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Havatzelet Cultural & Educational Institutions of HaShomer HaTzair הצעיר השומר והיומך של השומר הצעיר



גבעת חביבה
جبعات حبيبة
Givat Haviva

Annual Progress Report

Covering the Period:
09/15/2011 – 09/14/2012

“Communicating Peace”

Presented to the
United States Agency for International Development (USAID)



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Annual Progress Report: 1

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Communicating Peace Program Director: Gazal Abu Riyah

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Acronyms and Abbreviations

| | |
|---------------|---|
| Givat Haviva: | Havazelet Cultural & Educational Institutions of Hashomir Hazair-Givat Haviva |
| Keshev: | Keshev -The Center for the Protection of Democracy in Israel |
| USAID: | United States Agency for International Development |
| CP: | Communicating Peace |
| AOTR: | Agreement Officer's Technical Representative |

Forward

This is the first Annual Progress Report in lieu of the fourth quarterly report of the Communicating Peace project as required under Cooperative Agreement Number AID-294-A-11-00005 between USAID and the prime implementing organization Givat Haviva and the sub-grantee Keshev. Detailed reporting of activity implemented in quarter 4 can be found in Appendix A. This report covers the time period beginning September 15, 2011 and ending on September 14, 2012.

Table of Contents

| | |
|--|----|
| I.Executive Summary | 1 |
| II.Program Summary | 3 |
| III.Program Administration and Management..... | 4 |
| A. Coordination with USAID | 4 |
| B. Program Staffing..... | 5 |
| C. Procurement | 5 |
| IV.Program Implementation Results | 6 |
| A. Summary of Successes and Achievements | 6 |
| B. Program Implementation Activities and Results..... | 6 |
| V.Communications, Visits and Visibility | 14 |
| A. Branding and Marking | 14 |
| B. Public Outreach | 14 |
| VI.Challenges Encountered..... | 16 |
| VII.Monitoring and Evaluation | 19 |
| VIII.Geographic Management Information System (Geo-MIS)..... | 19 |
| IX.Immediate Priorities and Next Steps..... | 19 |
| X.Budget Report | 20 |
| XII.Appendix A-Fourth Quarterly Progress Report..... | 21 |
| A. Summary of Successes and Achievements | 21 |
| B. Program Implementation Activities and Results..... | 21 |
| XIII.Appendix B-Table of Larger Procurements..... | 26 |
| XIV.Appendix C-Geo-MIS Update Report | 28 |

I. Executive Summary

The first annual progress report, covering the period of September 15, 2011 – September 14, 2012 (FY12) discusses the progress achieved through the implementation of activities developed by the USAID funded **Communicating Peace** project, implemented by Givat Haviva and Keshev.

The initial months enabled an organizational framework to be created for effective cooperation between the program implementers Givat Haviva and Keshev. This included the mutual acquaintance of staff members, building a common program language and establishing joint working methodologies. In addition, coordination between Givat Haviva and USAID forged a strong basis for effective working relations between the organizations. This process produced key collaboration, capacity building and program development outcomes.

Following and in parallel to this preparatory work, implementation of planned activities commenced.

Keshev carried out daily media monitoring which served as the basis for the program curriculum. The development process of the curriculum was initiated, including the creation of a pedagogical approach and draft models targeting facilitators, youth, and teachers. Throughout the reporting period the models were revised and tweaked based on feedback from the implementers and participants which led to the output of 3 initial sets of curriculum on critical media consumption for facilitator, teacher, and youth training. The collected theoretical material and activities developed will be the basis for the printed manual for educators that will be produced in the second year of activity.

An initial 2-day training workshop was held for 13 Arab and Jewish facilitators which provided tools and knowledge for conveying the media consumption content to youth. This was a critical step in bridging the Givat Haviva's Jewish-Arab dialogue approach and Keshev's critical media consumption approach. Throughout the year the core academic team provided the facilitators with additional resources and support prior to all activities.

Groundwork was laid for the Teachers Training Activity. Various meetings were held with Ministry of Education officials in order to secure a buy-in and support for our activities. A key achievement in this regard was the approval of the Ministry of Education for teachers participating in the program to receive in-service training credits. In May 2012, the first Teachers' Training Seminar was held for 22 Jewish and Arab teachers and in July 2012, the second seminar was implemented for an additional 33 participants. In year 1 of activity were successful in training 55 educators.

The core program activity of bringing together Jewish and Arab youth in order to enhance their knowledge and skills in critical media consumption was successfully carried out in a series of uni-national and bi-national programs for 212 youth. Initially the student took part in a 5-hour preparation seminar in their own schools. Facilitators introduced them to the topic of critical media consumption and addressed any questions or fears they may have regarding the bi-national encounter they would soon attend. At the encounter itself, additional activities were carried out in mixed groups promoting students to be critical media consumers. Follow up activity was carried out in the uni-national setting once again in the schools with the project staff and facilitators.

Public outreach was conducted in accordance with the Branding and Marking Plan. The USAID Identity was visible on all promotional commodities that were designed and purchased throughout the year. The program was diligent in promoting the program to a wider audience by creating web pages, producing and distributing articles on activity to the Arabic press, and presentations were made to promote the program to the Ministry of Education, as well as among our partners and supporters.

The main challenges encountered during the first year of activity encompass both the pedagogical and logistical domains. It is important to note that the organization does not view these challenges as critical or unique. Scheduling difficulties, time frames, and adjustments to planned activities are just many of the difficulties educational programs and the implementing organizations face daily.

After what we consider a very successful first year, we look forward to implementing year 2 of activity.

II. Program Summary

The two-year program ***Communicating Peace*** is being carried out by **Givat Haviva**, a leading institute involved in Jewish-Arab coexistence education in Israel, in partnership with **Keshev**, a leading organization that works to improve the media discourse and media consumption habits in Israeli society. Exposure to mass media is the principal way that citizens become informed participants in a democratic society. Problematic coverage of Palestinian Israelis in the Hebrew media can foster extremism and undermine respect for the rights and freedoms of Arab citizens of Israel. This project seeks to “inoculate” young Israelis against the negative influences of coverage that incites against and otherwise defames Israel’s vulnerable Arab minority.

The program approach focuses on media monitoring, curriculum development, training for professional facilitators and educators, instruction for youth and in-depth interaction and acquaintance between Arabs and Jews.

The program adopts a three-phased approach. In the first phase, training on the subject will be presented to Jewish and Arab professional facilitators in a two-day workshop. They will then be the message carrying body of the program to youth participants.

In the second phase, Jewish and Arab teachers will undergo joint training on teaching critical media consumption. This training will help build a cadre of professional Jewish and Arab educators who are knowledgeable about the subject and are able to integrate the subject of critical media consumption in their own teaching

The third phase is the core of the Communicating Peace project - a two-day encounter between Arab and Jewish youth. The encounter takes place in the form of intensive seminars with mixed Arab/Jewish groups, with each group led by one Arab and one Jewish staff facilitator, a joint evening program, and an overnight stay. The staff works with and prepares the teachers and the students of the high schools during the weeks leading up to the encounter through informative and process oriented preparation. Following the encounter, the staff leads a summary workshop, helping students and teachers to process their experiences.

The direct beneficiaries of the program include professional facilitators, educators and youth. Jewish and Arab facilitators will be chosen from the staff of Givat Haviva's Face-to-Face program which brings together over 3,000 Jewish and Arab youth annually. The majority of the educators will be recruited from schools participating in the program. We will focus on Jewish and Arab teachers of civic education and media. Youth participants will be Jewish and Arab high school students from the upper grades. We will strive to recruit schools from all sectors of Israeli society with no differentiation of religion, ethnic background or political beliefs.

III. Program Administration and Management

A. Coordination with USAID

Coordination between Givat Haviva and USAID throughout the first year of activity (FY012) forged a strong basis for effective working relations between the organizations. This process produced key collaboration, capacity building and program development outcomes in three main areas:

1) Building the Givat Haviva – USAID relationship

- *Introduction to the different sections of the USAID West Bank/Gaza Mission (October 18, 2011)*
- *Personal meeting with AOTR and Program Manager at USAID offices, Tel-Aviv (November 1, 2011)*
- *Visit of Representatives from the Office of Contracts Management, USAID at Givat Haviva Campus (November 14, 2011)*
- *Visit of AOTR and Program Manager at Givat Haviva Campus (December 1, 2011)*
- *Meeting of Key Project Personnel with AOTR and Program Manager (USAID) at the USAID office (March 8, 2012)*

2) Strengthening the Capacity of Givat Haviva

- *Partner Contracted Audit Program (October 27-28, 2011)*
- *Retreat: Impact, Results and Challenges (November 3, 2011).*
- *Performance Management Plan (December 21, 2011)*
- *TraiNet (December 21, 2011)*
- *Geographic Management Information System (GEO-MIS) Training (February 22, 2012)*
- *Financial Management Training (March 1, 2012)*
- *Data Quality Assessment (DQA) Process- Performance Data, USAID Tel Aviv Office (May 7, 2012)*
- *Post Voucher Review, Financial Management Office, Givat Haviva Campus (May 22, 2012)*
- *Assessment of the Quality of the Performance Data, Givat Haviva Camups (May 29, 2012)*

3) Givat Haviva – USAID collaboration for Implementation Plan and Performance Management Plan

The drafting and development of the program implementation plan was a major focus of joint work during the first quarter. Givat Haviva received critical input from the AOTR during this process; a key factor in the completion and finalization of the plan according to USAID standards. It is important to note that this process provided significant added value to Givat Haviva's capacity in this area, which has already borne fruit as we have upgraded our implementation plans for existing and evolving programs. The drafting and development of the program performance plan was a major focus of joint work during the third quarter. Givat Haviva received critical input from the AOTR, Program Manager and Project Management Specialist during this process.

While initially somewhat overwhelming for a first time recipient of support from USAID, the staff members of Givat Haviva participated in training activities, meetings and developed program plans which strengthened its capacity not only to work with USAID, but to develop, implement and evaluate effective programs across the board. Key elements were shared with the wider organization, for an overall capacity strengthening outcome. The value of the lessons learned through the first year of coordination with the Mission

Representatives will not only have a positive effect on the second year of programming, but also on the organization in future programming.

B. Program Staffing

The year began with the assessments of the strength and weaknesses of the staff members from within in both organizations (Givat Haviva and Keshev.) Additional staff members were then recruited from within and outside Keshev to meet the needs of the program. Good working relationships were forged and a common professional terminology was established. The program staff from both organizations took part in a process which led to the development of a specific organizational subculture for this program. Staff members were required to alter their normal tendencies for a harmonious working relationship not only between themselves, but also USAID. We are pleased to report that during the first year of activity there were no substantial changes to the project staff that affected programming.

| Employee | Position | Organization |
|------------------|---|-----------------------------|
| Gazal Abu Raya | Program Director | Givat Haviva |
| Mohamed Abu Raya | Administrative Assistant | Givat Haviva |
| Ayelet Roth | Lead Facilitator | Givat Haviva |
| Gita Amrani | Bookkeeper | Givat Haviva |
| Jodi Cnaan | Grant Coordinator | Givat Haviva |
| Yizhar Be'er | Project Director | Keshev |
| Dana Sharon | Administrative Assistant | Keshev (Until May 31, 2012) |
| Aviva Shemesh | Lead Media Trainer | Keshev |
| Michal Zack | Curriculum Developer | Keshev |
| Shiri Iram | Researcher (Printed) | Keshev |
| Einat Levi | Researcher (Electronic) Administrative Assistant | Keshev |

The process of building the program staff led to a core staff of educators who contributed to the programmatic development and execution of the program in a substantive and measurable way throughout Year One of programming.

C. Procurement

Throughout year one of activity substantial procurements included both commodities and services. See Appendix B for Table of Procurements

The acquisition of procurements serviced the program in three main areas:

Managerial: Computer Hardware and Software purchases not only allowed for additional work stations to be created, but also allowed the sharing of information among staff members to be as efficient as possible with the latest editions of software.

Programmatic: The purchase of designated equipment allowed for the project staff to carry out training. Services by the facilitators, Transportation Companies and Room and Board enabled program activity to be implemented.

Branding and Marking: The production of Banners, Roll-ups and T-shirts visually presented the USAID identity.

IV. Program Implementation Results

A. Summary of Successes and Achievements

The project Communicating Peace was successful in meeting its four primary objectives during the first year of activity:

1. To increase the amount of innovative material available to educators on the topic of critical media consumption
2. To increase the knowledge and capabilities of facilitators in the field of critical media consumption.
3. To increase the number of educators who are trained to be critical media consumers and are able to integrate the subject of critical media consumption in their own teachings.
4. To increase the number of youth who are trained to be critical media consumers

B. Program Implementation Activities and Results

Objective 1: To increase the amount of innovative material available to educators, professionals and youth on the topic of critical media consumption.

1.1 Daily media monitoring:

The research team of Keshev collected data on a daily basis about salient news issues and events which were entered into a subject database. In the database, the items were catalogued by subject and by the bias or coverage pattern that they exhibit. Discrepancies between headlines and contents, inflammatory and polemical language, and the placement of articles on the newspaper pages were just some of the things that were noted and tabulated in Keshev's media monitoring process. The curriculum development team relied on this database for preparing media analyses, presentations and examples of alternative editing which were then used in the workshops given to target groups.

In the initial stages of the program, the researchers focused their endeavors on existing findings to serve the project. As the year progressed current and up to date examples were incorporated into programming. The project team was not only furnished with relevant material which to work from, but also additional material in order to counter any attempt to discredit the presentation messages.

While daily media monitoring is an important activity all on its own, it was an important component that allowed for the program to be innovated and relevant to the audience.

1.2 Curriculum Development:

Led by the Lead Curriculum Developer, the staff began to compile material to be presented at the workshops for the facilitators, educators and youth. Initially, theoretical material was collected in order to establish the pedagogical approach of the educational activities. The next stage included the preparation of materials to be presented to the facilitators who would be the message carrying bodies of the program. Both the educational staff and research team joined forces to find the most appropriate examples and material for the training, taking into account the potential challenges arising from a Jewish-Arab youth encounter and the sensitivity of the Ministry of Education.

Drafts of curriculum were completed for each of the targeted audiences: Facilitators; Youth and Educators. Revisions and adjustments were made according to feedback received from the facilitators and observations of the staff.

The endeavors of the core project staff and facilitators throughout the year resulted in three Critical Media Consumption curricula developed. The material is intended for the implementing organizations and will be used as a basis for the manual that will be produced in year two of activity intended for a wider audience and are seen as a benchmark for the larger objective of producing the Teachers' Training Manual.

Objective 2: To increase the knowledge and capabilities of facilitators from the current pool of 0 facilitators to 12 facilitators in the field of critical media consumption.

A 2-day training seminar for 13 (6 male and 7 female) facilitators was held on December 5-6, 2011 at the Nes Amim Village. The training was carried out by the Program Director, Project Director, Lead Facilitator, Lead Curriculum Developer and the Media Researcher. The training consisted of both theoretical learning and practical workshops. Discussions and observations during and following activity led the trainers to the conclusion that an additional workshop was needed to further increase the capabilities of the core group of facilitators. This was held on January 5, 2012.

The training provided insight to the facilitators regarding the critical role media plays in a conflicted society and discussion of the connection between two areas of content. This process was informed by expert lectures and presentations, enriching participant knowledge and capacity in this new area of content. Practical exercises and activities were presented to be used in the field. This provided an important opportunity for participating facilitators to take an active role in building the program structure and content. To this end, participants and staff engaged in joint brainstorming, debate and discussion. Their experience in Jewish-Arab dialogue was thus effectively harnessed to shape the program curriculum and approach to be implemented in the field.

All of the facilitators have expressed that they will use the information they received in the training beyond the scope of the program.



Objective 3: To increase the number of educators who are trained to be critical media consumers and are able to integrate the subject of critical media consumption in their own teachings.

The first Teacher Training Seminar took place on May 10-11, 2012 and the second Teacher Training Seminar took place on July 4-5, 2012. The 2-day training succeeded in developing the awareness of the importance of critical media consumption to Jewish and Arab educators from the North of Israel. Recognized by the Ministry of Education, in-service training credits were available to participating teachers of both sessions. Through the use of lectures, workshops, a study tour, and professionally facilitated dialogue and processing sessions, the program introduced new knowledge that educators cannot receive through regular channels such as textbooks and websites.

Training Recognized by the Israeli Ministry of Education

The Manager of the Pedagogical Center described the program as "...unique, challenging, creative and can be applied in any organization and especially in schools."

Feedback from the teachers illustrated that the Training met the needs of the teachers on a professional aspect, the practical aspect and the social aspect. Trainees were satisfied with the lecturers, content, management process and atmosphere. Trainees were given the opportunity to express their opinions, take part in a dialogue that was not judgmental, be exposed to opinions and attitudes of others and receive professional tools.

Written Positive Feedback from the participants included:

- *"The lectures were relevant and enriching."*
- *"The content was relevant - primarily the issue of the media and understanding the meaning and how the media impacts our lives."*
- *"The process we took part allowed for a personal encounter between different groups of people, exposure to a variety of views, and the opportunity to know the other."*
- *"The 2-days helped in developing the ability to listen to the distress of the other."*
- *"The opportunity to take part in a true discussion."*
- *"Ability to conduct a dialogue possible exposure to different points of view."*
- *"The combination of dialogue and providing tools and methods."*
- *"The pleasant atmosphere."*

Areas to strengthen include:

- Many of the participants in the first training course noted that they wished that there were more interpersonal interactions between the Jewish and Arab participants and more time was allocated to dialogue. The trainers took note to this and encouraged more directed interaction in the second training.
- A number of participants noted that the training was not long enough.
- Participants noted that there should be additional session so that there can be a more in-depth dialogue.

Lessons Learned:

The greatest difficulty was the scheduling of the training sessions and the recruitment of participants. The first session was held during the academic year while the second session was held during the summer vacation. It has been decided that scheduling for year

2 of activity will only be during the summer vacation due to the fact that there are no joint Jewish and Arab vacation days during year 2.

Objective 4: To increase the number of youth who are trained to be critical media consumers.

4.1 Recruitment of Schools:

The recruitment procedure included initial meetings with school principals and subsequent meetings with relevant educators in the schools. A number of considerations were taken into account in the school recruitment process in order to ensure compatibility between Jewish and Arab schools. Key factors include compatibility between the number of students, socio-economic status of the schools and, scheduling. Due to the fact that the program is run in partnership with Israeli schools, project activity is limited to a short time frame (October-May, not including holidays and exam periods.) In addition, the schools must be available for programming at the same time, and availability of venue.

A strategic decision for year 1 was made to recruit a greater number of participants from one centralized location rather than a greater number of schools with fewer participants. We selected schools in Northern Israel from the Misgav Region (Misgav High School), and neighboring villages of Nahef and Meged Krum. These schools are located in close proximity to one another and there will be a greater chance of the participating schools and educators to continue follow-up activity on their own initiative than if schools were dispersed throughout the country. It is important to note that participating schools operate on a regional level. As a result, participants represented over 30 communities.

4.2 Student Workshops:

4.2.1 Uni-National Pre-Encounter Sessions:

4 separate uni-national pre-encounter workshops (5 academic hrs. each) were held. The curriculum modules were designed by the pedagogical team and implemented by the facilitators. The framework of the workshop comprised of 5 units-1 hr. each. Activity was held in the participating schools.



1Uni-national Session, Misgav High School

Activity Dates and Locations:

February 4, 2012: Misgav Regional High School

February 5, 2012: Meged Krum High School

March 25, 2012: Misgav Regional High School

March 17, 2012: Naif High School

Aims:

1. To prepare the youth for the bi-national encounter;
2. To learn that the media influences/shapes our attitude-particularly in the terms of the conflict;
3. To learn what the media does that affects us via editing

Content:

| Lesson | Topic | Purpose |
|--------|---------------------------|---|
| 1 | Ice Breaking Exercise | What is Truth |
| 2 | Reading Between the Lines | Hidden Meanings |
| 3 | What is in the Frame | Influence of the subjective point of view on the way we see reality |
| 4 | Dictionary of Terms | How the media chooses the vocabulary which sets the tone |
| 5 | Preparation for Encounter | Fears and Expectations |

Based on the feedback from the facilitators, teachers and the observations of the staff the curriculum was appropriate and needs to be implemented again in year 2 of activity before significant changes are made.

4.2.2 Bi-national Encounters:

2 bi-national encounters were held for Jewish and Arab youth which were overseen by the program staff and implemented by the facilitators. Programming was held at the Ness Ammim Dialogue Center located in the Western Galilee. Following introductory welcoming remarks by the project leadership, the youth were divided into mixed groups which were led by one Arab and one Jewish facilitator. 6 dialogue groups of approximately 22 participants each took part in activity during the first encounter and 5 dialogue groups of approximately 16 participants each took part in the second encounter. Initial ice-breaking sessions are held in order to allow the participants to feel comfortable with one another and build trust between the group and the facilitator. Seven bi-national workshops and two uni-national sessions were implemented. The purpose of the uni-national sessions was to allow the participants to contend with their feelings and feel safe. The accompanying educators are requested not to enter the sessions so that the youth will feel free to speak openly and honestly.



2. Bin-national Encounter at Ness Ammim

Activity Dates and Participants:

February 8-9, 2012: Misgav Regional High School and Meged Krum High School

March 26-27, 2012: Misgav Regional High School and Naif High School

General Content:

| Lesson | Topic/Description/Purpose |
|--------|--|
| 1 | Familiarity-Initial Introduction Truth or Lie Exercise: Youth are requested to introduce themselves to the group by presenting one true statement and one false statement about themselves. |

| | |
|---|---|
| | The goal of the exercise is to illustrate how difficult it is to tell a truth from a lie |
| 2 | Personal Introductions through creating headlines One on One Interviews: Participants are requested to interview one another and present their partner to the group as headlines. |
| 3 | Time Capsule Mixed groups are requested to choose objects to be placed in a time capsule which will be opened in 2000 years. |
| 4 | Individual Identity Group Identity |
| 5 | Uni-national Processing Session |
| 6 | Young Editors Smaller groups are formed and presented with an article without a headline-each group is asked to provide the article with a headline with a different purpose-i.e to calm the reader or to incite the reader. |
| 7 | Stimulation Exercises-Editing a Newspaper Or Dictionary of Term Exercise |
| 8 | Uni-national Processing Session |
| 9 | Summation |

An initial dilemma concerned the nature of the material to be introduced on the first day – either politically oriented material dealing with the conflict, or material addressing neutral issues. We concluded that our fear to introduce conflictual material was a mistake. The youth did not respond to neutral materials and preferred to "jump in" and talk about the media in connection to Jewish-Arab relations.

The review of the questionnaires distributed to the youth illustrated that the implemented activities met the needs of most students. Most students understood the need for the meeting. Above 90% in both the Jewish and Arab sectors recommended other students take part in the process. The students emphasized the importance of dialogue and the place of the media and the impact of media in our lives.

The facilitators noted that during the bi-national encounter the youth were much occupied with meeting one another and the conflict. It has been recommended that in year 2 of activity that recruitment of schools should be carried out in schools whose students have already taken part in bi-national activity.

When asked if they would recommend the activity to their peers, feedback from the participants included:

- "The process is important for a better understanding of the reality of groups that want change and live in the same country."
- "The discussions gave us the opportunity to inform the other side about our lives."
- "The activities made us better understand those we live with."
- "The process gave us the opportunity to throw out ideas and to learn others' opinions."
- "I had the opportunity to listen to somebody different than me and try to understand them."
- "Even though I felt the part of the media was too much for me, I still recommend."
- "I experienced an experience and it is always good to experience whether good or bad."

Negative comments were very limited, but included:

- "I recommend this program only to those who think that they are capable. You need social skills and the ability to say what you think."
- "No, from the point that I believe it could have been much more deeper than what it was."
- "I don't have a definite answer. On one side my opinions did not change but it did give me the opportunity to hear the other side."

4.2.3 Uni-national Youth Post Encounter Workshop:

4 separate uni-national pre-encounter workshops (5 academic hrs. each) were held. The curriculum modules were designed by the pedagogical team and implemented by the facilitators. The framework of the workshop comprised of 3 units. each. Activity was held in the participating schools.

Activity Dates and Participants:

- Misgav Regional High School: 5.7.2012 and 6.10.2012
- Madj el Krum High School: 5.19.2012
- Nahef High School: 5.12.2012 and 5.16.2012 (Due to the unavailability of all of the students on the first date, a second session was presented at a later date.)

The main aim for this activity was to connect the scientific terms to the experience.

General Content:

| Lesson | Aim | Method |
|--------|--|---|
| 1 | To evaluate the last bi-national meeting for learning and continuing the process. Understand what did they learn and experience in the last meeting and how did it influence the way they see things today. | Moderated discussion about their feelings and thoughts in and since the last bi-national meeting. Discuss the way they address media since the last meeting |
| 2 | Creating filmed articles as a group. Aim the filmed articles for people who did not take part in the project. "Translating" their knowledge to an experience. | Each group needs to film an article by the following instructions: <ol style="list-style-type: none"> 1. Phrase the problem in an understandable and clear way.* 2. Decide how you want to explain to your audience the problem (through interviews, sketch...) 3. Try to find an explanation or example from your own life that illustrate the problem and how it affects you. 4. Recommend how to overcome the problem. 5. Prepare the article (the questions, who films, who plays etc...) |
| 3 | Evaluating the process Emphasize the focus in what as citizens can we do and not to blame it all on the media. | Discussion about the filming process and what did they learn from it. |

4.3 Alternative Media Outputs

During the bi-national encounters and post sessions, the participating youth developed alternative media outputs as part of program activity. On the second day of the encounter they worked together on "the first page of the newspaper", an activity that helped them incorporate the tools they learned about the importance of editing in the news process. They were given a topic (the encounter between Arab and Jewish youth) and they simulated a news room. Each team was able to create a different output. Some teams adopted a more critical framing while some were more positive. Through this activity they learned how the agendas of editors can affect news stories. In the post encounter meetings activity focused on the way the media reported on minority groups. Some of the groups used cameras and other equipment to implement what they learned by became reporters for a minute and creating short films. Material was collected and a 7 minute film which is an integration of the different outputs as well as a coherent description of the youth activity was produced.

While the activity in itself was an important process, the activity as a standalone output is not warranted. In year 2 of activity financial investment of Alternative Media Outputs will be produced for the educators for use in the classroom for the students rather than by the students.



V. Communications, Visits and Visibility

Communications efforts were carried out in two main areas:

A. Branding and Marking

The following commodities and program materials were produced during year one of activity which visibly bears the USAID Identity:

- **Roll-up banners** upon which the support of USAID is prominently acknowledged. The banners serve as backdrops during training sessions.
- **Plastic banner** upon which the support of USAID is prominently acknowledged. The banners are strategically placed at the venue where participant training sessions are held.
- **Web pages:**

<http://www.givathaviva.org.il/english/info/communicatingpeace.htm>;

<http://www.givathaviva.org.il/hebrew/info/communicatingpeaceheb.htm>;

<http://keshev.org.il/communicating-peace-project/communicating-peace-project.html>

- **T-shirts** were produced for youth participants which the support of USAID is prominently acknowledged.
- **Promotional news articles** on the project in Arabic were produced which the support of USAID is acknowledged.
- **“Success Story”** of a participating teacher was filmed.

B. Public Outreach

- Presentation of the program to head supervisors of the Civics Program of the Southern and Northern Districts (**Ministry of Education**).
- A variety of **informal and experiential learning programs** are offered to international audiences from different faiths and backgrounds at the Givat Haviva campus. We have continued to incorporate the program content in the seminars. Verbal acknowledgement of USAID's support in developing the curriculum was expressed.
- Promotional news articles were distributed to and publicized by the following **Arabic media outlets:**

<http://marmar.co.il/news.aspx?cid=1&aid=9182>

<http://www.panet.co.il/online/articles/1/2/S-520872,1,2.html>

<http://www.sonara.net/articles.php?ID=127360>

<http://www.alarab.net/Article/438894>

<http://aljalel.co.il/art.php?ID=6294>

<http://www.alkurum.net/article-13865.html>

<http://www.mjdna.com/Article.php?ID=1815>

http://www.bokra.net/Articles/1162898.__.html

<http://www.almadar.co.il/news.aspx?cid=182&aid=26218>

<http://www.alarab.net/Article/459981>

http://www.bokra.net/Articles/1171331%20/ورشة_عمل_لطلاب_ثانوية_ابن_سينا_في_نحف_بموضوع_الاعلام.html

<http://www.alarab.net/Article/459536>

- **Short Clip of Teachers' Training** (in process)
- **Verbal presentations** of the program were made before influential visitors to Givat Haviva, which included the Political Consultant to U.S. Ambassador Shapiro, Bob

Silverman, the Regional Director of the Middle East Partnership Initiatives, Rick Johansen; Emily Puma, Public Diplomacy Policy Director; and Hilary Olsin-Windecker Counselor for Public Affairs. In addition, a highlight of the year was that program facilitator Samer Atmne was selected to participate in U.S. Department of State's International Visitor Leadership Program "Volunteerism and Youth. During a meeting with Representatives of the Office of Israel and Palestinian Affairs and the Office of Global youth issues, Mr. Atmne spoke of the Communicating Peace program. In addition, at a meeting with a special advisor of USAID, Mr. Atmne explained the goals and strategies of the program

Over all the program staff was diligent in promoting the program to a wider audience during the first year. Meetings with the representatives of the Ministry of Education not only assisted in the recruitment process, but also will assist in the long term goal of formally introducing the curriculum in Israeli schools. By incorporating part of the teachings of the program in our international programming, we have extended our beneficiaries beyond the Israeli border. The promotional news articles not only increased USAID's identity in the country, but was also used as a marketing tool. The organization received numerous inquiries from schools in the Arab sector regarding participation following each publication. It is also believed that these articles helped to educate the general public. While we were extremely pleased with the amount of Arabic press, we were not as successful in enticing the Hebrew written press. However, this is not a new circumstance and is not viewed as a failure, but as a challenge for year two of programming. In year one of programming we began the process of producing a short clip of the Teachers' Training program in order to entice other educators and will be used to raise interest in the Hebrew media in year two of programming.

VI. Challenges Encountered

The main challenges encountered during the first year of activity encompass both the pedagogical and logistical domains.

Pedagogical:

In this project we aim to combine the understanding of how the media influences the participant's positions, beliefs and awareness's. We do this by helping the participants look at their positions which most likely they developed through the filter of the media. We help them by asking: Did you learn anything different or new about the "other"? We encourage them to realize that the media has a huge influence on the way we think (it is far from neutral or fair) and later on have them conclude that it is important to have a critical view toward the media. This is done through the special format of the encounter and the learning of new knowledge. The encounter is a good "lab" to try and test one's positions in real life, without the filter of the media, and go on and compare what I have learned through the training with what I obtain through the media.

The first challenge that we faced was to find a joint "language" or discipline that combines the teaching of critical media consumption and approaching Jewish-Arab relations. Each of the two implementing organizations approached the curriculum development from their areas of expertise. By working together we were able to form a joint language.

As we began the development of the curriculum, political and human rights civil society organizations in Israel faced an increasingly difficult environment whereby organizations were under threat from the legal system. This atmosphere affected education professionals and required us to invest extra attention to the selection of training materials in order to ensure cooperation with the Ministry of Education. The Lead Facilitator, based on her in-depth understanding of the sensitivities of program content in this regard, was instrumental in guiding this process.

Critical media consumption can be seen as a form of activism, something that the youth can "practice". This adds a new dimension to the educational work which is usually seen as a "banking" process of learning new things as opposed to a thinking process and a shift in perspective. The basis of the program is to promote the asking of questions, doubting, looking at reality in a critical manner, using media as a good example of the need of citizens to be critical. The curriculum needed to include activities that engaged the youth. We relied on the facilitators to help develop innovative programming that they felt would work with the youth. Very early on in project implementation it became apparent for the curriculum to become alive in the workshops the facilitators needed to be seen as co-owners and not just beneficiaries.

Logistical:

The greatest challenge we have faced in year 1 of activity was adjusting to the delay in signing of the cooperative agreement. The original program plan was designed to begin in January 2011. Accordingly, preliminary preparations were carried out to assure availability of staff, facilitators and accommodations in January 2011. However, the agreement was only signed in September 2011. The timing of this delay presented a critical challenge to starting the program.

As a result, Keshev needed to recruit staff in a very short time frame during which there is a lack of availability among relevant professionals. They were able to overcome this challenge by

assigning their permanent staff members temporary roles in the CP program until recruitment of dedicated staff for the program could be completed. While Givat Haviva initially viewed this as a risk, today we could not be more pleased with the professional staff Keshev has recruited and allocated to the CP program.

An additional challenge resulting from the September starting date was the extremely short window of operation left to execute the first year of the program. Givat Haviva's long experience in working with schools has taught us that educational programming can only be implemented between November and April of a given school year. Consequently, planning and recruitment should commence well before the start of the school year in September. Givat Haviva addressed this issue by targeting schools that have a long history of programming with us and are confident of our professional reputation. It was this trust and partnership that allowed us to overcome this challenge.

We were also faced with the challenge of scheduling programming in a tight timetable once the recruitment of the schools was completed. The Givat Haviva facilitation team had already developed their schedule for the year. In order to cope with these time restraints, it was decided to hold a 2-day overnight training seminar (rather than two separate days) for the facilitators which allowed for additional evening sessions to be held. The time spent outside of the scheduled sessions allowed the facilitators to deepen their understanding and connection to the project. We now feel that they view themselves as "co-owners" of the project. In addition, we found it difficult for the schools to schedule a five hour session for the post encounter session at the end of the school year when students are extremely busy with exams and end of the year activity. In the Jewish sector, this was overcome by allowing students who did not attend the session designated to their encounter attend a different session. In the Arab sector, for Nahef High School, two activity dates were implemented.

Another challenge we have faced was at the local level with the cancellation of an individual school. Only weeks before the second bi-national encounter was to take place, one of the schools cancelled participation due to an already scheduled exam. The leadership of the school did not feel the youth were properly prepared for the exam and did not think that it would be beneficial for the youth to spend two days outside of the classroom. In cases such as this two options are available. Programming could be postponed or an additional school could be recruited. It was decided to recruit an additional school in order to keep within the framework of the project. The development of additional curriculum was dependent on the feedback received from the bi-national programming. We are pleased to report that the project staff was very pleased with the performance of the youth and educators.

Due to the smaller size of the new school, less students took part in programming than originally planned. While more youth from one sector could have been recruited, it was important to the program staff that there would be approximately equal number of Jewish and Arab youth. In order to meet our goal of providing programming for 560 youth in the two-year program, the number of dialogue groups and participants in Yr. 2 of the program will be increased.

We similarly found scheduling a problem for the first Teachers' Training Seminar. The only available days that could meet the schedule of the development of the curriculum, staff and venue was on a Thursday and Friday during the school year. While we intended to recruit from within the schools that youth programming was carried out, the schools could not release that many teachers on the same day. Approximately 4 teachers from each school attended. Additional teachers were recruited from schools that Givat Haviva works with on a regular basis. Representatives from one school were late to the seminar due to the fact that they needed to be

in the classroom. In fact, one teacher was actually called back to school due to a shortage of staff on the second day of activity. We foresee this to be a problem also in programming FY13. There are no joint school holidays that are not religious of both sectors when programming can be scheduled. Both seminars will be scheduled during the summer break of FY13.

The final challenge we faced was with the execution of the Student Outputs. While the educator of the Jewish school who the project staff coordinated all activity with was aware of this specific activity, the school principal said that filming would not be allowed due to the fact that permission was not received ahead of time. Filming only took part at the second session. No filming was carried out at Majed el Krum. However, we are pleased to report that we were very successful at Nahef High School. Being that this was the first year that the program was implemented, we thought that our goal of distributing the outputs to a wider audience was not realistic. While the students did take part in a learning process, the short amount of time that was allowed for this activity did not allow for quality work. This was most apparent in the filming of the short news items. An alternative solution to this predicament was to produce a 7 minute film which describes the process that the youth took part in, as well as incorporate the student outputs. In FY 13 it has been decided to produce outputs for use by the teachers when working in the classrooms.

It is important to note that the organization does not view the aforementioned challenges as critical or unique. Scheduling difficulties, time frames, and adjustments to planned activities are just many of the difficulties educational programs and the implementing organizations face daily.

VII. Monitoring and Evaluation

The program is accompanied by a Performance Monitoring and Evaluation plan which was developed together with the AOTR, Activity Manager and Program Management Specialist of the Mission. Accompanying this plan, an output of our efforts was a Written Procedures Manual to ensure data quality standards are met. The manual is specifically for the USAID Communicating Peace program and does not necessarily reflect the organization's customary standards.

A data quality assessment was carried out on May 29, 2012 by the AOTR and Activity Manager. Findings were documented and received by the organization. Adaptions were made to the Procedure Manual in order to ensure that there will be no significant data errors.

With the assistance of the USAID team, questionnaires were developed to assist the program staff in measuring specific indicators. These questionnaires were distributed to the participants. The data was processed at the end of the year.

In addition to the questionnaires, the project staff relied on observations during activity and summary discussions with the facilitators.

In accordance with ADS 253.3.3, the reporting requirements for reporting to TraiNet were carried out.

VIII. Geographic Management Information System (Geo-MIS)

See Appendix C for the The Geo-MIS Report

IX. Immediate Priorities and Next Steps

The immediate priorities for the next quarter are as follows:

- To recruit schools for FY13 activity
- To schedule youth activity for FY13
- To complete the implementation plan for year 2 of activity
- To review and adjust the operating budget

The key next steps of the program include the Facilitators' Training 2 and beginning activity youth which we look forward to implementing in Q1 of year 2 activity.

X. Budget Report

| | Approved Budget | Previously Invoiced | Current Invoice | Invoiced to Date | Agreement Funds Remaining |
|--|---------------------|---------------------|--------------------|---------------------|---------------------------|
| 1. Salary and Wages | \$152,454.00 | \$73,332.12 | \$6,167.23 | \$79,499.35 | \$72,954.65 |
| 2. Benefits | \$45,900.00 | \$20,480.87 | \$1,786.99 | \$22,267.86 | \$23,632.14 |
| 3. Travel | \$34,240.00 | \$12,507.89 | \$485.41 | \$12,993.30 | \$21,246.70 |
| 4. Equipment | \$3,075.00 | \$2,935.75 | \$0.00 | \$2,935.75 | \$139.25 |
| 5. Other Costs and Services | | | | | |
| 5.1 Rental | \$5,742.00 | \$2,422.38 | \$212.20 | \$2,634.58 | \$3,107.42 |
| 5.2 Youth Sessions | \$80,960.00 | \$25,953.26 | \$0.00 | \$25,953.26 | \$55,006.74 |
| 5.3 Teacher Training | \$28,780.00 | \$12,279.19 | \$0.00 | \$12,279.19 | \$16,500.81 |
| 5.4 In-Service Training for Staff | \$12,150.00 | \$6,516.87 | \$0.00 | \$6,516.87 | \$5,633.13 |
| 5.5 Branding Strategy and Marking Plan | \$10,000.00 | \$4,773.67 | \$0.00 | \$4,773.67 | \$5,226.33 |
| 5.6 Recipient Contracted Audit | \$18,502.38 | \$0.00 | \$0.00 | \$0.00 | \$18,502.38 |
| 5.7 Operating Cost | \$78,468.00 | \$44,340.36 | \$7,005.87 | \$51,346.23 | \$27,121.77 |
| Subtotal Other Costs and Services | \$234,602.38 | \$96,285.73 | \$7,218.07 | \$103,503.80 | \$131,098.58 |
| Subtotal Givat Haviva | \$470,271.38 | \$205,542.36 | \$15,657.70 | \$221,200.06 | \$249,071.32 |
| 6. Subgrant to Keshev | | | | | |
| 6.1 Salary and Wages | \$241,386.00 | \$114,983.86 | \$10,057.95 | \$125,041.81 | \$116,344.19 |
| 6.2 Benefits | \$78,210.00 | \$34,779.93 | \$3,191.74 | \$37,971.67 | \$40,238.33 |
| 6.3 Travel | \$19,008.00 | \$8,844.06 | \$462.55 | \$9,306.61 | \$9,701.39 |
| 6.4 Equipment | \$16,665.00 | \$14,635.10 | \$0.00 | \$14,635.10 | \$2,029.90 |
| 6.5 Other Costs and Services | | | | | |
| 6.5.1 Rental | \$16,800.00 | \$8,037.92 | \$713.00 | \$8,750.92 | \$8,049.08 |
| 6.5.2 Publications | \$31,804.00 | \$3,609.24 | \$363.65 | \$3,972.89 | \$27,831.11 |
| Subtotal Other Costs and Service | \$48,604.00 | \$11,647.16 | \$1,076.65 | \$12,723.81 | \$35,880.19 |
| Subtotal Keshev | \$403,873.00 | \$184,890.11 | \$14,788.89 | \$199,679.00 | \$204,194.00 |
| Total | \$874,144.38 | \$390,432.47 | \$30,446.59 | \$420,879.06 | \$453,265.32 |

XII. Appendix A-Fourth Quarterly Progress Report

A. Summary of Successes and Achievements

- The Media Researchers investigated 9 patterns and adapted additional findings for material to be presented at workshops.
- Led by the Lead Curriculum Developer and assisted by the Lead Facilitator, Facilitators and Media Researchers, 3 printed and bound curricula were produced.
- 33 Educators took part in the second Teacher Training seminar held at the Gardenia Hotel in Nazareth.
- Led by the Lead facilitator and assisted by facilitators, initial recruitment of schools began.
- A 7 minute film was produced from the student outputs.

B. Program Implementation Activities and Results

Objective 1: To increase the amount of innovative material available to educators, professionals and youth on the topic of critical media consumption.

1.1 Daily media monitoring:

Through its daily media monitoring work Keshev's staff collected the information that informs the educational components of the program. The research component of the program collects information about news and events pertinent to the announced objectives of the program, which are classified by theme and by degree of reporting bias that they reflect. A number of analyses reports, presentations and examples of alternative editing were completed during the reporting period which served the staff in their on-going preparation work of the Teacher's Manual and other training activities.



- Reporting with an agenda: An example for reporting on Mr. Silman and the social justice demonstrations. It is the story of a man who killed himself in protest. This example is helpful to show the participants (teachers, youth, and facilitators) that the patterns of reporting with an agenda, do not only take place concerning Jewish-Arab conflict; this is helpful because participants are very sensitive when we show them examples concerning the conflict. We find it helpful to start with "nonpolitical" examples. With this example we can teach the practice of omission, in the name of protecting the heads of State, since Yisrael Hayom daily "omitted" the name of the prime minister and the minister of fairneance from the suicide letter, without mentioning this to the readers.
- A narrow perspective: An example for narrow, one sided reporting on the so called "mistakes" that were found in a civic text book. We compared the reporting in some media outlets, and can show how agenda setting omits and hides certain information, and highlights other information and in this manner frame the story.
- A gap between the text and the headlines: An example of how African asylum seekers are portrayed as a security threat, when they actually, as we can see in the text, they are not.
- A gap between the text and the headlines: An example concerning a burning issue of the nuclear abilities of Iran. This is one of the issues that bring readers to formulate their

opinions based on mis information, and therefore it is important to include it in the critical reading of media training

- Spins: The media outlets published exaggerated headlines about a crisis in the food prices. This example caused a panic, and is an example of taking data which was presented as an estimate, and as an extreme scenario, and publishing it as hard facts. We use this example with teachers and facilitators to show how the media creates our "reality" based on false data, and we advocate that people become more skeptic and critical readers .
- Captions that are inciting against Arabs: The media reported on fires during the summer with the speculation that they started based on national motivations, which is a way to blame Arabs for these fires. This was done with no proof, as the text shows, but the so called facts became headlines. This is a very good example which is at the heart of Jewish Arab relations, it perpetuates the belief that Arabs are terrorists, violent and irrational, and that they are "out to get us", regardless of the facts as they are published by the police or the fire department. It is very hard to change the picture that such headlines create because it sits on deep basic assumptions and patterns of thinking in the Israeli-Jewish public.
- An exercise in editorial decision making: the media reported on the scores of final exams in high schools, in different towns in Israel. The Arab towns are present both in the list of the high scores and in the list of the low scores. What should the editors do? Should they highlight the low scores and advocate for higher budgets to the poor Arab communities, or should they highlight the high scores and remove the States' responsibility to increase budgets? This is an example for the power of editors to decide what we will know, what is important, what is less important.
- The power of the headline: This example of a head line which is on the border of being racist: " in five years half of the educational system will be Arab and Orthodox". The article includes other information like the fact that more and more teachers this year are academics. But the news website chose to focus on the fact that most of the children will be Arab and Religious, as if that in itself is a problem. This is a good example we can use to ask participants to give an alternative caption to the text, and in that way exercise their critical thinking.
- The power of facts: We analyzed the 4 chapters of the popular doco series "Allah Islam" which was broadcasted on Israel's channel 10. We found mistakes in the data that was presented. All the mistakes were leading toward the same direction, and emphasizing the doco's agenda that Moslems are taking over Europe. All our research data proves the opposite. This report was read by 20,000 people and caused a buzz because the doco was created by a well-known and respected journalist, and was widely watched.

1.2 Curriculum Development:

During this reporting period the Lead Curriculum Developer from Keshev presented the Project Director curricula that were developed during the year for each of the targeted audiences: Facilitators; Teachers; and Youth. The curricula were printed and bound.

Objective 2: To increase the knowledge and capabilities of facilitators from the current pool of 0 facilitators to 12 facilitators in the field of critical media consumption.

During the reporting period, activity did not focus on facilitators' training. **There are no results to report at this time.**

Objective 3: To increase the number of educators who are trained to be critical media consumers and are able to integrate the subject of critical media consumption in their own teachings.

The second Teacher Training Seminar took place on July 4-5, 2012. Held in Nazareth, the 2-day training succeeded in developing the awareness of the importance of critical media consumption to Jewish and Arab educators from the North of Israel. Recognized by the Ministry of Education, in-service training credits were available to participating teachers.



The training was carried out by the Program Director, Lead Facilitator, Lead Media Researcher, Lead Curriculum Developer and guest lecturer Mami Hawari. The two-days were facilitated by Samer Atmne, Yael Miyani, Juman Mazawi and Ayelt Roth of Givat Haviva.

Through the use of lectures, workshops, a study tour, and professionally facilitated dialogue and processing sessions, the program introduced new knowledge that educators cannot receive through regular channels such as textbooks and websites.

Program Details:

| Teacher Training 2 | |
|---------------------------|---|
| Description | 2-day training seminar to teach critical media consumption with the purpose of providing tools to enable educators to integrate the subject in their own teachings. |
| Type | In-Country |
| Target Audience | 33 Educators |
| Location | Gardenia Hotel Nazareth |
| Frequency | 1 per year |
| Activity Date | July 4-5, 2012 |
| Status | Completed |
| Knowledgeable | Gazal Abu Riyah |

| | |
|---------------------|--|
| Professional | Shiri Iram Michal Zak Ayelet Roth Samer Attme Yael Miyan Juman Mazawi |
|---------------------|--|

Objectives:

Discuss the importance of critical media consumption.

Learn about the findings as they arise from Keshev's investigative reports while highlighting existing patterns in Israeli media through examples from the Israeli-Palestinian conflict.

Review of pedagogic tools to be adapted for critical media consumption.

Day 1:

09:30 – 10:00 – Registration and coffee

10:00 – 11:00 – Introduction and getting to know each other

11:15 – 12:30 – Dialogue style encounter: Different perspective in media consumption (Samer Atmneh, Yael Miyan, Juman Mazawi, Ayelet Roth, Givat Haviva)

12:30 – 14:30 – Lunch and Room Disbursements

14:30 – 15:45 – Dialog style encounter: Read between the lines – tools for critical media consumption

15:45 – 16:00 – Coffee Break

16:00 – 17:00– Keynote: Coverage patterns in Israeli mainstream media (Shiri Iram, Keshev)

17:00 – 17:15 – Break

17:15 – 16:30 – Keynote – continued

16:30 – 17:30 – Dinner

20:00 – 22:30 – Alternative tour of Nazareth (Halid Awad)

Day 2:

08:00-09:00 – Breakfast

09:00-10:15 – Dialogue style encounter – The challenge of being critical

10:15-10:30 – Break

10:30-11:15 – Keynote: News in the Classroom (Dr. Gazal Abu Raya)

11:15-11:30 – Break

11:30-12:30 – Keynote: The teacher's critical views: pedagogic dilemma; insight into the ideology of the Brazilian pedagogue Paulo Ferreira (Michal Zack)

12:30-13:15 – Lunch

13:15-14:30 – Testimonies of Teachers: The political challenge of a teacher (Ayelet Roth)

14:30-15:30 – Concluding remarks

Objective 4: To increase the number of youth who are trained to be critical media consumers.

4.1 Recruitment of Schools:

During the reporting period the lead facilitator and a number of the facilitators (2) have begun to approach schools to promote and recruit for the ***Communicating Peace*** program. The recruitment procedure included initial meetings with school principals. A number of considerations are taken into account in the school recruitment process in order to ensure compatibility between Jewish and Arab schools. Key factors include compatibility between the number of students, socio-economic status of the schools and, scheduling. Due to the fact that the program is run in partnership with Israeli schools, project activity is limited to a short time frame (October-May, not including holidays and exam periods.) In addition, the schools must be available for programming at the same time, and availability of venue. A strategic decision was made to approach schools that have previously have taken part in joint Jewish-Arab programming of some type in the past.

4.2 Student Workshops:

During the reporting period, activity did not focus on student workshops. **There are no results to report at this time.**

4.3 Alternative Media Outputs

In previous quarters student outputs were collected from the bi-national encounter and the post uni-national sessions. During quarter 4 the material was edited into a 7 minute film which describes their work. The film is an integration of the different outputs from the various workshops and is a coherent description of the process the youth took part in.

The film can be viewed at:

<https://docs.google.com/open?id=0B9w9VHiZVUJ3dTdSa0U3NzdfYWw>

In the second year of activity subtitles will be added.

XIII. Appendix B-Table of Larger Procurements

| Table 2: Summary of Larger Procurements in Year One | | | | | |
|--|--|-------------------------------|---|--------------|-----------------------------|
| Budget Line/Activity | Description | Company Individual | Purpose | Org. | Status |
| Commodities | | | | | |
| Equipment | Desktop Fujitsu Screen, Screen Dell Led 23, Microsoft windows 7 pro premium 64 bit English, Microsoft Office 2010 Lenovo 17 edge e 320 Laptop, Microsoft windows 7 pro premium 64 bit English, Microsoft Office 2010 | PCI Invoices | To accommodate additional project staff to the organization To accommodate activity in the field | Keshev | Delivered/ Paid |
| Equipment | Office Std 2010 SNGL OLP NL Acdmc licence | Alfandi Invoices | In order to coordinate the project as professionally as possible | Givat Haviva | Delivered/ Paid |
| Equipment | Laptop Desktop | Alfandi | To accommodate additional work stations. | Givat Haviva | Delivered/ Paid |
| Branding and Marking | Printing of Banner, 2 Roll-ups T-shirts Graphics | Sachnin Printing | Project Promotion | Givat Haviva | Delivered/ Paid |
| Equipment | Video Camera Teleprompter Accessories | Bandpro Invoice | Student Outputs | Keshev | Delivered/ Paid |
| Equipment | Projector | HR Audio and Video | To accommodate needs at training | Givat Haviva | Delivered/ Paid |
| Equipment | Offic Std 2010 | Alfandi | To accommodate additional work stations. | Givat Haviva | Delivered/ Paid |
| Services | | | | | |
| Facilitators Training | Accommodations | Nes Ammim Guest House Invoice | Room and Board for Participants | Givat Haviva | Services Delivered/ Paid |
| Facilitators Training | Training of 12 Facilitators | Individuals | Training Trainees | Givat Haviva | Services Delivered/ |

| Table 2: Summary of Larger Procurements in Year One | | | | | |
|---|---|--|---|-----------------|--------------------------------|
| Budget Line/Activity | Description | Company Individual | Purpose | Org. | Status |
| | | Invoices Request for Payments | | | Paid |
| Facilitators Training | Accommodations | Nes Ammim Guest House Invoices (2) | Room and Board for Participants | Givat Haviva | Services Delivered/ Paid |
| Facilitators Training | Training of Facilitators | Individuals Invoices Request for Payments | Training Trainees | Givat Haviva | Services Delivered/ Paid |
| Youth Activity Uni-national and Bi-national Sessions | Facilitation | Individuals Invoices Request for Payments | Facilitation | Givat Haviva | Services Delivered/ Paid |
| Transportation | Transportation to and from Encounters | Jasmine Travel Invoice | To provide transportation to youth activity | Givat Haviva | Services Delivered/ Paid |
| Youth Activity Teacher Training Activity | Accommodations | Nes Ammim Guest House Invoices | Room and Board for Participants | Givat Haviva | Services Delivered/ Paid |
| Youth Activity Uni-national and Bi-national Sessions | Facilitation | Individuals Invoices Request for Payments | Facilitation | Givat Haviva | Services Delivered/ Paid |
| Transportation | Transportation to Study Tour | Majal Invoice | To provide transportation at teacher activity | Givat Haviva | Services Delivered/ Paid |
| Youth Activity Teacher Training Activity | Accommodations | Nes Ammim Guest House Invoices | Room and Board for Participants | Givat Haviva | Services Delivered/ Paid |
| Teacher Training Activity | Printing | Sakhnin Printing | Reproduction of Training Material | Givat Haviva | Services Delivered/ Paid |

XIV. Appendix C-Geo-MIS Update Report

Geo-MIS Partner's Annual Update Report

Givat Haviva/ Communicating Peace

FY 2012

I certify that we have appropriate tools in place for data collection, verification, analysis, and storage and we have updated the Geo-MIS system with the most updated information that reflects the current project implementation deliverables and achievements.

In addition, the attached list of PMP indicators are still appropriate, valid, and up to date for program performance tracking up to this quarter and those indicators are in compliance with DQA measures (Validity, Integrity, Precision, Reliability, and Timeliness) as per ADS 203.3.5.1.

1) List of Activities Added/Updated this reporting period:

- (1) The Facilitators Training¹ is a two-day workshop for facilitators to develop a synergetic approach which combines the insights on media education and group dynamics in coexistence activities.
- (2) Teacher Training 1: Jewish and Arab teachers will undergo 2-day joint training on teaching critical media consumption which will enable participants to become more active critical readers, which will in turn empower them to become critical and active citizens.
- (3) Teacher Training 2: Jewish and Arab teachers will undergo 2-day joint training on teaching critical media consumption which will enable participants to become more active critical readers, which will in turn empower them to become critical and active citizens.
- (4) Bi-national Encounter 1: Jewish and Arab youth will take part in bi-national workshops which will include strong interpersonal communication components made up of familiarity workshops and cultural activities. Students will be divided into mixed groups and will work together to analyze and deconstruct media images and coverage patterns.
- (5) Bi-national Encounter 2: Jewish and Arab youth will take part in bi-national workshops which will include strong interpersonal communication components made up of familiarity workshops and cultural activities. Students will be divided into mixed groups of 20 students and will work together to analyze and deconstruct media images and coverage patterns.
- (6) Uni-national pre-encounter workshop 1 for Jewish youth of Misgav Regional High School to introduce the principals of critical media consumption and to address fears and expectations.

- (7) Uni-national pre-encounter workshop 2 for Jewish youth of Misgav Regional High School to introduce the principals of critical media consumption and to address fears and expectations.
- (8) Uni-national pre-encounter workshop 1 for Arab youth of Majde el Krum High School to introduce the principals of critical media consumption and to address fears and expectations.
- (9) Uni-national pre-encounter workshop 2 for Arab youth of Nahef High School to introduce the principals of critical media consumption and to address fears and expectations.
- (10) Post-encounter workshop 1 for Jewish youth of Misgav Regional High School to process the bi-national encounter and further engage in critical media consumption.
- (11) Post-encounter workshop 2 for Jewish youth of Misgav Regional High School to process the bi-national encounter and further engage in critical media consumption.
- (12) Post-encounter workshop 2 for Arab youth of Nahef High School to process the bi-national encounter and further engage in critical media consumption.
- (13) Post-encounter workshop 1 for Arab youth of Madj el Krum to process the bi-national encounter and further engage in critical media consumption.

2) Program Updates this reporting period:

| Category | Added/Updated this reporting period | Date of last update | Comments |
|-----------------------------|--|---------------------|----------|
| Overall Goals | Yes | 2012-07-04 | |
| Overall Achievements | Yes | 2012-07-04 | |
| FY12 Goals | Yes | 2012-07-05 | |
| FY12 Achievements | Yes | 2012-07-28 | |
| Planned Events | <i>0 added</i> | | |
| Success Stories | <i>0 added</i> | | |
| Pictures | <i>7 added</i> | 202-07-27 | |
| Documents | <i>2 added</i> | 2012-07-05 | |
| Sub Partners | <i>1 added</i> | 2012-02-22 | |
| PMP Indicators FY12 Results | <i>19 indicators updated 19 total number of indicators</i> | 2012-10-29 | |

3) PMP Indicators:

- i. Attach Current Geo-MIS PMP Matrix report (PDF format).

| Indicator Name | Indicator Format | PMP Indicator Type | Baseline Value | Starting Fiscal Year | Planned Value for FY1 | Actual Value for FY1 |
|--|------------------|--------------------|----------------|----------------------|-----------------------|----------------------|
| 1.6.2-12 Number of USG supported events, trainings, or activities designed to build support for peace or reconciliation on a mass scale | Integer | OP_std | 0 | FY12 | 20 | 13 |
| 1.6.2-14 Number of people participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation. | Integer | OP_std | 0 | FY12 | 340 | 280 |
| 1.6.2.14a Number of men participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation. | Integer | OP_std | 0 | FY12 | 170 | 135 |
| 1.6.2-14b Number of women participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation. | Integer | OP_std | 0 | FY12 | 170 | 145 |
| Percentage of targeted teachers/facilitators who are willing to use the knowledge and the acquired skills of Critical Media Consumption in their teachings/facilitation. | Percentage | Mgmt | 0 | FY12 | 70 | 100 |
| Percentage of targeted youth who are willing to use the knowledge and acquired skills of Critical Media Consumption when receiving information from the media. | Percentage | Mgmt | 0 | FY12 | 70 | 100 |
| Number of teachers trained on critical media consumption | Integer | Mgmt | 0 | FY12 | 60 | 55 |
| Number of Men teachers trained on critical media consumption | Integer | Mgmt | 0 | FY12 | 30 | 27 |
| Number of women teachers trained on critical media consumption | Integer | Mgmt | 0 | FY12 | 30 | 28 |
| No. of facilitators trained on critical media consumption | Integer | Mgmt | 0 | FY12 | 12 | 13 |
| No. of Men facilitators trained on critical media consumption | Integer | Mgmt | 0 | FY12 | 6 | 6 |
| No. of women facilitators trained on critical media consumption | Integer | Mgmt | 0 | FY12 | 6 | 7 |
| No. of youth trained on critical media skills | Integer | Mgmt | 0 | FY12 | 240 | 212 |
| No. of Men youth trained on critical media skills | Integer | Mgmt | 0 | FY12 | 120 | 102 |
| No. of women youth trained on critical media skills | Integer | Mgmt | 0 | FY12 | 120 | 110 |
| Number of Arab Israeli youth (individuals) trained on critical media skills | Integer | Mgmt | 0 | FY12 | 120 | 120 |
| Number of Jewish Israeli youth (individuals) trained on critical media skills | Integer | Mgmt | 0 | FY12 | 120 | 92 |
| Number of Critical Media Consumption curricula developed | Integer | Mgmt | 0 | FY12 | 3 | 3 |

| | | | | | | |
|---|------------|------|-----|------|----|----|
| Number of Critical Media Consumption Handbooks distributed to formal and informal educational institutes. | Integer | Mgmt | 0 | FY12 | 0 | 0 |
| Percent increase in positive perception about the other | Percentage | Mgmt | 2.8 | FY12 | 20 | 50 |

- i. List of proposed PMP indicators to be added or dropped (*if any*).

N/A