. We are excited to re-cooperate with the center once again and to develop activities in a more effective manner during the coming years."

According to the analysis of project documents, in-depth interviews, and focus groups, it appears that the project has achieved (6) main effects, as follows:

1. The project has an impact on educational policies related to inclusion. SMRC has succeeded in education inclusion a group of PwIDs and making progress by providing them with knowledge, life skills, and occupation. This, in turn, will change the attitudes of educational decision-makers towards more educational inclusion into education as a result of the success of this experiment.

The SMRC's experience in educational integration will prompt decision makers to be more enthusiastic about modifying and developing the educational system towards more justice and inclusion. Therefore, it is expected that in the coming period we will witness greater levels of integration of people with intellectual disabilities into education.

2. The project has a positive impact on schools, teachers, supervisors, students and their families. The SMRC was able to establish the concept of disability in a positive way and change students' attitudes towards students with disabilities. Many of the students participating in the focus groups stated that in the past they were afraid of mixing with students with disabilities, and after participating in the awareness sessions, their behavior changed, and they became aware of the meaning of (disability). This prompted them to form a friendship with their peers of students with disabilities.
3. The initiatives have made a qualitative leap in the educational inclusion of children with disabilities, as students have become part of finding solutions that would overcome the difficulties and problems facing children with disabilities in education.

in this context, SMRC conducted training sessions for school students and CFPs on disability rights particularly the right to education, alternative behaviors to violence and how to support PwIDs and the role of the CFPs in supporting PwIDs. The trained students in each school did develop one initiative around disability rights and/or alternative behaviors to violence. Initiatives included: raising the awareness of the rest of school students on the rights of and challenges facing PwIDs. This has been done through posters, school plays and morning news, hosting inclusive activities in the school or in the municipal garden, and establish a resource room. School initiatives selected by a committee of SMRC staff, school management and students.

4. SMRC was able to strengthen the protection network for PwIDs and their families, especially women. SMRC has had a prominent role through its membership in the Palestinian Disability Coalition in developing the National Referral System for abused women. Introducing the issues of PwIDs on the agenda of the institutions supervising the system, such as the Ministry of Women's Affairs, the Public Prosecution Office, the police, and the Ministry of Social Development.

SMRC's efforts have resulted in strengthening the social protection network through capacity building, training, awareness, and review of procedures and laws. The impact of the SMRC's efforts will continue in the future, but this change and development is slow as a result of several factors related to the political system, the absence of democracy, and the weakness of the public sector in providing services as a whole.

5. The training of PwIDs and their families regarding the rights is seen as strategic service delivery which is crucial for the project to achieve its overall development goal. The training is used strategically for instance as some of the trained PwIDs are selected for the SMRC advocacy committee and in former projects, it has proven fruitful that the beneficiaries themselves are able to speak for their own rights. The capacity building of targeted schools, rehabilitation institutions, the UNRWA, SMRC, the Advocacy Committee for Persons with Intellectual Disabilities, the PDC, the Child Protection Network and the National Referral System Team regarding the two rights is seen as the capacity building element of the project. By building the capacity in various institutions, a common understanding is formed, and it becomes easier to speak with a common voice. Finally, as SMRC has formed the Advocacy Committee for Persons with Intellectual Disabilities and is a member in the PDC, it will exercise pressure not only on policy makers (MoE and MSD) but also on informal duty bearers including school principals and other decision makers of relevant institutions to improve the reality of PwIDs in education and protection. This is seen as advocacy. For long-term change to be achieved and for change to be experienced by the ultimate target group, the advocacy element is crucial. We expect concrete improvements in the

implementation of the existing legal framework by the authorities, but most importantly we expect the project to further strengthen the relationship between SMRC, its partners and the relevant ministries in order to continuously be in a position to voice concerns and point to concrete suggestions for improvements.

6. Based on SMRC's past experiences in networking with different partners and donors to promote the rights of PwIDs from a holistic inclusive approach, SMRC has managed to build the capacity of its personnel to tackle issues related to protection from abuse and violence, and the inclusion of PwIDs in education. SMRC has been providing rehabilitation and education services to PwIDs since 1980. Based on SMRC work with PwIDs, their family members, networks, local institutions and service providers in the public sector, the challenges that face PwIDs, their family members and relevant personnel have demonstrated how significant this project is for supporting PwIDs under a social, political and economic situation which promotes the marginalization of PwDs and particularly PwIDs.

While measuring the impact of an ongoing project was not possible, available evaluation data allowed validating the initial stages of the envisaged progression to change implied by SMRC's theory of change. These, in the opinion of the evaluation, are part and parcel of the impact of the project. The project had made important contributions in view of both influencing the enabling environments for PwIDs and inclusive education growth. Considerable progress was also made as regards to improving services and linkages for SMRC and enhancing their capacity to effectively use these services. In conclusion, SMRC project have had a positive impact on different technical, education, social empowerment, and institutional.

SUSTAINABILITY

Evaluation Result		
Good	Middle	Weak

Evaluation data revealed that the nature of interventions and support provided has significantly contributed to the sustainably developed work of SMRC, and partners. The multifaceted approach used by SMRC would have sustainable results.

Generally, SMRC is a rehabilitation institution which seeks to enable PwIDs to be included in the community and access their rights. This project seeks to develop the capacity of PwIDs and their family members, rehabilitation institutions, schools and other stakeholders as mentioned in this application to support PwIDs to be included in education and live in a safe environment away from violence and abuse.

Due to the extensive experience of SMRC and its membership in the Advocacy Committee for Persons with Intellectual Disabilities, the PDC, the Child Protection Network and other networks, several institutions (i.e rehabilitation institutions and the UNRWA) have approached SMRC to request consultation in areas related to protection of PwIDs. Moreover, SMRC is an accredited institution by the Palestinian MoE as its assessments of PwIDs are considered trustworthy.

The fact that SMRC is one of the initiators and part of the secretary of the PDC shows that SMRC already has a catalyzing role in the West Bank and beyond. It is an ongoing working method to include other NGO's and networks in order to obtain better conditions for disabled people.

Another example of the catalyzing role is the cooperation with UNWRA regarding protection in the refugee camps in Palestine. The experience of SMRC with PwIDs is highly valued by UNWRA and through this cooperation it is possible to reach a target group in dire need of assistance and it is possible to contribute to the capacity building of the staff of UNWRA, and in that way SMRC is acting as a catalyzer.

Also, it can be mentioned that SMRC is able to attract funding from other partners, i.e. the Worldwide Moravian Church, Valdesian Church, Christoffel Blind Mission (CBM), Heidehof Foundation, Danish Mission Council Development Department (DMCDD), Annie B. Mission, OFID – OPEC Fund for International Development in Austria via Arab Fund in Kuwait, Czech Development Agency, Evangelisch-Reformierte Kirchgemeinde Rapperswil-Jona in Switzerland and the Representative Office of Japan to the Palestinian Authority. This has

made it possible for SMRC to sustain and expand its services for the past 40 years, and it is a promising sign of long-term sustainability of the organization.

Given that the project strategy targeted all duty bearers, PwIDs, their families, the partner institutions that work for their benefit and attainment of their rights as well as seeking to change the laws and executive procedures that will provide them with equal, quality, suitable for their needs and sufficient services, altogether will lead to long lasting improvements. SMRC through the Palestinian Disability Coalition and other relevant partners whose mandate is to provide protection services to the wider scope of beneficiaries in the Palestinian Community will continue to monitor the sustainability of legislative and practical applications of improvements and hold the government accountable for any deviation. SMRC will continue to work with the direct beneficiaries PwIDs and their families to complement and update their knowledge.

As SMRC parallelly work with PwIDs, their family members and service providers including schools and other relevant stakeholders as mentioned in the project, this project enabled PwIDs to access their rights through the assistance of their family members and pass the ball to relevant partners to play their role for the benefit of PwIDs. For example, capacity development of school principals and teachers on PwIDs right to education, the Palestinian Inclusive Education Policy and how to work with PwIDs enabled the trained participants to train other teachers to facilitate the inclusion process. Furthermore, the appointed focal persons at each of the targeted schools and institutions are expected to continue to work for the inclusion of PwID after the project has ended. In the experience of SMRC establishing social media groups for mutual exchange of experiences can be an effective way of extending the relationships that have been built during a project period. SMRC will be able to initiate and facilitate such social media groups for focal persons and/or teachers and SMRC will encourage the participants to do so.

It's worth to notice here that SMRC did transfer its strengths and distinctive experiences in the field (of enabling PwIDs) to the stakeholders and partners in the project. Thus, the the stakeholders and partners acquired sufficient awareness, capabilities and skills and were able to deal with the issues of PwIDs and formulate interventions and models that are in line with human rights approach for PwIDs, and more sustainable and with a better return.

Other reasons to the significant potential of sustainability of services at SMRC's project includes:

- 1) SMRC's Institutional Capacity:** SMRC staff were trained in different fields, such as: The concept of protection, the fourth objective of education SDG4. Capacity-building of SMRC staff, this sustainable where gained knowledge and skills are presumed to be sustained after the end of the project.
- 2) Visibility:** Enhanced its visibility and strengthened its well-integrated position within the fabric of civic society. It has accumulated a reputation in the donors' community; this would be an asset and would contribute to the sustainability of the services through the recruitment of funds for similar projects.
- 3) Coordination Mechanisms:** SMRC has a strong coordination system with various stakeholders. As SMRC is a member in different networks and forums including Child Protection Network, Defense for Children International, PDC, the Palestinian National Coalition for the Employment of Persons with Disabilities and Teacher's Creativity Center, it is able to advocate for the rights of PwIDs, exercise pressure on policy makers to take actions on the national level and last but not least sustain the improvements of this project for the beneficiaries.
- 4) SMRC's Interventions:** The project has succeeded in working with PwIDs and their families, students, teachers, schools, supervisors, and local communities who became agents of change, and community leaders. Those agents of change have built skills utilized through various activities and initiatives and have developed their self-esteem and appreciation. They are now equipped with knowledge, skills, and motivation to sustain their work for the community and lead the initiatives (awareness, advocacy, and empowerment), which would have a sustaining effect beyond the project's life. Also, people who received awareness-raising. These trained beneficiaries who became agents of change will be sustained because they have continuous

communication with SMRC and would be helpful in prospective projects since they showed commitment to support transform society in relation to PwIDs perceptions, attitudes, and practices. Those agents of change should be sustained through other initiatives funding mechanisms and embedded within the local communities where they live and work. empowered PwIDs and their families in the SMRC project are likely to sustain the positive changes induced in their lives after the end of the project.

- 5) **The Participatory Approach:** SMRC adopted in terms of planning, implementation, monitoring, and evaluation of SMRC project and access to project's relevant information have developed a sense of ownership by various groups of beneficiaries and other stakeholders, which was a key factor in the success of the project. The resulting transparency increased accountability levels and trust between the project and various categories of beneficiaries. Therefore, this component is vital for enhancing the sustainability of the project.

GENDER EQUALITY MAINSTREAMING

Evaluation Result		
Good	Middle	Weak

For SMRC, “equity means that all PwIDs have an opportunity to survive, develop, and reach their full potential, without discrimination, bias or favoritism”, which means that pro-equity interventions should prioritize worst-off groups with the aim of achieving universal rights for all PwIDs. The evaluation examined whether equity analyses were conducted to guide the programs design and how the programs addressed the worst-off and gender equity. The results were as follows:

- ❖ While SMRC has made significant efforts towards empowering women with intellectual disability in Palestine through their approach to gender equality as a cross-cutting issue, there are areas where they can improve and build upon their work. One such area is in providing gender-sensitive training, to further develop their approach and strategy toward gender equality. In light of this, it is recommended that the project prioritizes incorporating gender-sensitive training and the development of a gender strategy. This would help to reinforce the project's commitment towards gender equality and ensure a more comprehensive approach to empowering women. The aim of the training and strategy should be to address and eliminate gender biases, promote gender-sensitive decision-making, and provide women with the skills and knowledge necessary to participate fully in project activities. By doing so, the project will be better equipped to address the unique challenges faced by women and empower them to participate fully in their communities.
- ❖ The SMRC project is focused on the fulfillment of rights of PwIDs in Palestinian communities through a rights-based approach. In general, gender equality is not considered a cross-cutting issue in all stages of the project's strategy and implementation, with the goal to create a gender-responsive environment. The project does not have a clear multifaceted approach to women with intellectual disability.
- ❖ Integrating gender sensitiveness in the disability projects could be SMRC's added value for engagement and education inclusive. Although it should be noted that some work has already been done, such as attempt to integrating women with intellectual disabilities into the National Referral System Team for Abused Women, review and update the system to accommodate women PwIDs, integration inclusive education principles in beneficiaries training programs and developed models, target girls' schools, and supporting mothers of PwIDs.
- ❖ The project approach seems to lack a comprehensive analysis of social norms, which are crucial to understanding the social dynamics in targeted communities. Failing to consider these norms could potentially limit the effectiveness of the project in promoting gender equality and empowering female PwIDs. It is recommended that the project take a more nuanced approach that includes a thorough analysis of social norms in the communities it operates in and incorporate this analysis into its conflict sensitivity strategies. This will help ensure that the project's interventions are aligned with the local context and cultural norms and are more effective in promoting gender equality and empowering women PwIDs.

- ❖ The limited representation of male members in the direct rights-holders group raises questions about the inclusiveness of the project's approach. It is important to consider the perspectives and experiences of all stakeholders, regardless of gender, in order to achieve a truly sustainable and equitable impact.
- ❖ The SMRC does have approved policies and procedures against **POLICY AGAINST SEXUAL EXPLOITATION AND ABUSE** to ensure that it does not cause harm in its operations. But it appears that these are not effectively disseminated and implemented within the project. This could lead to a lack of understanding and compliance with these important policies, which could lead to potentially negative consequences for the women involved in the project as a whole.

HUMAN RIGHTS-BASED APPROACH (HRBA)

Evaluation Result		
Good	Middle	Weak

Without the human rights approach and respect for human rights values and principles in addressing issues and problems, the development process becomes a body without a soul. Using this method, we evaluated four (4) fundamental areas:

1) Participation and Inclusion:

According to its statements and strategy, SMRC is without a doubt one of the organizations committed to a human rights approach and respect for human rights principles, which would enhance participation and inclusion and enable rights holders to hold decision-makers accountable and demand their rights from those charged with duties. SMRC has previously implemented dozens of projects with this vision in mind.

According to the institution's literature, the SMRC is an institution which has been providing rehabilitation services for PwIDs since 1980. It follows a holistic rights-based approach in enabling PwIDs to voice their concerns, claim and access their rights (either on their own/and or through their parents, the Advocacy Committee of Persons with Intellectual Disabilities and other networks) and be included in the community. In addition to providing rehabilitation services to PwIDs, SMRC has implemented several programs funded by a number of international donors that raise the awareness of the local community on disability rights as well as advocate for these rights with relevant policy makers and duty bearers. Our partnership with international donors that support disability has further developed the capacity of SMRC to follow the rights-based approach rather than the charity approach. All of that has led to making SMRC a well-known reference among other rehabilitation institutions and civil society organizations from which they seek guidance and advice.

When analyzing the project proposal document as a whole, it is evident that the human rights approach is taken into account in terms of the problem, objectives, and desired outcomes. These are significant insights that can be built upon and utilized in the future when submitting new project proposals.

In this context, and based on the analysis of documents, reports, and the findings of interviews and focus groups, the SMRC has encouraged the participation of all stakeholders of both sexes in the project activities.

We also observed that the participation of the right holders and the stakeholders in defining the proposal and design of the project did occur in the early stages of the work to ensure that it met their requirements. We recommend the inclusion of vulnerable groups in this all process, particularly PwIDs and their families, and women. This participation ensures that their needs are incorporated into the project from the beginning. On the other hand, we observed that the reports lack clear qualitative indicators relating to the concepts of (participation, inclusion, justice, and inclusion), and the achievement of these concepts was not accurately measured in terms of the impact of project interventions on beneficiaries' groups and how their lives changed as a result of their participation. The entirety of the project's discussion focuses on the Description of project activities, but there is no indication of how vulnerable and marginalized groups can benefit from this assistance.

This is the weakness of the application of the human rights approach, which depends on the extent to which vulnerable groups obtain and enjoy their rights, as the majority of the measured indicators are quantitative rather than qualitative.

In addition, it is unclear what has been accomplished in terms of building the capacity of PwIDs and their families, and to what extent the project has been able to advance citizen oversight of the performance of the public sector and public institutions at the local and national levels. There were no success stories or examples of right holders making progress in this regard in the project's reports.

2) Equality and Non-Discrimination:

The premises of the center and the project are based on the fact that PwIDs are particularly vulnerable to violence, it is a prerequisite for the inclusion of PwIDs in education to create a safe environment in schools and change the negative attitudes towards them. Accordingly, it was necessary that the project not only target teachers, but also children without disabilities in schools where PwIDs are included through raising their awareness on the importance of accepting PwIDs without discrimination and following alternative behaviors to violence. As the families of PwIDs are considered partners in the education process, also, it is important to train them on how to direct their children to follow certain social norms based on dialogue and discussion rather than violence. Moreover, in order for the supporting rehabilitation institutions to be able to cooperate with schools about the protection of students with intellectual disabilities it is important to build their capacity in the area of protection.

The center staff and the project are aware that the vulnerability of PwID has the effects of less participation of PwIDs in society, that injustices can continue unnoticed, that violent incidents are under-reported and that PwIDs are increasingly marginalized. In order to address this, the interventions further trained PwIDs and their families regarding protection mechanisms, build the capacity of staff and students at schools to protect, care and report and cooperate with the MSD about improving the reporting and referral mechanisms in cases of violence towards PwIDs.

Through an analysis of project documents and reports, there is mention of procedures taken by SMRC to ensure non-discrimination and achieve equality between right holders and stakeholders and focus on procedures that would address any incident or situation in which discrimination was committed against a beneficiary in one of the project's activities, particularly PwIDs.

During project implementation, discrimination can manifest in a variety of ways and must be effectively addressed by all procedures. To ensure that no one is left behind, according to the Sustainable Development Goals indicators, vulnerable groups must be included and empowered to assert their rights (SDGs).

On the other hand, we also observed that SMRC did not encourage partners to adopt non-discrimination measures, such as requiring the adoption of specific codes of conduct or written anti-discrimination policies.

3) Accountability:

SMRC has extensive experience and knowledge in implementing projects related to the concept of accountability and popular control over public policies and services, allowing duty-bearers to respect, protect, and fulfill rights and fulfill their responsibilities to rights-holders. As the foundation of the human rights approach, we believe it must be maintained, timed, and strengthened in the future. It is essential to continue encouraging PwIDs and their families, as well as partners, to play this oversight role in the future, and to expand it to include public policies pertaining to rights, as stipulated in national laws and international agreements, treaties, and covenants that the State of Palestine has signed in recent years. This is accomplished by developing new tools for social accountability and enhancing the SMRC' capacity to employ these tools.

4) Do No Harm:

This principle is essential to ensuring that the assistance provided within development projects has no negative side effects. Occasionally, there is a very fine line between benefit and harm, so it is necessary to ensure that procedures are in place to ensure that no harm results from the implementation of project

interventions. Through the analysis of project reports, interviews, and focus groups, neither this principle nor any preventative measures to ensure non-harm were mentioned. When analyzing the project's indicators, we discovered that none of them examined this principle among partners.

There is also a problem with the safety procedures associated with project activities, particularly because the SMRC do not have clear procedures for dealing with beneficiaries' injuries and project staff. This principle must be strengthened by adopting clear procedures to avoid harming others, and public safety measures within schools must be strengthened.

The Do No Harm approach, on the other hand, examines the positive and negative effects of the implementation of development projects and programs. SMRC's application of an innovative methodology in the field of environmental and social impact assessment for projects is a significant development that must be built upon and strengthened in the future. However, this experience must be evaluated, documented, and lessons must be drawn from it in order to generalize it to the partners as a means of enhancing its governance.

This principle in the Palestinian context must be properly redefined, the elements of this important principle must be identified, and a methodology suited to the Palestinian context, which presents additional challenges and difficulties due to numerous factors, must be developed. The strategy is suitable.

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INTERNAL COHERENCE

Evaluation Result		
Good	Middle	Weak

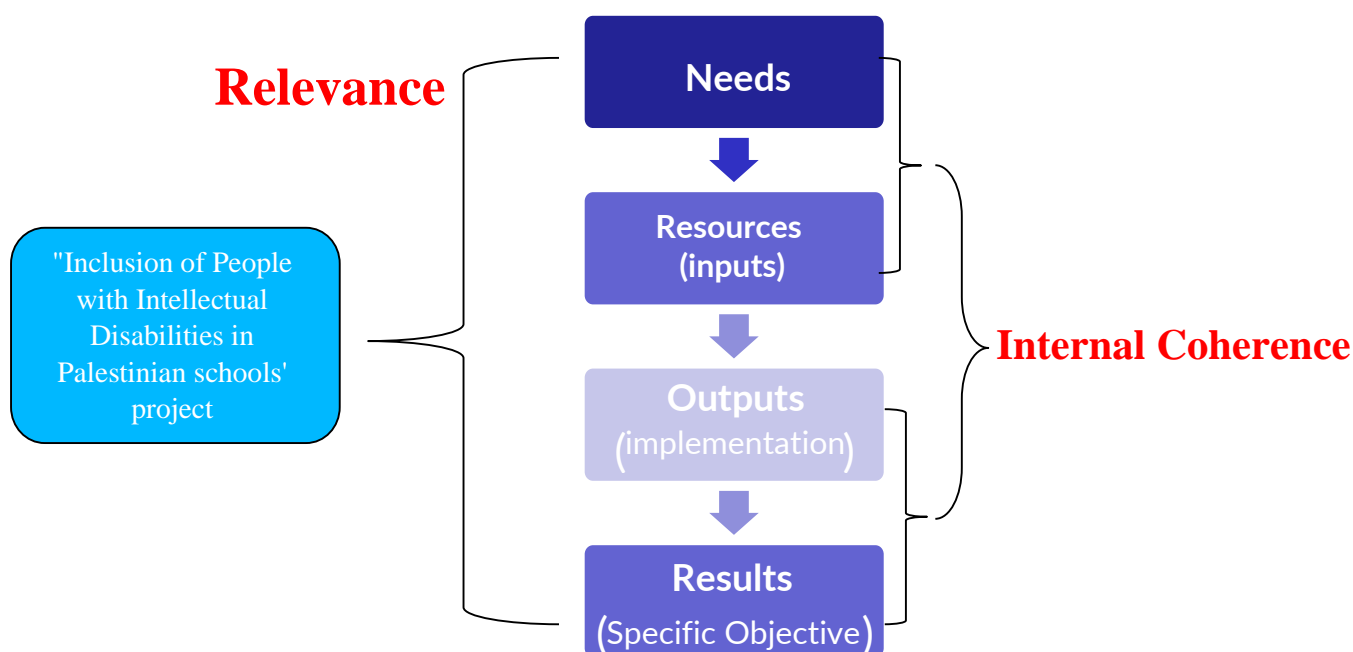
Internal coherence refers to the consistency and coherence of the different elements within a project's design, including its objectives, activities, inputs, outputs, and outcomes. A lack of internal coherence can weaken the overall design and effectiveness of the project, leading to unclear or unrealistic expectations, duplication of efforts, and a lack of focus on the most critical aspects of the project. In the context of a log frame with multiple and vertically parallel layers of results, it is especially important to ensure that the different elements are aligned and contribute to the overall goal of the project. This can be achieved through a thorough review of the project design, including an assessment of the logic linking the different elements, and making any necessary adjustments to ensure internal coherence and a clear, achievable pathway to project.

Therefore, the evaluation team examined the interrelationship of four basic elements related to internal cohesion: needs, resources (inputs), Output (Implementation), and Results (specific objectives).

Examination of documents, reports and interviews showed that the project is consistent and coherent in the LOGIC of the interventions (link between objectives – activities inputs), and SINERGY among different activities of the project, in addition to the effectiveness of FINANCIAL allocation.

Also, the impact chain of the project is coherent and interconnected from top to bottom. And this result that we reached is consistent with the results of examining the other elements of the evaluation above, such as effectiveness, efficiency, and impact.

The figure below shows the elements of internal cohesion in the project:



CROSS-CUTTING ISSUES (ADVOCACY)

Evaluation Result		
Good	Middle	Weak

In this project, SMRC's advocacy efforts were evaluated on three main levels:

1) Project Objectives Level:

SMRC has a specific objective: 1- advocates for increased implementation of policies from the Ministry of Education (MoE) and the Ministry of Social Development (MSD) in the area of inclusion of protection. 2- SMRC also aims to address a number of issues associated with the actual legal, institutional environment, and policy making facing PwIDs rights. 3- Empowering SMRC to be the voice of PwIDs, all with the goal of establishing long-term social justice among the targeted rights holders.

The general and interim goals of the project are extremely ambitious, and a comparison of these goals with the interventions and activities reveals a flaw in the design of part of the project, as we must reach these ambitious goals through interventions of a different kind, particularly when discussing the enabling and legislative environment for PwIDs rights, which should have been the focus of the project.

Examining the project's deviations reveals that SMRC, despite its great efforts, has not been able to make significant progress in several advocacy-related files, the most significant of which are:

- Amendments made to the Palestinian Decision of the Council of Ministers No (9) 2011 concerning Shelter Homes of Abused Women.
- Enforce the Palestinian Inclusive Education Policy in regular schools.
- The commitment of the Palestinian MoE's with the UN Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities and the UN Sustainable Development Goals; particularly Goal No 4: Quality Education. The MoE is also interested in enforcing the Palestinian Inclusive Education Policy in regular schools.
- The commitment of the Palestinian Ministry of Social Development to admit PwIDs in their facilities, provide qualified service, and improving the reality of PwIDs based on its compliance with the abovementioned conventions, the UN Sustainable Development Goals and the Palestinian Disability Law.

- Adoption and application of Violence against Women (Marsad) and the Referral System Standard Procedures Manual.

Also, there is a question that we did not find an answer to during the evaluation clearly, which is "what extent has the project been able to pressure the government to abide by the implementation of the current the Palestinian Disability law No 4 for the year 1999, or even oblige the competent authorities to approve the new disability law".

All of these deviations affected the project's coherence and logical framework. It affected the coherence of its logical framework with regard to advocacy, which, in our opinion, greatly weakened the project's advocacy efforts, despite the fact that SMRC has made considerable efforts in this regard.

2) Project Results Level:

Analyzing the contents of numerous documents and reports reveals that SMRC has exerted significant effort in implementing interventions and activities. Nonetheless, the process of analyzing the project's results is still limited to listing the various activities. The analytical aspect of the results must be given adequate consideration. Grow in order to comprehend what actually occurred, what was accomplished, and what alterations the project brought about. Neither the reports nor the various interviews made this clear. In the project reports, for instance, the results of advocacy campaigns for the rights that SMRC and the other partners led were not specified. The same holds true for obliging the Palestinian government to fully implement the current disability law, or pressure to pass the new law. It was also unclear which laws and regulations were specifically affected by SMRC and whether changes to these laws and regulations resulted from other initiatives.

The process of analyzing the results of advocacy efforts requires a thorough examination of a number of issues, the most crucial of which are:

- To what extent was SMRC able to achieve its advocacy plan? Has SMRC the capability to accomplish it? Does the organization need to develop its capabilities in the field of advocacy?
- What human competencies does SMRC possess in the advocacy and policy analysis field?
- What is the extent of partners participation in advocacy efforts and their impact on public policy?
- What are the limitations of influencing national and local agendas, and how can we truly affect them?

All of these matters were not clarified in reports or through interviews and focus groups, and this constitutes a major omission that must be remedied as soon as possible in order to achieve SMRC's aspirations, vision, and objectives.

On the other hand, we believe that the SMRC was able to form alliances and partnerships with other parties in the field of advocacy, achieving a good level of coordination and cooperation exists between these many parties. such as; Palestinian Disability Coalition, The Advocacy Committee of Persons with Intellectual Disabilities. These alliances and partnerships enabled the SMRC to achieve part of the aspirations of the SMRC in the field of advocacy, such as preparing a shadow report for the International Committee for the Convention on the Rights of Persons with Disabilities, holding many meetings with duty-bearers, and influencing the process of reviewing the national referral system for battered women. Therefore, the center must continue to strengthen the approach of alliances and partnerships and develop a comprehensive and participatory advocacy plan in the future.

Also, SMRC has able to conduct many successful interventions. However, to ensure this, these experiences and expertise must be documented in its national (Palestinian) context in order for it to be disseminated in the future, and this is the essence of the (learning) process through which the institutional capacities of SMRC have been strengthened. In order to popularize these practices in the future, the effects of PwIDs rights initiatives related to community integration, educational inclusion, and training and awareness, must also be tracked and documented step by step. The process of documenting various interventions based on new experiences and experiences can provide a solid foundation for bolstering advocacy efforts, particularly with regard to shifting public policies and attitudes toward more peaceful rights practices.

On the other hand, SMRC has made fruitful efforts to support a variety of student's initiatives to assist PwIDs in attracting more community support and mobilization. These initiatives are very vital, and have made the project of added value, so they must be preserved in the future and a clear methodology should be developed for designing student initiatives and community participation in the design, planning, implementation and evaluation process should be developed.

3) Project activities Level:

Advocacy is considered the main pillar of the project, which was implemented by SMRC with the support of BDM. This project, with all its main components, includes advocacy efforts in all its dimensions and levels. The advocacy efforts in the project were evaluated through many levels, namely Objectives, Results, and Activities. One of the ten overarching goals of the national strategy is to: "Ensure inclusive education advocacy and implementation covers the full range of education from early childhood to vocational, non-formal and adult education". So inclusive education for PwIDs is a concept in national policies but not yet implemented in practice. Although both the public sector and UNRWA have adopted the existing inclusive education policy and made some procedures for implementation.

PwIDs are one of the poor, most vulnerable and systematically marginalized groups in Palestine. This is partially due to the absence of public or private institutions having capable service providers trained to provide assistance commensurate with the specific needs. The majority of PwIDs belong to a segment of the society that is characterized by being destitute with quite modest education. Furthermore, the majority of PwIDs – both females and males – are either kept isolated at their homes being deprived from access to their rights or left in the streets subjected to different types of abuse and violence, particularly sexual abuse.

Once the awareness of PwIDs and their families is raised regarding their rights and access mechanisms, and once the capacity of government and civil society service providers is improved on how to work with and be sensitive to the needs of PwIDs, SMRC, sister organizations, coalitions, networks and PwIDs themselves can exercise pressure on policy makers and hold them accountable for improving quality and quantity of public services. Besides SMRC's own positive experiences with inclusive education, the strategic choice to promote inclusion of PwIDs rather than special education is made in realization of the limited resources of the Palestinian Authorities. It is seen as unrealistic to successfully advocate for a large proportion of the already stretched budget for education and protection to be allocated for PwIDs. In such a context, the capacity building of existing staff and students and the relational advocacy work towards the Ministries is seen as a more feasible strategy in order to bring about lasting improvements for PwIDs in Palestine.

The SMRC has achieved a high level of targeted activities in accordance with the project's action plans 2020-2022, based on the analysis of the reports and the results of the various interviews and focus groups. However, it should be noted that advocacy requires a process of innovation, creativity, and continuous planning in order to keep up with the rapid changes in the political, social, and economic context in Palestine as a result of many factors and challenges mentioned in the SMRC's various reports, including the occupation, political division, declining funding, and the effects of the Covid-19 pandemic. We believe that this was a deficient aspect of the project and that it should be strengthened by reevaluating advocacy activities and advocacy tools in order to ensure their effectiveness.

For instance, the media, social media, and digitization play an important and pivotal role in advocacy today, and when analyzing the media and digital content of the SMRC, we noticed that the majority of this content focuses solely on the news aspect, there is a lack of investigative content that can aid advocacy efforts, and there is also a lack of content that focuses on advocacy itself. For awareness pamphlets on the SMRC's Facebook page, advocacy campaigns, messages, and requests are not published in a clear manner. We also observed a lack of visitor interaction on the SMRC's Facebook page, which suggests that the process of reaching the public and shaping public opinion is ineffective and needs to be strengthened. We also noticed that the SMRC does not have a website for Arabic content, and this limits public access to data related to the center and its services. Without public access and information dissemination, advocacy remains a technically weak process.

We also observed the absence of clear policy dialogue mechanisms with decision-makers. The SMRC has existed for many years and is a reputable institution. This extensive body of work did not, however, enable the SMRC to

institutionalize the policy dialogue process with decision-makers according to a clear and pre-planned agenda that reflected the needs and issues of the entire sector.

Best Practices

▪ **Supporting student and community initiatives:**

SMRC conducted training sessions for school students and CFPs on disability rights particularly the right to education, alternative behaviours to violence and how to support PwIDs and the role of the CFPs in supporting PwIDs. The trained students in each school developed one initiative around disability rights and alternative behaviours to violence. 4 targeted schools out of 15 have made the following initiatives that support inclusion of PwIDs in education:

1. A regular school prepared a resource room for providing included PwIDs and people with learning difficulties with academic assistance.
2. A regular school included 4 PwIDs in education.
3. A regular school established a ramp to facilitate access of PwIDs to the cafeteria.
4. A regular school established a ramp to facilitate access of PwIDs to the toilets.

This indicates how far the trainings made a positive impact in terms of changing the attitudes of school education advisors and children to accept and embrace PwIDs as their peers. The strength of the impact of these initiatives lies in the fact that they combine the Human Rights-Based Approach on the one hand, and the Community-based/participatory approach on the other hand. This is a kind of innovation in working for the issues of people with disabilities in general and people with intellectual disabilities in particular.

▪ **SMRC Team interventions in cases of abuse inflicted upon PwIDs:**

As SMRC is a member in different forums and networks, several public and civil institutions approached SMRC Team to intervene in cases of abuse inflicted upon PwIDs. For example, the National Referral System Team for Abused Women has consulted SMRC to provide counselling to 4 female PwIDs who were sexually abused. Accordingly, SMRC Team developed and submitted a report of the case to the competent authorities to take the appropriate actions.

Following trainings provided for family members from UNRWA, one of the family members who is also a member of a community club has approached SMRC Team to provide consultation for mainstreaming disability rights in their agendas and programs. The interventions of the SMRC's team in this field are very important and are among the most priority societal needs of marginalized groups. There is high confidence in the ability of the SMRC's team to provide this service professionally, so this practice must be developed and a study of how to contract with the relevant parties to provide it to it, including the MSD.

▪ **Academic assistance for PwIDs:**

Following trainings provided for family members from SMRC, some family members requested providing their children with intellectual disabilities with academic assistance. Accordingly, the Team has conducted 12 sessions for 7 PwIDs out of 78 to teach them how to read and write. The Team focused on teaching them concepts which can assist them to communicate with people and be included in the community.

The Team used worksheets as teaching tools for the aforementioned 7 PwIDs to test how far these worksheets are effective to be employed in the training manuals which will be used by the targeted schools. Inclusive activities have played a major role in changing the attitudes of school students towards PwIDs through accepting them as classmates and friends.

Recommendations

▪ **Project Planning, Monitoring and Evaluation:**

- We recommend hiring an M&E officer to assist in the development of a future project Monitoring, Evaluation, Accountability and Learning (MEAL) plan, including the development of templates used as report forms, pre- and post-tests, and focus group forms.
- The project interventions are very dense compared to the number of employees in the project. It is possible to reduce the volume of activities in the future such as reducing the number of schools and tailor training according to the level of engagement of each school.
- Impact assessment: Conduct a baseline and an impact assessment to determine the long-term effects of the project on the rights and well-being of people with intellectual disabilities. This can involve assessing changes in their access to education, and social inclusion,
- Learning and adaptation: Use monitoring and evaluation findings to inform project adjustments and adaptations. Regularly review the data collected and identify lessons learned to improve the project's effectiveness and ensure it remains responsive to the needs of people with intellectual disabilities.

Capacity-Building and Awareness:

- More funds and time should be allocated for Advanced training for project staff in project Cycle Management (PCM), M&E, and Transformative gender equity.
- We recommend developing a detailed legal guide for intellectual disabilities to serve as a source and reference for partners and stakeholders. This guide provides an overview of rights laws that ensure equal opportunity for PwIDs, and their access to services.
- We recommend that training be held for service providers working with the National Referral System for abused women team (those who work directly with the victims).
- Regarding protection, train the actual service providers, such as police, Ministry of social welfare coordinators hospital emergency staff.
- We advise that for a new project to continue developing/working with the teachers on practical education tools to work with PWID students which the project started doing towards the end of this phase.

Gender Equality Mainstreaming:

- In terms of recommendations for improvement, the Project could consider incorporating a gender-transformative approach that seeks to challenge and change harmful gender norms and power dynamics. This could include activities such as consciousness-raising and capacity-building for men and women on gender equality, as well as community-level dialogue and engagement around the issue. Additionally, the Project could explore ways to increase the participation and representation of men members in its programs, to ensure a more inclusive and equitable approach.

- **Human Rights-Based Approach (HRBA)**
 - 1) **Participation and Inclusion:**
 - Advocate on an individual basis and on common problems related to protection and inclusion. The individual cases may serve as steppingstones for advocating for common problems.
 - Involve different stakeholders in the initiative, not only students (the whole community)
 - 2) **Do No Harm:**
 - To conduct capacity building on Do No Harm for SMRC staff to consider it in its activities and to ensure integration of this component in its reports. There is a need to strengthen this principle by adopting clear procedures to avoid causing harm to others.
- **Advocacy and Achieved Project Objectives Level:**
 - SMRC's advocacy efforts to improve the enabling environment for rights of PwIDs must continuously be linked to important human rights and legal dimensions, such as local developmental planning, sectoral planning of the relevant ministries, international cooperation, and financing frameworks, the 2030 Agenda, harmonization of legislation and laws, the development agendas of the Palestinian government, financing policies for education and the disability sector, and social outcomes of education.
 - Representation in Project Governance: Include PwIDs and their families in project governance structures, such as project steering committees or advisory boards. Ensure that they have an equal say in project decisions, policies, and resource allocation. Encourage their active participation and provide necessary support to ensure their meaningful engagement.
- **Advocacy and Project activities Level:**
 - For a new project, it is recommended to hire an advocacy specialist to increase the capacity and effort to achieve a higher level of success on the advocacy front.
 - The project team should develop a comprehensive communication strategy to strengthen advocacy and public awareness on issues related to promoting the inclusion of PwIDs in education in the West Bank.

Annexes

ANNEX I: IN-DEPTH INTERVIEW

In-depth Interview

مقابلات معمقة مع الجمعية وشركائها والجهات ذات العلاقة

رقم المقابلة:	_____	المكان:	_____
الاسم:	_____	وقت البداية:	_____
التاريخ:	_____	وقت الانتهاء:	_____
اسم المقابل:	_____		

أسئلة المقابلة

(أ) الصلة Relevancy

1. هل يعتبر المشروع جزء من الأهداف الاستراتيجية للمؤسسة؟ أي منها في حال كانت الإجابة نعم؟ وهل يتماشى هدف المشروع ونتائجه مع استراتيجية خطة عمل الجمعية والأولويات الوطنية المحددة في أجندة السياسات الوطنية، والاستراتيجية الوطنية للنوع الاجتماعي عبر القطاعات، والاستراتيجية الوطنية لقطاع التعاون، والمساهمة فيها؟ ما مدى انسجام المشروع مع أهداف التنمية المستدامة؟ (بمعنى آخر، هل تقاطعت مؤشرات المشروع مع أي من مؤشرات التنمية المستدامة)؟
2. ما هي معايير تحديد واختيار الفئات المستهدفة في المشروع؟ أصحاب الحالات الإعاقة الذهنية البسيطة والمتوسطة وأهاليهم

Participation of Local Affected Populations

3. هل تم إشراك الفئات المستهدفة في التخطيط والتنفيذ والتقييم لتدخلات المشروع الخاصة بهم؟ كيف؟
4. هل كان هناك تقييم يتم من قبل الفئات المستهدفة حول مدى رضاهم عن الأنشطة/التدخلات/الخدمات المقدمة؟ (مطلوب نسخة من التقرير التقييمي مع الوزارة)
5. إلى أي مدى راعت صياغة المشروع المنظور الجنساني؟ هل تم صياغة هدف المشروع من منظور يراعي النوع الاجتماعي؟
6. هل يعد هدف المشروع العام وأهدافه الخاصة متلائمة مع احتياجات المستفيدين في ظل الظروف السياسية والاجتماعية في الضفة الغربية؟ (إعطاء مثال)

7. لأي مدى يقيم ذوو العلاقة مخرجات المشروع من حيث الأهمية؟
8. هل تم إجراء تقييم احتياجات منهجي للمستفيدين قبل تنفيذ المشروع ؟ وإذا تم ذلك هل يمكن الاطلاع عليه؟ وهل راعى هذا التقييم النوع الاجتماعي في اختيار المشاركين/ات واختيار الأدوات؟ هل تم عمل Baseline للمشروع ومختلف المؤشرات من نتائج ومخرجات؟

Do No Harm

9. هل الأنشطة/التدخلات/الخدمات المقدمة كانت ملائمة لجميع الفئات؟
10. هل هناك بعض الأفراد تم إيذاؤهم بطريقة غير مقصودة؟
11. كيف أثرت الأنشطة/التدخلات/الخدمات المقدمة على الفئات سلباً أو إيجاباً من النواحي التالية (السياسية، الاقتصادية، الاجتماعية، البيئية، القانونية)؟

Internal Coherence الاتساق الداخلي

1. ما مدى ترابط مكونات المشروع (الأهداف، المدخلات، المخرجات، النواتج، الأثر) وما هي درجة الاتساق بينها؟
2. هل مؤشرات قياس نتائج المشروع ووسائل قياس هذه المؤشرات كافية ومناسبة لعملية قياس مخرجات المشروع؟
3. هل المشروع متسق مع مهمة الشركاء، وهل لديهم الخبرة لهذا النوع من الأنشطة/التدخلات/الخدمات؟
4. ما هو مدى وضوح وترابط نظرية التغيير التي بني على أساسها المشروع (Theory of Change)؟

Efficiency الكفاءة

1. كيف يتم قياس الهدف الرئيسي للمشروع project's goal، وكيف يمكن تحديد بأن الشباب والنساء المستفيدين من المشروع تم وصولهم للموارد المتاحة؟
2. ما مدى الالتزام بالجدول الزمني المخطط للمشروع؟ (مدى المواعيد التي تم الالتزام بها، مقارنة بين المخطط والفعلي)
3. ما هي التغييرات التي حدثت على موازنة المشروع بالزيادة أو النقصان أو التغيير أو الحذف (budget re-allocation) ممكن تزويدنا بالوثائق التي تبرر هذه التغييرات إن حدثت، كيف يتم صرف بنود الموازنة (من يقوم بالصرف، هل توجد لجنة للصرف، الدورة المستندية)؟
4. ما مدى كفاءة المواد الإعلامية والوسائل الترويجية؟ (جودة التصميم والطباعة، مستوى تجاوب المستفيدين) (اختبار قبلي وبعدي، اختبار قياس مدى الرضى، مقابلات... الخ).
5. كيف تم تصميم الرسائل التوعوية، هل تم اختبارها من خلال Communication (video , radio spots , posters....etc) research وهل تم نقاش مختلف البدائل والتكلفة لهذه الرسائل؟ هل تم مراعاة النوع الاجتماعي في صياغة تلك الرسائل؟ (الرجاء ذكر أمثلة على مراعاة النوع الاجتماعي في الإعلام)
6. هل هناك تقارير حول قياس مدى فاعلية الرسائل التوعوية في قياس التغيير في المعرفة والاتجاهات والسلوك KAP؟
7. لأي مدى كانت الموارد متوفرة في الوقت المناسب والكمية والجودة المناسبة وبأقل الأسعار؟ (الالتزام بمواعيد التوريد، الالتزام بالكميات، الالتزام بالموصفات).
8. هل كان هناك وسائل أفضل للوصول لنتائج أفضل بنفس الموارد؟ ولماذا لم يتم استخدامها؟

9. ما هي الموارد والقدرات المتاحة لدى المؤسسة والعاملين مسبقاً والتي تم تطويرها وبناءها أثناء تنفيذ المشروع لتكون أكثر كفاءة؟
10. ما هي الموارد والقدرات التي تم استقطابها من خارج المؤسسة أثناء تنفيذ المشروع؟ وما هو الأثر العائد من استقطابها؟
11. ما هي نسبة التكلفة لمكون (بناء القدرات، حقوق الأرض والميراث، الضغط والمناصرة، البيئة والمناخ) من مجمل تكلفة المشروع؟
12. هل تم اجراء أي تغيير في خطط العمل نتيجة انتشار جائحة كورونا؟ وكيف تم العمل في ظل جائحة كورونا؟ وهل راعت التغييرات النوع الاجتماعي والاحتياجات المختلفة للنساء والفتيات؟

ب) الفاعلية Effectiveness

1. لأي مدى تم تحقيق الأهداف الخاصة/ نتائج المشروع حسب ما كان مخططاً؟ (يقوم المقيم بسرد النتائج المخططة أولاً)

Output

- ما الأهداف المحتمل عدم تحقيقها؟
- المبادرات، توعية الأهالي، هناك مدرستين لم نعمل معهم
- هل وصل المشروع لعدد المستفيدين المخطط له؟
- هل تم إنقاذ أرواح خلال المشروع؟ هل توجد قصص نجاح؟
- ما العوامل المعيقة والميسرة التي أثرت على تحقيق المشروع لأهدافه المخططة؟
- المعيقة:
- الميسرة:
- هل نتج تطوير أو نتائج غير مقصودة من المشروع؟ وإذا كان هذا صحيحاً فما هو ولمن؟

النهج القائم على حقوق الإنسان HRBA

1. ما هي حقوق الإنسان التي كان يتم أخذها بعين الاعتبار مع الفئات المستهدفة أثناء تقديم الأنشطة/التدخلات/الخدمات؟
2. ما هي الفئات المحددة من التي كنتم تتعاملون معها، ولماذا تم اختيارهم هم، واستثناء الفئات الأخرى؟
3. هل كانت الأنشطة/التدخلات/الخدمات تقدم للجميع بالتساوي؟ اشرح.
4. كيف كان يتم الاهتمام بالمجموعات الأكثر هشاشة (أكثر قابلية للتأثر)؟

Do No Harm

1. هل كانت الأنشطة/التدخلات/الخدمات المقدمة مقبولة اجتماعياً؟ ومرتكزة إلى الثقافة المحلية والقيم السائدة، أي تدخلات حساسة لنظام القيم السائد والثقافة المحلية؟ كيف كان يتم أخذ هذا بعين الاعتبار؟
2. ما هي الأدلة والأدوات المستخدمة في تقديم الأنشطة/التدخلات/الخدمات، وهل هي مثبتة بالدليل العلمي evidence based؟
3. ما هي الأدلة المعتمدة والمستخدم في تنفيذ أنشطة التدريب؟ ما هي معايير اختيارها؟ وهل هي معيارية standardized (تم اعتماد الصدق والثبات لها واعتمدت دولياً؟ هل تم تدريب الطاقم على تنفيذها؟ كيف تم قياس المهارات التي اكتسبها

الطاقم من خلال التدريب والتي أهلتها لتطبيق هذه الأدلة؟ هل كان هناك متابعة للتدريب؟ الرجاء تزويدنا بأي أدوات قمتم باستخدامها لقياس المهارات المكتسبة؟ الرجاء تزويدنا بنسخة من تقرير التدريب؟

4. ما هي معايير تلقي الأنشطة/التدخلات/الخدمات (معايير القبول الاستثناء) (inclusion and exclusion)؟
5. ما هي الاجراءات التي تم اتخاذها لضمان نقل المعرفة والمهارة الناتجة عن أنشطة بناء القدرات الى فئات أخرى ؟

MEAL

6. هل هناك ربط بين الأنشطة/التدخلات/الخدمات، في التقييم والمتابعة والإغلاق، أم أن كل نشاط/خدمة كانت تقدم على حدا بشكل منفصل؟ إذا كانت الإجابة نعم كيف كانت تتم عملية الربط؟
7. كيف كان يتم تقييم التغيير المعرفي Knowledge Change للمستفيدين من المحاضرات والورشات؟ ما هي الأدوات وكيف كان يتم تحليل النتائج؟
8. هل هناك نظام متابعة وتقييم بالمؤسسة؟ ما مدى توفر وجودة خطط المتابعة والتقييم؟ وهل يعمل بدوم كامل/جزئي؟ ما هي الأدوات التي تستخدمونها في متابعة الأنشطة؟ الرجاء ذكر بعض المشاكل التي تم التعرف عليها من خلال المتابعة؟ وكيف تم معالجتها من خلال قنوات التواصل بين الشخص المسؤول عن المتابعة وإدارة المشروع؟ وهل راعت معايير التقييم النوع الاجتماعي في الصياغة؟
9. كيف كان يتم تقييم اكتساب المهارات في الأنشطة التدريبية للمستفيدين من المحاضرات والورشات؟ ما هي الأدوات وكيف كان يتم تحليل النتائج؟
10. هل اقتصرَت النشاطات التوعوية على التغيير المعرفي ام شملت تغيير الاتجاهات والسلوك ؟ إذا كانت الإجابة على التغيير المعرفي لماذا لم يتم العمل على تغيير الاتجاهات والسلوك واعتماد نظام KAP؟
11. ما هو مدى الاستفادة من Monitoring Forums أثناء تنفيذ المشروع؟
12. ما هي الممارسات المثلى - الأفضل التي قمتم بتنفيذها خلال فترة المشروع وينصح بتنفيذها في مشاريع قادمة (Best and good practice) وما هي الدروس المستفادة من هذه الممارسات والتي يمكن الاستفادة منها في المستقبل؟
13. ما هي التحديات والصعوبات التي واجهتموها خلال تنفيذ المشروع وكيف تعاملتم معها ؟ هل لديكم توصيات في هذا الخصوص.

ت) الأثر Impact

1. ما الإشارات الأولية التي تشير إلى تحقق هدف المشروع العام مقارنة بما كان مخططا؟
2. ما هي التغييرات التي حققها المشروع من حيث تعزيز الشركاء المنفذين والمجتمع المدني في قطاع حقوق الأرض والتعاون البيئي وحل النزاعات؟
3. هل هناك تأثيرات إيجابية من هذا المشروع على مشاريع أخرى لكل من We Effect والشركاء؟
4. هل كانت هناك أي نتائج إيجابية أو سلبية غير مقصودة؟ وكيف تم التعامل مع أي آثار سلبية؟

ث) الاستدامة Sustainability

1. ما هي الآليات الموجودة (أو المخطط لها) لضمان الحفاظ على النتائج المحققة والبناء عليها من قبل الشركاء المنفذين / أو أصحاب المصلحة الآخرين ذوي الصلة؟

2. ما هي التوصيات للحصول على دعم مماثل في المستقبل؟

ج) مأسسة قضايا النوع الاجتماعي Gender Mainstreaming

1. هل انخفضت فروق القوة الاجتماعية التي تؤثر على النساء كنتيجة مباشرة للمشروع؟ كيف ساهمت أنشطة المشروع في تخفيض الفجوة الجندرية وتعزيز دور النساء ؟
2. كيف ساهم المشروع في إدراج قضايا الأشخاص ذوي الإعاقة وخاصة النساء من ذوات الإعاقة ؟

ح) التوصيات

في حال تكرار المشروع أو إطلاق مشروع مشابه:

- ❖ ما التدخلات التي يجب إضافتها
- ❖ من المستفيدين الذين يجب أخذهم بعين الاعتبار
- ❖ من الشركاء الذين يجب التنسيق معهم
- ❖ لا يوجد تفاعل من قبل مؤسسات التأهيل
- ❖ ما الإجراءات الإدارية التي يجب اتخاذها

خ) ملاحظات أخرى

_____	_____	_____
الجمعية	مجري المقابلة	معد التقرير

Focus Group with End Beneficiaries

مجموعة مركزة مع المستفيدين النهائيين
(لجان الأصدقاء، أهالي الأشخاص ذوي الإعاقة الذهنية، معلمين مدراء المدارس)

رقم المجموعة /	الموقع	-----
المؤسسة	وقت البدء	-----
التاريخ	وقت الانتهاء	-----
ميسر الجلسة		

المشاركون:

الاسم	م.
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نوع الخدمة التي قدمت لهذه الشريحة: -----

أسئلة المجموعة البؤرية

(أ) الصلة Relevancy	<ol style="list-style-type: none"> 1. لأي مدى شارك المستفيدون وذوي العلاقة في صياغة المشروع؟ 2. هل يعد هدف المشروع العام وأهدافه الخاصة متلائماً مع احتياجات المستفيدين من الأشخاص ذوي الإعاقة الذهنية واهاليهم، طلبة وطالبات المدارس ، ومدراء ومشرفي المدارس في ظل الظروف السياسية والاجتماعية؟ 3. لأي مدى يقيم ذوي العلاقة مخرجات المشروع من حيث الأهمية؟ <p style="text-align: right;">Do no harm</p> <ol style="list-style-type: none"> 4. هل الأنشطة/التدخلات/الخدمات المقدمة كانت ملائمة لجميع الفئات؟ 5. هل هناك بعض الأفراد تم إيذاؤهم بطريقة غير مقصودة من تنفيذ الأنشطة/التدخلات/الخدمات؟ 6. كيف أثرت الأنشطة/التدخلات/الخدمات المقدمة على الفئات سلباً أو إيجاباً من النواحي التالية (السياسية، الاقتصادية، الاجتماعية، البيئية، القانونية)؟
(ب) الكفاءة Efficiency	<ol style="list-style-type: none"> 1. هل كانت الموازنة المخصصة للأنشطة مناسبة؟ 2. ما مدى الاستفادة من المواد الإعلامية والوسائل الترويجية؟ وهل شاركتكم في تصميمها؟ (جودة التصميم والطباعة، مستوى تجاوب المستفيدين) (اختبار قبلي وبعدي، اختبار قياس مدى الرضى، مقابلات... الخ). 3. لأي مدى كانت الموارد متوفرة في الوقت المناسب والكمية والجودة المناسبة وبأقل الأسعار؟ (الالتزام بمواعيد التوريد، الالتزام بالكميات، الالتزام بالموصفات). 4. هل كان هناك وسائل أفضل للوصول لنتائج أفضل بنفس الموارد؟ ولماذا لم يتم استخدامها؟ 5. كيف يمكنكم تقييم انشطة الضغط والمناصرة ؟ 6. هل ساعدت انشطة بناء القدرات في المشروع في بناء قدرات طواقمكم؟
(ت) الفاعلية Effectiveness	<ol style="list-style-type: none"> 1. لأي مدى تم تحقيق الأهداف الخاصة/ غرض المشروع حسب ما كان مخططاً؟ 2. ما الأهداف المحتمل عدم تحقيقها؟ 3. هل تم إنقاذ أرواح خلال المشروع؟ هل توجد قصص نجاح؟ 4. ما العوامل المعيقة والميسرة التي أثرت على تحقيق المشروع لأهدافه المخططة؟ 5. هل نتج تطوير أو نتائج غير مقصودة من المشروع؟ وإذا كان هذا صحيحاً فما هو ولماذا؟ 6. هل كانت الأنشطة/التدخلات/الخدمات مقبولة اجتماعياً؟ ومرتكزة الى الثقافة المحلية والقيم السائدة، أي تدخلات حساسة لنظام القيم السائد والثقافة المحلية؟ كيف كان يتم أخذ هذا بعين الاعتبار؟ 7. كيف تم اختيار الفئات المستهدفة من كافة المشاركين في الانشطة؟ وهل كانت بناء على معايير، وما هي هذه المعايير؟ 8. هل كان يتم متابعة وتقييم الأنشطة/التدخلات/الخدمات بعد تقديمها للفئات المستهدفة. كيف؟ 9. هل هناك تعزيز للتنسيق بين الجمعية /المدارس /مجموعات المناصرة في نفس المجال؟
(ث) الأثر Impact	<ol style="list-style-type: none"> 1. ما هي المؤشرات الاولية التي يمكن ان تشير الى تحقق أثر المشروع؟ 2. كيف أثر المشروع عليكم ؟ 3. هل أدى المشروع الى إعطاء مساحة للنساء في عملية المشاركة في صنع القرار في الجمعيات المشاركة؟ وكيف تم قياس ذلك ؟

ج) استدامة Sustainability

1. إلى أي مدى تستمر التغييرات للمستفيدين بعد المشاركة في المشروع؟
2. ما هو احتمال استمرار واستدامة نتائج وفوائد المشروع بعد الانتهاء من المشروع؟
3. كيف تقيمون التدريبات التي تلقيتموها ، وكيف يمكن أن يستمر أثر هذه التدريبات؟

ح) رضا المستفيدين Participants Satisfaction

1. ما هو مدى رضاكم كمستفيدين عن طريقة تلقيكم الأنشطة/التدخلات/الخدمات المقدمة من المشروع؟
2. ما هو مدى رضاكم عن شروط مشاركتكم في عملية التخطيط والتنفيذ وإمكانية الوصول إلى المعلومات؟
3. ما هو مدى رضاكم عن اليات ومعايير اختيار المستفيدين؟
4. هل لديكم معرفة بسياسات الحماية والوقاية؟ نظام الشكاوى؟
5. ما هي الصعوبات التي واجهتكم؟

خ) مؤسسة قضايا النوع الاجتماعي Gender mainstreaming

1. هل هناك إشارات تشير إلى أن المشروع ساهم في تعزيز المساواة بين الجنسين وتمكين المرأة؟
2. ما أثر المشروع على المرأة والفئات المهمشة والفئات التي تعاني من التمييز؟

د) النهج القائم على حقوق الإنسان HRBA

1. هل لمستم أي نوع من التمييز خلال تنفيذ أنشطة المشروع؟ (الجنس، المنطقة الجغرافية، الانتماء السياسي...الخ؟
2. كيف كان يتم الاهتمام بالمجموعات الأكثر هشاشة (أكثر قابلية للتأثر)؟

ذ) التوصيات

1. حال تكرار المشروع أو إطلاق مشروع مشابه، ما هي التدخلات التي يجب تعزيزها، إضافتها، ومن هم المستفيدون الذين يجب اخذهم بعين الاعتبار والشركاء الذين يجب التنسيق معهم؟

ر) المرفقات

- كشف الحضور
- صور

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	ميسر الجلسة	معد التقرير