



USAID
FROM THE AMERICAN PEOPLE



GEMINI

FINAL REPORT: OCTOBER 2011 – JUNE 2014



Tel Aviv University Group, Year 3

Submitted by

Catholic Relief Services/Jerusalem, West Bank & Gaza

September 23, 2014

To:

USAID West Bank/Gaza

Contact: Rima Ghandour

Prime Contact:

Matthew McGarry

Country Representative (with authority to negotiate for the applicant)

CRS/Jerusalem, West Bank & Gaza

September 2014

This publication was prepared by Catholic Relief Services for review by the United States Agency for International Development. The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

CONTENTS

Executive Summary 4

A. Introduction to Gemini..... 5

B. Gemini Activities..... 6

C. Monitoring and Evaluation 23

D. Lessons Learned and Recommendations 24

E. Conclusion 29

Annexes 29

EXECUTIVE SUMMARY

Gemini, implemented by Catholic Relief Services (CRS) in partnership with Sadaka Reut (SR), was a 33-month, USAID-funded project aimed to enhance a culture of dialogue and activism among Palestinian and Jewish youth in targeted areas in Israel. The project created a space for youth to challenge existing prejudices, gain a greater understanding of the “other’s” narrative, and build sustainable Palestinian-Jewish partnerships by encouraging youth to actively cooperate to address common interests related to conflicts in their community.

CRS and SR collaborated in partnerships with university administrators in different offices and student unions at Achva College, Beit Berl College, Bezalel Academy, Netanya College, Tel Aviv University (TAU) and TAU Medicine Faculty, as well as with community centers and CSOs in Haifa and Lod. The working model comprised of 15 educational and dialogue sessions of 2 hours each per group and movement-wide activities which included a Study Day (Year 2 and Year 3) and an annual weekend Seminar. Building on the relationships formed between participants, groups created public outreach initiatives to help bring dialogue and civil participation into the community. Further, an Internship program with SR and other Community Based Organizations allowed select graduates of the Gemini program to continue gaining new knowledge and experience in civil participation in years 2 and 3.

Over the 33 months of the Gemini project accomplished the following:

- **13** groups composed of **246** Jewish and Palestinian participants attended **181** activities, including dialogue sessions and enrichment sessions such as lectures and tours
- **21** Palestinian and Jewish Facilitators were recruited to facilitate the Gemini groups in bi-national pairs
- **21%** in Year 2 and **33%** in Year 3 of targeted youth reported gained the skills to create a culture of dialogue
- **17** collaborative joint initiative were implemented by targeted youth to address issues of conflict in their communities
- **93** targeted youth engaged in the implementation of joint initiatives
- **24** interns were chosen and trained to pursue internships during Year 2 and Year 3 in two internship routes – with Sadaka-Reut and with other civil society organizations (CSO)
- **3.6%** in Year 1, **4%** in Year 2, **22%**¹ in Year 3 increase in positive perception about “the other”

¹ This large jump in increased positive perception from Year 1 and 2 to Year 3 can be explained by a smaller sample in Year 3, which was mainly composed of the most active participants, thus those who would be expected to show more of an increase in positive perception.

Along with these successes, Gemini faced several challenges over the course of implementation with yielded important lessons learned throughout the life of the project. These lessons were incorporated throughout the project or will be applied to future programs, and include: establish strong partnerships with academic institutions and community organizations; ensure participation of all staff and volunteers (Facilitates, Coordinators, and Interns); and streamline activism into the education curricula.

A. INTRODUCTION TO GEMINI

The Gemini project aimed to create a space for civic dialogue to challenge existing prejudices and extremist views in Israel and present an alternative narrative for peace. Implemented over a 33-month period from October 2011 through June 2014 (inclusive of a six-month no-cost extension in 2014), the \$1,054,823 Gemini project was funded by USAID's Office of Conflict Management and Mitigation (USAID/CMM) and was implemented by Catholic Relief Services/Jerusalem-West Bank-Gaza office (CRS) in partnership with Jaffa-based organization Sadaka Reut.

The stated goal of Gemini was: *A culture of dialogue and activism among Palestinian & Jewish youth in targeted areas in Israel is enhanced.* Gemini specifically targeted university-age youth (ages 18-25) with two strategic objectives (SO), SO1: Youth appreciate the "other's" collective narrative; and SO 2: Youth collaborate to peacefully resolve Palestinian-Israeli conflict. There was one Intermediate Result: Enhanced cooperation between targeted Palestinian and Jewish youth that address common interest related to the conflict in their community. The program included the formation of dialogue groups—Gemini groups—on a total of 6 campuses and in one mixed community center; attempts to form groups in additional community centers were unsuccessful. These Gemini groups participated in three cycles of the 15-session curriculum of intra- and inter-group facilitated discussions, each encompassing one academic year. All groups in each cycle also came together once in a weekend seminar and one study tour. Participating Palestinian and Jewish youth were expected to gain greater understanding of the "other's" narrative and to acquire new skills. Their experience culminated in an activism initiative that was to be jointly decided and implemented by Jewish and Palestinian participants. Gemini thus aimed to build sustainable Palestinian-Jewish partnership structures by encouraging youth to actively cooperate to address common interests related to conflicts in their communities. These structures were to be linked with each other and civil society to influence public opinion and key decision-makers.

B. GEMINI ACTIVITIES

1. PROJECT START-UP

Mapping Potential Collaborations

During the set-up stage of the first cycle, Project Coordinators mapped potential locations and meaningful collaborations with universities and communities. The team established a database of 150 relevant focal points which included student unions, administrative teams, students, community members, university key staff, and peer organizations. The Project Coordinator introduced the identified key personnel to the project and remained in contact with them throughout the project term. More contacts were pursued following each activity cycle and the beginning of every new cycle; later, as the program progressed, students and academic institutions began to contact the Project Team. Through many phone calls, emails and multiple meetings, partnerships were established with university administrators in different offices and student unions at Achva College, Beit Berl College, Bezalel Academy, Netanya College, TAU and TAU Medicine Faculty. Further partnerships were established with community centers and CSO in Haifa and Lod.

Drafting of the Educational Program

The educational program was drafted prior to the program term and was based on the SR educational program. Main pedagogical themes included personal and collective identity, prejudice, racism, majority-minority relationship in Israel and the Israeli-Palestinian conflict. Most themes were introduced via dialogue sessions, which included the introduction of new and alternative information via discussion, texts and other media channels. The program also included activism skills development and training workshops, delivered by SR and external trainers on specific fields of expertise.

The working model comprised of 15 sessions of 2 hours each per group and movement-wide activities which included a Study Day (Year 2 and Year 3) and a weekend Seminar.

Adjustments to the educational program were necessary in each cycle, based on technical issues as well as on the learning gleaned during the previous cycle. Technical issues included the adjustment of the number and length of sessions in the first cycle as the program began in December while the academic year began in October. This maintained the total length of the program by consolidating workshops into each other. Other adjustments included the addition of specific successful workshops and activities and the removal of unsuccessful ones. Finally, Haifa's Year 2 group embarked on a different operating model half way through the activity year due to the lack of regular Jewish participants. The remaining committed Palestinian participants were guided by the group's Intern to complete a successful initiative.

Due to budgetary constraints following the extension of the project to a third year, it was possible to open only two new groups in the third cycle. In turn, there was no longer a need to use Facilitators because Project Coordinators were able to co-facilitate group sessions due to the limited activity.

Another change in the third cycle included the opening of a Continuing group at TAU, made of Gemini graduates of Year 1 and Year 2 who requested to continue the process undergone during the program. The continuing group was more independent by nature; it was coordinated by two SR interns and held independent sessions organized by group participants as well as six enrichment activities facilitated and/or coordinated by Project Coordinators.

2. FACILITATORS

Twenty-one Palestinian and Jewish Facilitators were recruited to facilitate the Gemini groups in bi-national pairs. Selection criteria was based on their skills and experience to both facilitate the dialogue process and guide the participants through planning and executing joint outreach initiatives. For the first cycle, very experienced Facilitators were chosen, with less hands-on activism experience. More flexibility and a focus on practical activism skills were deemed necessary for Year 2 Facilitators.

Facilitators were trained through two orientation days, monthly group meetings and regular pair or individual supervision meetings and phone conversations with Project Coordinators. Training was important to ensure all Facilitators hold the same level of understanding of project goals, methods, and basic doctrines. It also provided an important space for them to share experiences and learn from each other. Furthermore, Facilitators also needed a space to discuss social-political issues and most have gone through processes not dissimilar to the participants' during work in Gemini.

Most facilitators initially found the low turnout of participants and unpredictable nature of the group disorienting and the length and frequency of sessions ineffectual. Encouraged by Project Coordinators, they became more flexible with the planned sessions and amended them according to the group's attendance, dynamics and current events. During the initiative development phase much support was given by the Project Coordinators to the Facilitators and groups, especially regarding the need for Facilitators to be more proactive and challenging towards their groups. Most Facilitators were very much involved with their groups' initiatives, playing an active role as initiatives' coordinators and leading the groups through the difficult dialogue within joint activity.

3. RECRUITMENT

Each cycle's recruitment process for potential participants was long and arduous.

The program marketing strategy to attract potential participants included partnership building with stakeholders and face-to-face recruitment efforts, both on-campus and in the community. Lessons learned at the end of every recruitment cycle were passed on to improve the next cycle's process.

The partnerships and personal relationships built with key stakeholders were utilized to market the program to the student population by adverts on official websites and Facebook pages, in official stakeholders' printed guides and booklets and through emails sent to wide variety of distribution lists. The partnerships and personal relationships built with key stakeholders were utilized to market the program to the student population by adverts on official websites and Facebook pages, in official stakeholders' printed guides and booklets and through emails sent to wide variety of distribution lists. A short promotional film² was created and gained over 1,300 views in the program term. Furthermore, Project and SR staff, as well as committed Gemini alumni in progressive cycles, conducted over 50 recruitment days hanging posters, distributing postcards and fliers and approaching thousands of students on campus and youth in the community. Invited by partners, the Coordinators also presented the project to prospective participants in classrooms and lecture halls.

Successful partnerships with universities brought a strong incentive to join the program by offering academic credits to participating students.

Following Year 2 recruitment process, in which despite the intensive recruitment efforts, participation and engagement remained generally low, an evaluation was conducted by Project Staff. Overall, thousands of students and youth were exposed to the project in seven locations. 500 of those expressed interest in joining Gemini and provided their contact details, however only 155 participants actually attended the group sessions, with 53 attending at least half of the sessions – approximately 10% of the total registered. The difficulties can be explained externally and internally. Externally, during recruitment time, an escalation in the Israeli-Palestinian conflict occurred with a war between Gaza and the south of Israel, the declaration of the Palestinian state at the UN Assembly and the Israeli resuming of intensive building in the West Bank. Additionally, in preparation for the Israeli national elections in January 2013, political campaigns were launched on campuses, intensifying the already highly politicized atmosphere. Campuses and communities became extremely hostile towards dialogue and peace building activities. Internally, Facilitators were reluctant to get involved in recruitment efforts, not seeing it as part of their roles. As well as forcing Coordinators to spend their limited time and efforts on convincing them to join the recruitment teams, rather than focusing their own time on actual

² The short film can be watched online here: <http://www.youtube.com/watch?v=AfNj8Yohsrc&feature=share>. The postcards can be seen in Annex 5.

recruitment, the phenomenon presented non-convincing role models for prospective participants, not seeing their future Facilitators engaged in action.

For the third cycle, a different approach was implemented. Since it was possible to open only two new groups, it was decided to open them with partners who committed to assist in recruitment. The Achva College offered participants academic credits as an advanced course and the Dean and her staff took active part in referring students to take part. More than 100 students registered to a recruitment workshop, out of which 20 were chosen to participate. In Beit Berl, academic credits were given and both university administrators and student unions promised to support recruitment. Unfortunately, the agreed-upon support was not fulfilled, and recruitment remained difficult.

During Year 2, the Yr1 TAU groups took responsibility to coordinate the recruitment efforts at the university. Inspired new participants also joined the recruitment efforts, such as a committed Jewish Netanya College participant who recruited his friends to enable the group's continuity following unsuccessful attempts of the recruitment team.

4. GROUPS AND PARTICIPANTS

During the program term, 13 groups composed of 246 Jewish and Palestinian participants attended 181 activities, including dialogue sessions and enrichment sessions such as lectures and tours.

A weekend seminar took place in every cycle and Study Days in Jaffa were conducted in Year 2 and Year 3. A total of 15 public outreach initiatives were implemented by the groups. For more detail on public outreach initiatives, please see Section 5.

Operation models changed through the cycles, adjusted to time and group constraints. The table below describes the different groups, session numbers and participation.

Table 1 – Group Activities and Participation

	Yr	Number of Sessions	Average Participation				Total Average	Number of Initiatives
			Females	Males	Palestinians	Jews		
Beit Berl	Yr1	9	14	0	6	8	14	3
Haifa	Yr1	11	4	2	5	1	6	1
TAU General	Yr1	11	4	7	4	7	11	1
TAU Medical	Yr1	10	8	5	7	6	13	1
Beit Berl	Yr2	15	8	1	6	3	9	1
Haifa	Yr2	15	2	2	4	0	4	1
Jerusalem	Yr2	15	5	3	4	4	8	1

	Yr	Number of Sessions	Average Participation					Number of Initiatives
			Females	Males	Palestinians	Jews	Total Average	
Netanya	Yr2	15	10	5	8	7	15	1
TAU General	Yr2	15	5	4	3	6	9	1
TAU Medical	Yr2	15	6	3	5	4	9	1
Achva	Yr3	12	11	3	8	6	14	1
Beit Berl	Yr3	14	6	2	4	4	8	1
TAU Continuing ³	Yr3	11	6	2	3	5	8	1
Total Averages		13	7	3	5	5	10	1

In addition to the Coordinators and Facilitators, most Year 2 and Year 3 groups were assisted by Interns. They proved indispensable, especially to participants' recruitment and retention, and during initiative development and implementation. Please read more about the Interns' work in Section 6. In most groups, interns also organically initiated and administered the Facebook groups which aimed to make alternative knowledge more accessible by posting information and non-project activities related to the discussions in the sessions, as well as to create an open space for discussions between the sessions. The Facebook groups, and Year 3 What'sApp groups (free group messaging service for smartphones) were an important tool used within the process, especially during initiative development and implementation.

All groups completed **the educational plan**, composed of the following units: single-national, bi-national introduction, conflict analysis, local context analysis, from dialogue to activism and reflection. Issues discussed, raised by Facilitators and participants alike, included inter-society issues such as religion and gender, social and cultural gaps between the societies, personal



Beit Berl group, Year 3

identities, civil rights, the Nakba, refugees and Right of Return and National Service for Palestinians. As part of the process participants gained new knowledge of their own and "the others'" narratives and learned to look at their own group's narrative and role in the conflict with a critical view. This was done by alternative knowledge sources provided by the Facilitators such as films and research papers, as well as by listening to personal stories shared by their peers, deemed especially significant to the process. They

³ The TAU Continuing group was coordinated by two female Interns, one Palestinian and one Jewish, who took part in group activities. They are counted in the table as participants.

learned to accept others' opinions and "the other's" narrative, even when disagreeing with them, at dialogue sessions. Through these sessions participants also gained dialogue skills by engaging in effective communication. They learned to be more attentive and empathic as they shared personal thoughts and feelings and learned to express their opinions better, which increased their capacity to accept the others' opinions.

Participants went through skills training and developed activism skills by planning and implementing public outreach initiatives. The experience also led to a belief in their ability to create a positive change and make a difference in their communities.

In **dialogue sessions**, participants initially held discussions characterized by lack of trust and hesitation, raising questions and concerns regarding the project and Sadaka-Reut's agenda. Gradually throughout the activity year, trust was built and participants became more willing to share personal stories and more open to express their opinions and accept those of others, discussing their conflicted issues directly and cooperatively. Discussions started on a theoretical level and moved to a more personal and emotional one. With some groups, notably throughout the project at Beit Berl and Yea r2 TAU Medical, participants found this transition difficult as they feared directly touching conflictual issues, not wanting to lose the 'cozy' place and friendships created within the group.

During Year 2, recruitment was especially difficult (see Section 3 above for more detail). All groups were affected by participants dropping in and out of the group, which were mostly stabilized 2-4 months into the activity cycle. This brought a long introductory period, only after which groups were able to embark on the conflict analysis unit, when participants' attentiveness and communication skills had improved as discussions' content became more meaningful.

Study Days in Jaffa took place in Year 2 and Year 3 with participants of all groups, Project staff and some Interns and TAU Continuing group participants.

Most of the day was dedicated to a tour of Jaffa in which participants met with Palestinian and Jewish activists who introduced them to different aspects of historical, social and political events and processes in the city. Introductory and reflection sessions, facilitated by Facilitators in Year 2 and graduates in Year 3, opened and closed the day.

Through the study day participants met reality by leaving the group's shelter, gained alternative knowledge and were exposed to different and critical views on this same reality. Most participants were surprised to discover how little they knew when exposed to new and different information which they wished to explore further. The day was very meaningful for most participants. It was difficult for the Jewish participants to hear the Palestinian narrative, some for the first time, without the always present and dominant Jewish narrative.

Furthermore, as many participants held disadvantaged backgrounds, they identified with the oppression as it expresses itself in Jaffa. At the same time, most Palestinian participants felt empowered by the new wide historical knowledge and the meeting with a strong Palestinian voice. However they also heard about the oppression of their identity and story, which made some express feelings of despair.

Each year, the effects of the Study day were demonstrated in deeper and more significant discussions in subsequent group sessions.

Each cycle saw participants of all cycle groups come together for an **annual weekend Seminar**, joined by Project staff, Interns and TAU Continuing group participants (in Year 2 and Year 3).

Seminars aimed to:

- Inspire social and political activism, promote its importance and connect it to the groups within their process.
- Expose participants to connections between struggles and to Palestinian-Jewish partnership.
- Introduce social-political activists and their work.
- Introduce and experience social-political activism tools.

Activities combined activists' panel, hands-on activism tools training through workshops or simulation and dialogue and reflection sessions. The seminar's importance and long term effect were apparent throughout the project, with participants and Project staff reporting it as a turning point for most participants and groups. In addition to providing direct skills training, the experience made them feel part of a significant, meaningful and fruitful program; that their existence goes beyond their own group affiliation, and the change they might create is meaningful.

Rima Ghandour, USAID representative joined parts of Year 2 and Year 3 seminars, and said: *"I hope all the CMM programs will be able to follow Gemini footsteps and do this amazing quality work, this gathering has been powerful and inspiring"*.

Activists shared personal stories about their transformation as well as exposed participants to day-to-day activism and their initiatives on the ground. Hearing their stories and watching the Gemini Interns and graduates at work exposed them to Israel's civil society and different activism notions. Participants were challenged to think differently about struggles and activism and gained hands-on experience in tools which they later used to develop and implement their groups' initiatives.

In bi-national dialogue and reflection sessions in small and big groups and joint creative activities, participants discussed the Israeli-Palestinian conflict as well as the different initiatives they would like to develop, brain-storming with other groups. Personal connections were

created and deepened in the unique safe and open space. Gaining more knowledge of themselves and others, as individuals and groups, participants practiced effective communication and attuned their conflict resolution skills, and found in themselves a belief in their ability to work together and create positive change.

The seminars gave participants, Interns and Project staff members' inspiration and motivation to continue the process and commence work on public outreach initiatives.

Following the seminar and continuing the **dialogue sessions**, participants started sharing complex feelings and creating personal relationships while demonstrating a high level of empathetic listening, intimacy and respect. A parallel shift occurred in the discussions' content, moving into direct engagement with the conflict. Following the seminars, relationships became deeper which contributed to the participants' feelings of security and created more openness within the groups. Power relations in most groups were changing, with Palestinian participants becoming empowered through learning about their history, sharing of their ongoing oppression stories and the Jewish participants' recognition. The use of Arabic, encouraged by facilitators throughout project activities, intensified.

The seminar also marked their transition from a dialogue group to a motivated team, working together towards a goal. The realization of the relevance of activism and the newfound belief in themselves, combined with the feeling of being a part of a wider group of like-minded people, brought about a surge of motivation to most participants: for real, meaningful dialogue; and for activism itself. Participants learnt that they are not only capable of, but also feel responsible to express the wrongs they see around them. They were highly motivated to work in partnership on the development of public outreach initiatives.

One of the challenges faced during the program was recruitment and attainment of Jewish participants at Year 2 Haifa group. Efforts to recruit and attain Jewish participants continued well into the year, to no avail. As a mixed city, Haifa offers many established dialogue programs for students, some as part of political parties and movements. The Gemini program, dealing directly with the conflict and including hands-on activism, is usually more demanding emotionally than others and this may explain the lack of Jewish participants. As there was a dedicated, motivated and active group of young Palestinian participants who strongly wished to continue with Gemini, a decision was made to change the group's working model rather than close the group. The new working model set up the group's SR Intern as group leader, continuing to coordinate the group activities, closely supervised and supported by the Gemini

The use of Arabic is a symbol of the power dynamics in Israeli society, where Palestinians speak both their Arabic mother-tongue and Hebrew fluently but Jews do not understand and fear Arabic as the enemy's language.

Coordinator. Participants researched alternative information and presented it to the group and took part in the Gemini seminar where they had the opportunity to engage in bi-national dialogue missing from their new group setting. The educational program was completed by the group's public outreach initiative, a tour of Haifa's Wadi Salib neighborhood that they developed and guided.

Learning from Years 1 and 2 brought the idea of establishing a continuing group at TAU, where graduates could remain under the Gemini umbrella, conduct bi-national dialogue and continue their activism albeit in a more independent manner. The TAU Continuing group held 6 enrichment activities, some of them together with the Interns group, as well as independent sessions organized by group participants. These included further 6 sessions and many informal initiative development meetings. Activities were coordinated by two Palestinian and Jewish



Achva Group, Year 3

Interns, supported by Project Coordinators. A strong partnership was created with the TAU student union, who also sponsored the group's initiative. During the group's reflection session at the end of the activity year they were able to clearly analyze the process the group went through, concluding that along the year, the group avoided discussing the conflict and conduct reflective discussions, which caused the group disintegration, after which only a

small group of committed participants was left. The group gained some insights and lessons of what would work better for a more independent group, such as that a small, committed and active group as a center, to which partners and others can join ad-hoc, works well; the importance of continuous and confrontational dialogue, with more support of Project Coordinators; and that the group should serve also as a safe, supportive space for its participants, a place for them to share fears, the daily coping with family and friends. Most group participants have continued or began social political activities with other groups and organizations during Year 3, marking them as budding activists.

5. PUBLIC OUTREACH INITIATIVES

Development of the initiatives started immediately following the Seminars. With the tools learned and experience gained in the Seminars and conflict resolution skills increased during

the dialogue sessions, participants took on roles and responsibilities. Led by the Facilitators and with the practical assistance of SR Interns, groups discussed issues and wrongs they felt were important and wished to address. Dialogue continued, as participants negotiated different ideas into agreements and fine-tuned their messages. For most participants, this phase was difficult as they had to find a way to act and work in solidarity with “the other”, fine-tuning messages that all could stand behind while braving responses of their community outside the group. Through the process, real partnerships were created when participants of the two nationalities listened to each other’s needs, fears and desires and came up with social-political actions which met them, as well as exposed them to their on-campus community.

Most initiatives focused on expanding the circle of dialogue and promoting it to more people, especially peers (other students). Thus the initiatives challenged the existing status quo, in which the conflict is not discussed in the public sphere.

Table 2 – Public Outreach Initiatives

Yr	Group	Number of Initiatives	Name of Initiative	Type of Initiative	Number of Implementing Participants	Estimate of Public Attendance
Yr1	Beit Berl	2	Multiculturalism – Culture in Dialogue	School workshops	18	400
Yr1	Beit Berl	1	Exploring Bi-National Educational Model in Beit Berl Gemini Group	Presentation	17	60
Yr1	Haifa	1	The New Haifa	Tour	9	30
Yr1	TAU General	1	Mizrakologya – Swimming Against the Tyde	Dialogue circles	13	100
Yr1	TAU Medicine	1	Let’s Look at Each Other’s Eyes	Theatre	13	50
Yr2	Beit Berl	1	Future Palestinian and Israeli Teachers - Calling for Education Equality	Dialogue circles	6	10
Yr2	Haifa	1	Separation and Connection in Haifa	Tour	4	11
Yr2	Jerusalem	1	Active Substance / Here Was a Village	Exhibition	9	1,000
Yr2	Netanya	1	Portraits	Online exhibition and discussion	5	150
Yr2	TAU General	1	Speed D(eb)ating	Dialogue	6	60
Yr2	TAU Medical	1	Talk To Me	Dialogue circles	10	150
Yr3	Achva	1	A Prayer for Equality	Petition	9	200
Yr3	Beit Berl	1	Nakba	Advocacy and discussion	9	60

Yr	Group	Number of Initiatives	Name of Initiative	Type of Initiative	Number of Implementing Participants	Estimate of Public Attendance
Yr3	TAU Continuing	1	Military Recruitment of Palestinian Christians	Panel discussion	8	40
	Total	15			118⁴	2,321

Participants' openness and dedication to one another and to the goal of working in partnership combined with their enormous motivation to make their voice heard and inspire others were a source for initiatives' successes. Most groups were able to hold strong opposing voices empathically during the initiatives development process and remain creative and committed to working together. Each group's participants' transformed from a group of Palestinians and Jews with different needs into a team characterized by solidarity, tolerance and acceptance. The initiatives brought feelings of capability and belief in their ability to work in partnership and influence others.

⁴ Yr1 Beit Berl participants who took part in the different initiatives were only counted once.

TAU Continuing group's initiative proved challenging to the academic partner. The group had a partnership with TAU student union, which promised to sponsor its initiative as part of an on-campus 'political week'. The group decided to have a panel on a significant issue which drew headlines at the time, questioning the army recruitment of Palestinian Christians. However when the marketing materials came back from the printer, they discovered the texts and their message were changed by the student union. Negotiations with the student unions did not reach an accepted conclusion, and participants decided to pay for the printing themselves. A social political initiative, developed by participants themselves, might prove to have significant repercussions on establishment and partner support.

The **Year 2 Jerusalem (Bezalel) group's initiative** was by far the most successful ones in terms of exposing the group's message to a wide audience. The photo and text exhibition, erected in a major public space of the Hebrew University campus, targeted students and staff on campus. The participants aimed to promote positive action regarding the conflict, particularly of joint Palestinian-Jewish partnership, by introducing Jewish and Palestinian activists - 'heroes'; to create a sense of belonging for Palestinians in Israel and raise awareness to the Palestinian narrative by presenting information about local Palestinian villages destroyed at 1948; and to create a public discussion about both issues on campus. Thousands of Palestinian and Jewish students, university staff and visitors on campus were exposed to the exhibition, and many of them stopped to look more closely and discuss it among themselves or with the attending participants.

The participants' openness and dedication to one another and to the goal of working in partnership, their enormous motivation to make their voice heard and inspire others were a source of the initiative's great success. They were able to hold strong opposing voices during the initiatives development process and remain creative and committed to working together. There was acceptance and understanding of the different feelings shared. From a group of Palestinians and Jews with different needs, the participants had transformed into a team characterized by solidarity, tolerance and acceptance. The initiatives brought feelings of capability and belief in their ability to work in partnership and influence others.

6. INTERNSHIP PROGRAM

At the end Year 1 and Year 2, Gemini alumni went through a selection process and 24 Interns were chosen and trained to pursue internships during Year 2 and Year 3 in two internship routes – with Sadaka-Reut and with other civil society organizations (CSO). Successful applicants conducted 130-150 internship hours each and received a bursary of 6,400 ILS. Interns were closely supervised and supported by the Project Coordinators through phone calls and regular meetings, individually and as a group. The Year 2 Interns had three group meetings, however learning from their experience the Year 3 Interns group held six sessions which included dialogue and enrichment. This enabled a space for the requested political dialogue, as well as further peer-support for internships and individual activism.

Year 3 Interns Group

Internship group sessions included discussions on single/bi-national work models, the different models' needs and sensitivities to the different nationalities. They met with other CSO representatives and joined the TAU Continuing group for some activities, including a meaningful tour of Hebron, where some had their first meeting with the Israeli occupation. As their internship exposed them further to the political reality, Interns' consciousness grew, raising questions of their role, responsibility and ability to influence it.

As a group, the Interns were attentive and empathic, showing high levels of listening, openness and honesty. They were able to express their opinions clearly and discuss complex issues while presenting their unique voice. They shared expectations, thoughts and feelings, with the Palestinian participants not feeling they have to placate the Jewish participants.

Four interns and graduates have approached Project Coordinators with a suggestion to create new and continuing groups at Netanya and Beit Berl Colleges in the future.

Other Activities

During Year 2 and Year 3 seminars, the SR Interns were joined by CSO Interns to assist and facilitate some of the sessions. They acted as role models for participants, a live example of the enhanced dialogue, conflict resolution and critical thinking skills and abilities Gemini developed in its graduates.

Throughout each activity cycle, Interns confidence within and outside their group was visible. They were aware of their peers needs, gave them needed space and showed genuine respect and affection towards one another in a very natural way, thus creating a real joint Palestinian-Jewish partnership. During reflection sessions they were eager to point out how important and meaningful they feel their internship was. Many were interested in continuing volunteering with their respective organizations after their internship obligations were completed, despite the challenges and difficulties they faced.

Table 3 – Internship Program

Organization	Interns					Number of Internship Hours
	Females	Males	Palestinians	Jews	Total	
Sadaka-Reut	6	3	4	5	9	1,350
Catholic Relief Service, Jerusalem	1	0	1	0	1	130
Physicians for Human Rights (PHR)	2	1	2	1	3	390
Community Education Center (CEC)	2	0	0	2	2	260
Dora Community Centre, Netanya	1	0	0	1	1	130
The Social – Economic Academy, Haifa	0	1	1	0	1	130
Supportive Community / Arous-el-Bahr	1	0	1	0	1	130
Kav La'Oved (Workers' Hotline)	1	1	2	0	2	260
Hagar Bi-Lingual School, Be'evr Sheva	1	0	0	1	1	130
ASSAF	0	1	0	1	1	130
Tishreen, Taybe	1	0	1	0	1	130
Public Committee against Torture in Israel	1	0	0	1	1	130
Total	7	5	6	6	12	53,220

Sadaka-Reut Internship Program

Nine Interns took part in the Sadaka-Reut (SR) Internship Program, six assisting facilitators and coordinating Gemini groups at Beit Berl (Year 2 & 3), Bezalel Jerusalem (Year 2), Haifa (Year 2), TAU General (Year 2) and TAU Medicine (Year 2). Two more, one Palestinian and one Jewish, coordinated the TAU Continuing Year 3 group. The remaining Intern assisted and coordinated a youth group in SR's Building a Culture of Peace project.

Beneficial to the forming of the groups, the SR Interns joined the recruitment teams and encouraged students' participation in the project by email and phone reminders. In Year 2 they also administrated the participants' Facebook page, providing relevant posts and discussion starters. They facilitated groups during the Year 3 Study Day, and took on facilitation, logistical assistance and active participation in both Year 2 and Year 3 Seminars. Through the connection with the rest of the project participants, Facilitators and staff, Interns felt a part of something

⁵ Recorded in the table are the internship hours which were mandatory for Interns. However, during the two cycles Interns performed approximately 230 hours over their official internship. Furthermore, as mentioned above, several Interns continued volunteering with their CSO even after their official Internship came to an end.

bigger, finding a place for themselves within the project combined with a desire to continue the process they previously started as Gemini participants. Following the seminar, the interns worked closely with their groups on initiative development.

SR Interns also took part in the Sadaka-Reut Facilitation Training course where they learned group facilitation theories as well as practiced tools hands-on, gaining a rounded facilitation experience. Participation in the course was found to be very effective as it was brought together Facilitators and staff from across SR's programs. Furthermore, it was heightened by viewing Project's sessions, where Interns were able to understand better the group dynamics and the process the participants were going through, as well as the Facilitators' work. Following the completion of Year 2, two of the SR Interns applied for facilitation positions at Sadaka-Reut for the next activity year, and plans were made to contract them; however project plan adjustments meant that no Facilitators were active in Year 3. At the final session of Year 3 Facilitation Training, a Palestinian Intern said: *"For me Sadaka [-Reut] is not a phase of life that I've been through, an experience that happened and is over. The organization is a part of me, I belong to something incredible here. I am from Sadaka and Sadaka is from me"*. A Jewish Intern added: *"My friends say that when I go to SR it's like a support group, they're not clear on what I do [there]. But it's also true, it's where I meet you and feel I have 'a back' [support] for the things I believe in. I don't know what I would have done without it. How I would identify myself. A huge difference from [the] a-political, indifferent person [I was] to political awareness, to caring"*.

CSO Internship Program

During the end of Year 1 activities, Project Coordinators contacted dozens of civil society organizations (CSO), establishing relationships and arranging placements for Interns. At the beginning of Year 2 and Year 3 activities, CSO Interns began their placements with the different CSOs following three-way meetings with the organization's contact person, Project Coordinator and Intern. Learning from Year 2 proved the first months were important in establishing a good relationship between the new interns and the CSO's contact, usually requiring support from Project Coordinators. Usually after one or two months Interns settled into their role and the organization. Out of the 24 Interns, only two did not make the experience a meaningful one, due to both organizational and personal reasons as well as suitability for the role. Another Intern moved to a different organization, where he found his place and continued volunteering after completing his Internship hours. The majority of participants became part of their respective organizations and developed personal connections with colleagues and beneficiaries. Although many felt they did not have as much time as they would like to dedicate to their internship, most felt the experience was highly rewarding and meaningful.

- Two Palestinian medical student interns joined the **Physicians for Human Rights' (PHR) Mobile Clinic**, translating for the clinic's doctors and their patients, mostly in the West Bank.

Another Jewish medical student interned at the organization's Open Clinic in Jaffa, supporting strategic processes and administratively assisting patients, mostly work immigrants. All three interns have continued their volunteering with PHR following the completion of their internship. Furthermore, one of them established a youth group in his Palestinian hometown which is working together with a parallel Jewish group in a nearby kibbutz.

- Two Jewish Interns were placed with the **Community Education Center (CEC)**. One coordinated the organization's flagship Hebrew course, as well as designed and produced marketing materials. The other coordinated and tutored an English course and took on essential administrative duties.
- The Jewish film student intern of the **Dora Community Center**, Netanya, worked with groups of youth on the creation and editing of films.
- A Palestinian intern worked at **Arous-el-Bahr**, assisting in training courses for women in Jaffa, firstly through **Supportive Community** and when the organization closed down, directly with Arous-el-Bahr. The Intern has continued volunteering with Mahapach-Taghrir, another community organization following her successful internship.
- At the **The Social-Economic Academy**, Haifa, our Palestinian intern initiated, produced and coordinated a unique economy course in Arabic, the first of its kind. The intern has continued volunteering in support of the organization following the completion of his internship.
- The Jewish Intern at **ASSAF** Aid Organization for Refugees and Asylum Seekers, took charge of the organization's Tel Aviv youth club. Getting more involved with the cause as his internship progressed, he established the nation-wide student movement in solidarity with the refugees and asylum seekers struggle, and also set out to support the organizing of refugees in his native Jerusalem.
- Another Jewish Intern was placed with the **Public Committee against Torture in Israel**, where she worked on a video project with disadvantaged youth and assisted events organization.
- **Tishreen** is a local, grassroots community organization in Taybe. Our native Palestinians Intern was responsible for the coordination and content of a new women empowerment group. She has also continued volunteering independently with the CSO, working to open another cycle of the women group.
- The Jewish Intern at **Hagar** Jewish-Arab Education for Equality primary school in Be'er Sheva, was volunteering with 6-8 year olds at an art space in their bi-national, bi-lingual school. Working in a bi-national environment, she encouraged the children to discuss the conflict and their feelings about it through art.
- A Palestinian law student Intern began his placement with **Gisha** Legal Center for Freedom of Movement, but did not find the database work he was assigned to fulfilling. Therefore he joined another Palestinian law student Intern at **Kav LaOved** (Worker's Hotline), protecting the rights of disadvantaged workers. There both Interns assisted asylum seekers and

refugees during reception hours, accompanied them to court and translated as necessary. One of the Interns has continued his independent volunteering with the organization following the completion of his Internship, the other is planning to do so in the coming academic year.

- A Palestinian Intern was placed with **Catholic Relief Services (CRS)** following the adjustment of Yr3. There she was involved with support for the Civic Participation Program.

7. VARIANCE BETWEEN PLANNED AND ACCOMPLISHED ACTIVITIES

The table below summarizes the program's planned vs. achieved targets throughout its three cycles. Indicators names and planned values are referenced from the program's PEMP.

Indicator Name	PMP Indicator Type	Planned Value (=FY1+FY2+FY3)	Actual Value
1.6.2-12 Number of USG supported events, trainings, or activities designed to build support for peace or reconciliation on a mass scale	OP_std	=52+100+38 =190	=53+101+37 =191
1.6.2-14 Number of people participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	OP_std	=80+96+45 =221	=55+53+33 =141
1.6.2.14a Number of men participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	OP_std	=40+38+18 =96	=16+18+8 =42
1.6.2-14b Number of women participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	OP_std	=40+58+27 =125	=39+35+25 =99
Percent of targeted youth who have the skills to create a culture dialogue	Mgmt	10% (FY2) 10% (FY3)	21% (FY2) 33% (FY3)
No. of collaborative joint initiative implemented by targeted youth to address issues of conflict in their communities	Mgmt	=8+12+5 =25	=8+7+2 =17
No. of targeted youth who are engaged in the implementation of joint initiatives	Mgmt	=40+60+25 =125	=53+40+? =93

Indicator Name	PMP Indicator Type	Planned Value (=FY1+FY2+FY3)	Actual Value
No. of youth interning (disaggregated to CSO and Sadaka)	Mgmt	=12+12 =24	=12+12 =24
Percent increase in positive perception about the other	Mgmt	25% (FY1) 5% (FY2) 5% (FY3)	3.6% (FY1) 4% (FY2) 22% (FY3)

C. MONITORING AND EVALUATION

1. SUMMARY OF METHODS

Fiscal Year 1

- **Midterm reflection** conducted which summarizes data that has been collected regularly throughout the year via a multitude of M&E tools such as reflection meetings, records of monthly coordinator and facilitator meetings, event reports, and project monthly reports and quarterly reports submitted to USAID.
- An external evaluator was hired to conduct the pre and post-test **comparison evaluation**
- **PMEP change** was proposed in the end of the first fiscal year. Most requested changes are in regards to the number of participants; the quantitative indicator of a 25% increase in positive perception of the participants; and changes in the skills indicator.
- **Changes in M&E practices**, by adding qualitative evaluation components to the project's M&E plan, conducting internal mid-term evaluation during FY2, involving facilitators in M&E.
- **Changes in M&E tools**, by changing the pre and post questionnaire, changing event report structure to better evaluate changes participants experience, changing concept note for initiatives and adjusting the M&E binder based on all different proposed changes
- **GeoMIS and TraiNet updated regularly**

Fiscal Year 2

- **Midterm evaluation** was conducted
- The **pre and post-test comparison** was conducted internally
- **PMEP**, tools and practices were not changed
- **GeoMIS and TraiNet** updated regularly

Fiscal Year 3

- **Final impact evaluation** conducted
- **Pre and post-test** comparison
- **GeoMIS and TraiNet** updated regularly

2. OUTPUTS

As detailed in PMP table (extracted from GeoMIS), see table in Annex (1)

3. IR AND GOAL

As detailed in PMP table (extracted from GeoMIS), see table in Annex (1)

4. IMPACT

A final evaluation took place in June 2014, and focused on assessing: 1. The appropriateness and relevance of the project; 2. The validity of the three-tiered theory of change; 3. The most significant results; and 4. The sustainability of the project impact. Please see the Evaluation Final Report for details about methodology and findings.

The Gemini project has been found to be highly relevant and largely appropriate, and the three levels of the project's theory of change have been validated by the findings. The project has had the most significant impact in terms of personal transformations that lead participants to take action to promote tolerance and address issues of inequity in their own spheres of influence. That is, Gemini has had significant success in developing individual change agents, even as it has been unable at this time to make significant impact on structural or cultural realities on the campus or in society at large. The evaluation also revealed less evidence of enduring bi-national student partnerships or joint actions, although there are some examples. Even for participants who are not inclined to become or remain activists, the personal transformations begun in the Gemini experience have shaped their understanding of themselves and are expected to influence their future choices. This suggests a high level of sustainability of these individual effects—and their implications for how the students will influence the society around them. Sustainability of any impacts on the university campuses, however, is hampered by Gemini's limited size and visibility.

D. LESSONS LEARNED AND RECOMMENDATIONS

1. PROGRAM STRUCTURE

Collaboration with Partners

- Strong partnerships are essential for successful recruitment and retention of participants and implementation of activities. Integrating the program within the partner institutions could be an option for the future.
- Terms of Reference should be signed with institutional partners to define expectations and conditions for interaction.

- Sufficient time and resources should be available to building relationships with partners.
- Participation in the program should be voluntary and not considered part of a compulsory academic curriculum.
- USAID guidelines and criteria for group public outreach initiatives should be clarified.

Recruitment

- Recruiting participants in a bi-national model was successful.
- Facilitators and interns should be involved in recruitment.
- Clearer information regarding meeting dates, locations, frequency, and seminar dates should be provided to potential participants at the recruitment phase to avoid dropouts and enhance retention.
- Participant criteria should be clear regarding age, gender, and religious background in order to ensure groups are balanced.
- Adding new participants should be restricted to the first few sessions to allow groups to develop trust and progress with the curriculum.
- The participation ratio is of 1 attending participant for every 3.2 students registering interest.
- Not all intended groups will be opened successfully as planned.
- Further analysis and research should be done regarding recruitment, in order to spend less resources (mainly time) and recruit larger numbers of more committed participants.
- Three main factors were identified as reasons for successful recruitment:
 - Focus – stands were erected on the two campuses where coordinators and interns spoke directly to students and registered their details.
 - Institutional support – contact with partners was ongoing throughout the program and plans were made long in advance. Furthermore, partners endorsed the project, actively taking part in recruitment as well as integrating Gemini into their own curriculum.
 - Good on-the-ground contacts – project graduates, interns, and later on participants brought many potential participants to the groups.

Facilitators

- Facilitators need to have skills and experience in both facilitating a dialogue process and guiding participants through planning and executing outreach projects.
- It is important that the SR pedagogy is clear to the facilitators, who should be role models of activism themselves. Employ committed facilitators who adopt the program goals and understand the importance of maintaining a high level of involvement and becoming role models.
- Facilitators should not feel constrained by the educational plan, which should allow flexibility.

- Initiative ideas should be a product of the group's process, with facilitators not fearing conflict among participants as this has the potential of politicizing the initiatives and making them more significant.
- Facilitators should take on an integral part of the recruitment process and retention efforts.

Coordinators Role

- Coordinators should not regularly work overtime hours.
- Time should be scheduled to enable Coordinators honest and genuine reflection of the project's process.
- Coordinators support is essential to the successful completion of internships.

2. EDUCATIONAL PROGRAM

Rationale

- Activism should be streamlined into the educational process throughout the year.
- Groups that underwent a meaningful process of developing relationships, building confidence, and learning empathy in turn developed an effective political campaign and worked together best.

Model/Structure

- Allow sufficient time for single-national units to enable ventilation and offer a safe place for a single nationality critical discussions on matters which may be difficult for participants to talk about in bi-national meetings.
- The seminar should take place earlier in the year to give the group sufficient time to process.
- Consider extending the seminar beyond one day to give participants more opportunities to meet with other groups.
- The SR interns' personal connection with participants assisted in creating commitment to the group, process and Gemini.
- The study day structure, facilitation and content were successful.
- The seminar should incorporate more down time to enable the participants to digest, process and reflect on what they are going through.
- The Activists' Panel was highly inspiring to the participants. Time with the panelists should be expanded, either by making the session longer or adding additional sessions.
- More and better integrated social-political initiatives should be incorporated, to cement participants' activism skills and belief in their ability to create change.
- Session structure should be amended to include longer sessions at closer and more consistent times.
- Interns' personal connection with participants was important in their commitment to the group. All Gemini groups should have interns from the previous cycles.
- The study day structure, facilitation and content were successful and should be repeated.

- Interns should have an option to continue their educational process with dialogue and activism sessions, as a group.

Content

- Formal sources of information on the historical narratives should be included in the educational program to accompany the knowledge and experiences shared by the participants.
- Facilitation methods should be diverse to include study tours, playback theatre, arts and music. Creative facilitation methods will enhance the educational program and enable participants who are usually weaker in discussion a non-verbal way to express themselves.
- Emphasis on presenting alternative knowledge and the development of participants' critical thinking proved effective and therefore should continue.
- More attention should be put to listening skills, empathy and the capacity to accept others' opinions without agreeing with them.
- More planning should be put into participants' recruitment for the seminar. The seminar should not be scheduled during the exam period.
- The Panel, although successful and inspiring, could have benefitted from the participation of an intern on it, with whom participants would be able to identify better and thus will be even more inspired.
- The Simulation requires further fine-tuning, with some practical adjustment as well as two main planning aspects to consider: more thought should be given to the political learning aims and not only the practical, tools-experience ones; and better guidance should be given to the 'position holders', especially in the way to facilitate and guide participants.
- A de-briefing session for all facilitating staff is essential, even in a small seminar.
- Planning and preparation for the closing summary session is important. It should be considered as part of the transformative process rather than a technicality.

Initiatives

- Facebook was used as an infrastructure tool supporting the team building and initiative development processes. It was also a successful marketing tool for the initiatives.
- Visibility, online and offline, was important for the initiatives. Online marketing and large offline signs proved useful, as did eye-pulling and concise photos and texts.
- Special attention should be given to participation of the Palestinian public (students).

3. M&E ACTIVITIES

Changes in M&E Practices

- The evaluation process must be integrated into the program's planning and executing processes, where the evaluator should function as the coordinators' consultant, collecting data throughout the process and using a wider array of information, both quantitative and qualitative.

- Involve Facilitators in M&E.

Changes in M&E Tools

- Quantitative self-reporting questionnaire proved doubtful when analyzed together with a wider range of qualitative tools.
- Mid-term evaluation process was useful, especially with Facilitators and interns.
- In future programs, thought should be given to the way the evaluation is structured, giving less weight to self-testifying quantitative data and devising better ways to measure participants' skills.

4. FINAL EVALUATION

The following summarizes several key lessons learned from the Gemini approach, as identified during the Final Evaluation:

- Meaningful interaction between Jewish and Palestinian young adults must be carefully fostered; it will not happen automatically.
- The university as an institution and a physical location provides a helpful 'container' and common reference point for this interaction.
- University students are at a unique juncture in their lives that makes them particularly well-suited for a program blending dialogue and activism: they are old enough and independent enough to take action, yet their points of view are still being shaped.
- Achieving equal participation and voice of women and minorities requires attention to power dynamics and intentionality in recruitment, staff modeling, and facilitation methods.
- A sense of empowerment, particularly for marginalized groups, stems from a deeper understanding of and opportunities to articulate one's own narrative and history.
- Exposure to, and reckoning with, the narrative of the "other" contributes to decreasing fear of engaging and acting together with this "other."
- Sharing of personal stories establishes rapport and understanding that form a crucial foundation for joint action.
- The process of working through the challenges of planning and implementing activism together is an important element in group cohesion.
- The quality of group relations, among other factors, determines the readiness or 'ripeness' of a group for joint activism.
- Even 'small' activism initiatives can open a new dialogue on campus and create new space to challenge the status quo.

E. CONCLUSION

The Gemini program has outperformed our initial hopes, to the extent that current university partners have asked to continue working with them beyond the current program period, and students from other universities have asked to expand our work there. Therefore, further funding was secured to extend Gemini's model and activities with Jewish and Palestinian university students, in order to build on the successes, broaden and deepen the program's impact.

Next steps aim to fully put into practice the extensive lessons learned and best practices that have been gleaned from the program. These include:

- Modifications to the activities model in order to enhance connections between participants and groups, such as having two seminars instead of one. On the initiatives level, organizational discussions at SR came to the conclusion that participants and groups should be generally encouraged to identify multiple small actions they can take, as well as to focus on issues they care most about.
- Increase of project visibility on campus through the publishing articles in students' magazines and local newspapers. Additionally, a Media and Communications graduate is planning to prepare a short film from existing video materials, to be published on social media and other relevant outlets.
- Building on the relationships established with university partners during the project period, a decision was made to remain in the same locations and try to deepen our relationship with them. Some of the scholarships for interns and some general support grants are already secured from the three universities and SR intends to work even more closely with them in future cycles.

ANNEXES

1. PMP
2. Geo-MIS final report⁶
3. Success stories
4. Impact Evaluation Report
5. Educational plan
6. Marketing materials

⁶ CRS attests to full reporting in Geo-MIS.