

***“Promotion of Concepts of Human Rights and Principles  
of Good Governance within Shari’ah Colleges”***

**IMPLEMENTED BY:** HUMAN RIGHTS AND DEMOCRACY MEDIA  
CENTER “SHAMS”

**FUNDED BY:** THE FOUNDATION FOR THE FUTURE (FFF)

**EVALUATED BY:** PLAN- STRATEGIC MANAGEMENT &  
PLANNING CONSULTANTS

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## Executive Summery

During a twelve-month period, Human Rights and Democracy Media Center (“SHAMS”) has been implementing the project of “Promotion of concepts of human rights and principles of good governance within Shari’ah Colleges”. The project, which was funded by Future for Foundation (FFF), aimed at promoting concepts of human rights, democracy & good governance among targeted Sharia college students in Palestine by conducting discussion workshops, training, TV & radio shows and other publications.

It is difficult to accurately judge whether those students had their views, attitudes or practices dramatically changed in such a short period of time. SHAMS was the first Palestinian civil organization to tackle this issue. The project was needed due to the current political and social conditions in the Arab countries, eespeciallyArab Spring countries. SHAMS was able to execute and implement all previously planned activities without further or wasted expenses, and with a unique capability of dealing with such special target population with great sensitivity.

The implementing organization realizes that the target group is socially closed and hard to approach, especially with topics like gender equality, social and political freedom. That is why they were aiming at making that group willing to listen, participate in discussions, and hopefully support common international and universal values. The trainers’ theoretical and communication skills has helped raise students’ responsiveness and minimize their pre-conceptions about the relation between human rights values, the Western countries and funding agencies’ hidden intentions.

The ability of SHAMS to evaluate and monitor their activities led them not only to replace a trainer that has been complained about, but it caused them to plan for more creative ideas for future activities like: mixing secular students with Sharis students, organizing competitions, allowing Sharia students to take the lead of discussions, conduct regional workshops, youth camps and others.

Finally, the considerable number of Sharia students who became friends with SHAMS creates a great opportunity to implement future activities, nothing to say about Sharia college administration cooperation. All what SHAMS may need for those future activities is sufficient resources and funding. This part of our society need not to be abandoned so as not to become victim of radical movements and beliefs, especially that we all realize how unfair our concerns

are being treated internationally. The absolute alternative for civil wars and violence is dialogue and negotiation. Words are what we need, not rifles.

## Introduction

The Foundation for the Future (FFF) provides technical and financial assistance to initiatives by Civil Society Organizations to promote democracy and reform, human rights and the rule of law in the Middle East and North African region in the form of Grant-Making Program, Training & Capacity Building, Research & Studies, Workshop & Conferences. FFF mainly supports areas of empowerment of women and youth, independent media, civic education and good governance.

In October 2011, FFF provided assistance to the project called: “Promotion of concepts of human rights and principles of good governance within Shari’ah Colleges”, to be implemented by “Human Rights and Democracy Media Center “SHAMS”, a non-governmental civil society organization that is located in Ramallah city. SHAMS' mission is to enhance youth role within the Palestinian society, in addition to consolidate culture of human rights, tolerance values, democratic reform and rule of law through conducting activities targeting children, youth, and women in order to empower and build their capacities, and work on satisfying their basic needs and priorities.

This project is aimed at involving religious youth studying in Sharia colleges in Palestine into the political, social, economic, and civil life in a more effective manner. This is achieved through conducting awareness workshops, training, TV and radio production, in addition to producing a training manual that will be used in future activities.

FFF is here trying to evaluate whether this project is having real impact on the targeted population and whether the activities implemented are bringing social and political changes they are designed for, and how those projects can improve outcomes for their target groups.

## The Project

- Rationale

Reflecting events sweeping the Arab and Moslem countries, the extremism could become a serious risk to face young people in Palestine. The economic and social conditions and the widespread poverty and unemployment could create an environment for the spread of discontent among the youth groups that originally suffer from exclusion and marginalization and unequal opportunities. The social and missionary speech provided by some radical Islamic movements and promises of salvation theory could prevail if adopted. On one hand there is a growing conflict between the traditional values that rely on compliance and enforcing the sense of shame, isolation and respect for authority. On the other hand there are new values of freedom of choice, creative thinking, accountability, tolerance and justice.

In light of those conditions, this project is aimed at involving religious youth studying at Sharia colleges in Palestine into the political, social, economic, and civil life in a more effective manner, and make them better understand the objectives of human rights and civil society organizations and their missions.

#### ▪ Objectives and outcomes

The project “Promotion of concepts of human rights and principles of good governance within Shari’ah Colleges” main goal was:

*Minimize the deadlock between a well-known "conservative/closed" segment and the civil society in relation to human rights, democracy and good governance concepts and principles. In addition to raising awareness on concepts and principles of human rights and civil society organizations' mission in an attempt to minimize reluctance of particular segments towards its adoption and circulation.*

As for the specific objectives, SHAMS plans to achieve the following:

- Break barriers surrounding a well-known "closed community", in an attempt to involve them in civil society activities.
- Build networks and bridges of communication with Shari'ah faculties in an attempt to open dialogue about necessity of adopting human rights, democracy and good governance principles.
- Reduction of ideological extreme ideas and thoughts.

- Utilize influence of Shari'ah students in the local community towards some serious infringements of human rights such as honor crimes, women abuse, equality and social justice.

The project objectives were supposed to be accomplished by implementing the following activities:

- i. **Workshops:**  
An estimated **33** workshops were envisioned to be conducted to discuss the topics relating to human rights and good governance.
- ii. **Television Episodes:**  
**5** television episodes which the students will partake in, preparing them and suggesting titles and topics amid at raising the local communities' awareness on the importance of the concepts and principles.
- iii. **Publications:**  
Relevant brochures, posters and an introduction about the project, in addition to producing a training manual which contains the training subjects and modules that have been addressed in the ToT course.
- iv. **ToT (Training of Trainers) on the concept of human rights and good governance:**  
Course to be conducted in the final stages of the project where extraordinary participants will be chosen from the students who participated in the previous workshop, and they will be prepared to become trainers in the topics of human rights and good governance in order to be more qualified in spreading out their experiences to their colleagues.

The **Expected Outcomes** of the project were:

- Involvement of students of Shari'ah faculties in human rights programs and activities.
- Changing prevailing attitudes, perceptions and prejudices on human rights objectives.
- Minimize negative image on mission of CSOs and alleged hidden intention of the donor community.
- Circulate the humanitarian message behind human rights and public freedoms advocacy.
- Create an echo in the future careers of the target group.
- Open the door for the target group to intermingle with the CSOs programs and activities.
- Garner greater support to efforts of human rights advocacy campaigns.

- Highlight importance of targeting this community by programs and activities of other NGOs.

**Expected Outputs** of the project were:

- The concrete outputs of the project are as follows:
  - Improve perception of the target group on human rights intentions.
  - Involve a very conservative community in the activities of the project and break barriers of isolation.
  - Build capacity of the target group and provide them with knowledge on human rights and good governance concepts and principles.
  - Form a nucleus group from the targeted faculties able of disseminating human rights concepts among their colleagues.
  - Minimize stereotypes and misconceptions on human rights which usually considered as a western depravity.
  - Build networking and bridge of communications with the target group.

The **target population** of the project is mainly students of Shari'ah faculties and local communities. The **duration** is 12 months and the **funding amount** is US \$ 43, 022.

- The project organization chart

The project team included the following:

- Project steering committee
- Head of SHAMS, accountant and project coordinators
- Trainers

## Evaluation

### - Evaluation Methodology

Objectives of the evaluation:

The evaluation is intended to measure project relevance, effectiveness, efficiency, sustainability and impact of the project. It will carry out the following tasks:

- Assess the progress towards achievement of the project objectives and results as outlined in the project documents i.e. proposal, narrative reports etc.
- Assess to what extent the project's activities influenced the attitudes, perceptions and prejudices of the students of the Sharia's universities in terms of intended and unintended changes.
- Assess to what extent and how the project contributed to the spreading of the human rights and good governance among the community of Students of Sharia's faculties
- Assess to what extent the project's activities influenced the thoughts and perceptions of the local communities about good governance and human rights.
- Assess to what extent the project's activities influenced the thoughts and perceptions of the target population on the mission of CSOs and alleged hidden intention of the donor community.
- Assess to what extent and how the target population was responsive to the project and its objectives.
- Assess the structure and performance of the project management including monitoring mechanisms in terms of effectiveness, efficiency, sustainability.
- Assess the relationship between FFF and the grantee from an independent external point of view during the whole process of the project implementation.
- Identify lessons learnt from this type of project, i.e. management, methodology, activities etc... and clearly identify strengths and weaknesses.



- Provide guidance and specific recommendations for future intervention in changing perceptions of human rights and good governance among specific conservative target group.

In order to get as comprehensive data as possible, the evaluation has been conducted at several levels:

- Literature review of:
  - Needs assessments and field studies documents
  - Literature related to the planning stage
  - Proposal documents
  - Periodic reports
  - Documentations of project implementation
  - Other related documents
- Face to face in depth interviews with the following personnel:
  - SHAMS staff (director, project managers, project field coordinators)
  - Donor coordinators
  - Selected active targeted participants
- Focus groups discussions with the following:
  - Participating students

## - Findings

Relevance:

This project is brave and creative in that it targets this population segment in Palestine (face to face discussions with Sharia college students about democracy and human rights concepts). As the director of SHAMS organization (Dr. Omar Rahhal) said: “our preliminary ambition was to persuade those students to set and listen to us, and hopefully become active in our

discussions”. In such uncertain emerging political and social movements in the Arab World, and the continuing conflict between secular and puritanical powers, the future Arab civil society and civil Arab states need common social coherence and internal dialogue to maintain a civil life that is compliant with and responsive to the values of human rights, democracy and good governance. Without those values, the Arab societies will find it hard to build progressive, just and peaceful lives for coming generations.

In most cases of bloody conditions in the Arab states, the lack of dialogue is considered the main reason for turning that way. If people could have civilized discussions while they maintain their differences, these issues could be avoided. If everybody agrees that all are entitled to same rights and privileges, people will care less what others believe or say differently.

We believe this project comes in the right time, targeting the right population and addressing the right concerns. Not only it is promising that SHAMS has started this type of activities, but it is a shame that Palestinian organizations never started this before. We think that ignoring such important part of the society, downgrading their views, or avoiding them as if they are sick people or infected with some killing bacteria creates the atmosphere where they strongly react in the opposite direction. In the interview with the director of SHAMS (Dr. Omar Rahhal), he told a story when one trainer was replaced because some Sharia students complained he was treating them as if they were mentally sick people.

There is now a need for opening healthy and normal channels with religious and traditional oriented people more than ever. Those groups are already haunted by stereotype and preconceptions, or claims, such as the ill intention of organizations work in the field of human rights and democracy, nothing to say about agencies stand behind funding those agencies. We need to understand that anti-Western/ democratic ideas are in part due to the unjust way Arab World concerns and interests are being presented by the super powers and Western states. Anti-Western/democratic ideas are also in part due to continuing offensive actions by Western states or individuals (as wars in Iraq, Palestine, Afghanistan, the Profit comic publications and movie).

All of this should drive us to be open and make social peace with this target group so as to reach a mutual understanding about our common interests and social values, on the human level, and away from Western- politicalized attitude. We need to make them understand that we can live together and be different, within minimum acceptable rules that will be applicable

to all. “I did not think there are other important issues need to be cared about before. Now, I am interested to know and care more about issues of human rights and good governance,” a female participant said (Shahd at Al Najah University).

Despite the fact that the project was a huge challenge for SHAMS and “scary” at the beginning, as Dr. Rahhal said, it is, by all means, brilliant. Reviewing the answers of the interviewed personnel, respondents have said that most targeted colleges were responsive and welcoming to the project activities and ideas (except for Hebron University who were initially hesitant). Students, however, were welcoming also but they were not in a rush to come to the workshop. After attending the first few explorative sessions, students became more cooperative and participatory. The skills of coordinators and moderators have played a crucial role in persuading those students to attend and actively participate in workshop discussions. Those trainers showed great respect, patience and understanding. That has proved the seriousness of the project and of the ideas being discussed, which has helped in eliminating much of preconceptions. The question remains: did it have any impact on those targeted students? It has not been determined yet.

#### Impact:

It is not that easy to assess the impact of the project activities on the target population in terms of dramatic changes in attitude and practices in such a short period of project lifeline. First, it needs more than a number of workshops to allow social changes and peoples’ attitudes to develop, and their practices to be utilized. In addition, there are reasons that have to do with this specific target group. As interviewees frequently explained, Sharia college students are considered/ looked at as a closed, conservative and self-isolated group of people. It is not that easy to approach them and talk openly with them about concepts of human rights and democracy. They mostly believe that such concepts are Western-oriented and ill-intended. Those interviewed also expressed their high satisfaction with the idea of setting with those students and discussing such concepts. Listening is a pre-condition for mutual agreement and mutual understanding, as said also.

Although it was tough for trainers and project coordinators, at the beginning, to operate the workshops (because of the issue of mixing males with females, on one hand, and because of the participants’ political and religious views, as the trainer Bashar El Deek indicated), project reports clearly showed that the number of workshop participants were within the planned

range. Thirty three workshops, with 10-12 participants in each, have created a great exposure of those students to the intended ideas of the project. A number of those participants were more active in the workshops. This group of individuals has built a lasting relationship with SHAMS center; they became friends and regular participants in providing for SHAMS website and the project Facebook page.

Trainers and reports showed also that the targeted group has benefited from their attendance of workshops and trainings. Trainers also noticed a better understanding by those students to many concepts like: the international human law, gender equality, war crimes, child protection laws and others. However, things were not as easy when it comes to definite concepts in the Holy Quran like: execution. The trainer Iyad Shtayyeh said: "I think that the benefit was not more than 3% at the beginning of the project, while it reached 70% at the end".

There were direct impacts and initiatives that Sharia targeted students have performed, such as:

- Attending Red Cross awareness workshops.
- Writing at the Facebook and website pages and writing in the local newspaper (an essay was written by a cleric about women rights).
- Al Najah University participants worked on a project called Al Mestaba, where they discussed issues related to workshop topics.
- One participant said that the Sharia college at Al Najah University was addressed to make some changes to Sharia curriculum.
- Musa (a male participant at Al Jajah University) returned back to teaching kids painting. He has stopped doing that for the last four years because he has been told that it is allowed by Islam to do that (Haram).
- Many participants indicated that they are not affiliated with political parties (especially religious parties), and they never minded listening to and knowing new ideas. They said that the outsiders think they are affiliated or closed to certain mentality and thoughts, but that is not true. They were offended by this stereotyping. Some of them even expressed their willingness to avoid extreme or closed political parties.

However, there must be also indirect awareness impact caused by so many expected dual and group discussions among those students before, after and during workshop discussions. One participant (at Al Najah University) said: "although I did not agree with all what has been said, it was a mental challenge for me to come up with logical and persuasive answers to many

questions. It allowed me to read and search, and make sense”. Another female student (Shahd) said: “my participation has allowed me to get exposed to previous ill ideas we were hunted with. There was so much misconception”.

The large number of training attendants (40 students instead of 20) at the final stage of the project implementation process (especially by male and female students) is a clear indicator of those students’ willingness to hear other views and ideas and shows their acceptance to basic human rights concepts application.

The trainer Jebreel Muhsen says: “Sharia college students constitute large portion of youth population, and surprisingly, they are affecting a larger segment of our society. Despite that a small number of those students had the chance to attend the project workshops, this is expected to have real impact, on the short and long terms, on their communities and youth population. This is another reason why the project is very relevant and effective”.

The student Osama Sulaiman (Al Najah University) said that his attendance in workshops and training in Ramallah was a challenging opportunity and interesting. He added: “the trainer Faten Boleeve was a good trainer because she used to create a provocative and challenging discussions that cause him read and search for answers. She used real examples and asking hard questions whether there is contradiction between Islam and human rights”. He also added: “She was so persuasive and informative”. The role playing activities during workshop discussions has allowed those participants to feel, understand and justify others views and understandings by being in their shoes. The trainer Bashar El Deek said that student participants were asked to take the opposite views and try to defend them. It has created a challenging environment for students to think of and come up with ration and justifications for others views. “I believe this helped them feel they need to understand and accept others and their beliefs”, Al Deek added.

The female participation has added to the value of project activities. Not only they took part of workshop discussions, been part of discussions with male participants during lunch time, and staying at the hotel for few days for the purpose of being part of discussions about concepts of human rights, democracy and good governance, but some of the even took the lead in moderating training sessions.

Finally, the project was not expected to cause those targeted students to get right up and perform complete initiatives of their own about human rights and democracy, at this stage. However, SHAMS is planning to work on this idea in future projects, as Dr. Rahhal said. They are thinking of allowing targeted students to take the stage and provide their own presentation about topics of human rights and democracy. This way, those students are expected to prepare literature, read and write, and may prepare Powerpoints about certain topics and titles of their own.

#### Success Stories:

We may summarize what project team and reports consider part of success indicators of the project, as a whole, and its implements activities, as follows:

- Attendance of 40 students, instead of 20, to the training session. In a conference about human rights, a female student with veil on her face was a main organizer at the stage, according to Mrs. Amal Elfageeh, one of the project coordinators.
- The presence of media (during workshops and training) and hosting project team by media for interviews and talk shows. In addition, “around 140 news ads have been published about the project activities”, according to one interviewed trainer.
- Producing creative and new ideas for Radio drama (for example: about women rights), Al Mestaba project at Al Najah University, and others.
- Producing a short TV film about the project.
- Resorting of the public and outsiders to SHAMS for the sake of being informed about the target group, especially they know that SHAMS is the only and the first organization to work with this group. This issue caused SHAMS to think of specializing in this type of project with this type of target group. It made them believe more in not avoiding such group and let them become victims of radical ideas, while big chances of positive work seems to lie ahead.

- The ability of SHAMS and the project team to control problems and oppositions that arose at the beginning by some students. Better understanding, showing respect and seriousness were the key to that success.
- The large size of participation by the targeted group at the organization and project webpages.
- The female participation (even if it was not as much as male participation). Some participants indicated that it would not be possible for male participants to have discussions with female participants on such issues without these workshops. A female participant has participated in a TV activity about human rights and democracy. Some female participants were excited about discussing issues like the inheritance. A female student also said that she has realized that not all funding agencies or democracy related civic organizations are ill-purposed.
- Some student participants were responding to all of the ideas proposed by trainers. Not only participants will have a chance to understand where others' views come from, but we also believe that it was an opportunity for those students to get educated about human rights and democracy issues, and expose them to different thoughts and ideas for the rest of the participants (other than what they already know).
- In the focus group, participants indicated that attending workshops has allowed them to meet with other students from other colleges and conduct discussions with them.
- One of the most important outcomes was that students said that if such topics were discussed among college students who are affiliated with political factions, uncivilized ways of discussions will take place, and even violence could have been initiated.
- When a trainer (Waleed El Shurafa) raised the issue of the Egyptian president Mohammed Mursi, the workshop participants were nearly divided between those who are pro and those who are against. This is another indicator that the project activities have created an opportunity for participants to review, re-think, and rationalize their views and thoughts, not just taking it as it is.

- The participant Osama Sulaiman was called for interview by the PA intelligence right after his attendance at a few workshops. He said “they accused him of being extremist”. He added: “this has me insist on showing how much I love my country and my people, and how much I love to see our people committed to values of human rights and freedom of speech”.

Effectiveness, efficiency and sustainability:

Literature reviews were conducted for all project reports (first, second, third, fourth and final): project proposal, documentary photos, paper news, TV and radio recordings. All of the project planned activities, if not more, have been successfully implemented. The following activities have been implemented:

<u><i>Planned</i></u>	<u><i>Actually Implemented</i></u>
- <b>33 discussion workshops</b>	<b>33 discussion workshops</b>
- <b>A training course</b>	<b>A training course</b>
- <b>A training manual</b>	<b>A training manual</b>
- <b>5 Radio episodes</b>	<b>6 radio episodes</b>
- <b>3 TV episodes</b>	<b>6 TV episodes</b>
- <b>Publications</b>	<b>publications</b>

After one month of preparations (correspondence and communications with colleges administrations, team building and literature & plans preparations), a steering committee was formed so as to provide management and theoretical support to the project implementation process. During the implementation process, frequent meetings were held for the sake of evaluating and assessing progress. Throughout implementation process, reports, documentaries and forms (evaluation, attendance & agendas) have been produced by the project team. All these produced materials were frequently uploaded to SHAMS website and project Facebook account.

The question is: was the project implemented as effectively efficiently as possible?



By reviewing project team members, implementation tools and mechanisms, we may conclude that the answer is yes. We implemented more activities than we planned for. We also did not notice any waste of administrative, wages or material expenses. The only claim regarding financial resources was raised by the director of SHAMS when he said: “we could have planned to conduct the trainings and workshops in areas far from colleges so as to allow participants from thinking and talking more freely and deeply if we could afford that”.

The idea of allowing mixed participation by male and female Sharia students was an important and necessary step to be taken by project team. Women rights and public participation and freedom of expression are core values of human rights and democracy. Without female students’ participation, all those values will have no meaning.

As understood by interviews, inviting college deans and the media for workshop opening have added to the importance, seriousness and legitimacy of the project activities and discussed concepts.

Moreover, replacing the trainer who was treating participants as if they were sick individuals (as some of them claimed) with other trainers was another indicator that SHAMS has been monitoring the project implementation and using learned lessons throughout the process.

The relation between SHAMS and FFF was considered successful and cooperative (as indicated by the project team and the director of SHAMS). There was ongoing communication and coordination between the two parties. SHAMS has indicated that FFF was positive, cooperative, and helpful. FFF used to attend some activities. They transferred the fund in a smooth and timely manner. They even brought their auditing personnel from Jordan so as to minimize the burden on SHAMS’ shoulders. In addition, FFF allowed SHAMS to use more fit reporting form. They helped SHAMS network with other organizations. They even published the project documentations on their own website and Facebook.

Finally, SHAMS’ friendship with this group of Sharia students and Sharia college administrators, will result in a permanent opportunity to conduct similar activities in the future.

#### - Lessons learned & Recommendations

Here are some lessons learned and suggested recommendations that were raised by participants, trainers and the project administration team:

- **Sharia College Curriculum:** Some trainers have noticed that Sharia curriculum at the targeted colleges is dominated by thoughts and teachings of certain Islamic movements, while there is a clear negligence to some secular Islamic movements that have greatly affected the development of the world we live in by its creative, tolerant and progressive thoughts (like the Islamic figure Mohammed Abdu Bin Badili). Those trainers suggest addressing Sharia college administrations to include such literature as part of their curriculum.
- **School Curriculum:** In addition, work experience in the project activities has brought the idea of addressing the need for including human rights and democracy within school curriculums. It will make it easier for school graduates to discuss, defend and understand those concepts at later stages, on one hand, and protect them from extreme thoughts on the other.
- **Period of the Project:** The project activities need to be implemented in a longer period of time, to increase meetings, communications, dialogues and discussions. More than 12 months are needed for this type of project, so as to be able to build on the positive effects and impact. Some trainers suggested planning for a project that copes with students from college years until after graduation so as to insure their effect on their societies and work places.
- **Project handouts:** Participants have complained of not being informed and prepared prior to the workshops so as they could do readings and research. It will be more useful to produce enough handouts to participants before workshop time.
- **Specific Suggestions:** Increasing and diversify future activities. Most interviewed individuals recommended the following activities:

- To allow participating students to conduct their own presentations in future workshops
- Producing more Radio drama since it has great effect on the public
- Organizing competitions in the future
- Conducting round table discussions, instead of lecture-like discussions
- Organizing youth camps
- Conducting trainings outside Palestine
- Working on an electronic forum
- Organizing a regional event where participants come from different neighboring countries
- Conducting discussions with participation of secular students in addition to Sharia students
- Allow for Sharia college teachers to take part in moderating discussions about human rights and democracy

## Annexes

? Annex 1: In-depth Interview questions

? Annex 2: Focus Groups questions

? Annex 3: Project proposal

## ❓ Annex 4: Reports

**Annex 1: In-Depth Interviews:**

- Were all planned activities implemented? If the answer is no, why?
- How do you rate students', college administrators and parents' responsiveness to project activities?
- How do you rate the project activities in terms of (please specify):
  - Sharia college students attitude, views and expectations (directly or indirectly)
  - Promoting concepts of human rights and democracy among Sharia college students
  - Students' views and expectations regarding civil organizations and funding organizations agendas
  - Activities implemented by target groups as a result of the project impact
  - Views and expectations of local communities regarding human rights and democracy
- What are the main success stories?
- How do you rate the implementation of project activities in terms of:
  - Preparations

- Coordination
  - Monitoring and evaluation
  - Documentation (report writing, filling forms, media, etc.)
  
  - Quantity and quality of implemented activities compared to available resources (was the budget sufficient for expenses?)
  - Review activities frequently and learning lessons
  - Trainers' capability
  - The best thing about the project
  - The worst thing about the project
- 
- What do you say about project sustainability?
  - How do you describe the relation between SHAMS and FFF?
  - If a similar project to be implemented in the future, what suggestions and recommendations do you have?

**Annex 2: Focus Group**

- What do you think of the project activities? Were they relevant? Why? Do you think your participation benefited you? What did the project add to your knowledge? Are you willing to participate in similar future projects?
- Have you initiated or participated in any activities related to the project and resulted from its impact on you?
- Have your views changed regarding human rights and good governance concepts?
- Have your views changed regarding organizations work in human rights fields or regarding funding agencies?
- How do you rate the project in terms of:
  - Coordination
  - Quantity and quality of implemented activities compared to available resources (was the budget sufficient for expenses?)
  - Logistic capability: time, place, equipment, etc.
  - Trainers' capability

- The best thing about the project
  - The worst thing about the project
- If a similar project to be implemented in the future, what suggestions and recommendations do you have?

### **Annex 3: Evaluation Proposal**

#### **A. Project Background**

Name of the Project:

Promotion of concepts of human rights and principles of good governance within Shari’ah Colleges

Implementing Organization:

Human Rights and Democracy Media Center “SHAMS”

Project Period:

12 months

Funding Agency:

The Foundation for the Future (FFF)

Overall objective of the project:

Overall goal is to minimize the deadlock between a well know "conservative/closed" segment and the civil society in relation to human rights, democracy and good governance concepts and principles.

Specific Objectives:

- Break barriers surrounding a well-known "closed community", in an attempt to get them involved in civil society activities.
- Build networks and bridges of communication with Sahri'ah faculties in an attempt to open dialogue about necessity of adopting human rights, democracy and good governance principles.
- Reduction of ideological extreme ideas and thoughts.
- Utilize influence of Shari'ah students in the local community towards some serious infringements of human rights such as honor crimes, women abuse, equality and social justice.

Project Activities:

- 33 workshops to be conducted to discuss the topics relating to human rights and good governance.
- 5 television episodes which the students will partake in preparing them and suggesting titles and topics amid at raising the local communities' awareness on the importance of the concepts and principles.
- Publications: relevant brochures, posters and an introduction about the project in addition producing a training manual which contains the training subjects and modules that have been addressed in the ToT course.
- ToT (Training of Trainers) on the concept of human rights and good governance: course to be conducted in the final stages of the project where extraordinary participants will be chosen from the students who participated in the previous workshop, and they will be prepared to become trainers in the topics of human rights and good governance in order to be more qualified in spreading out their experiences to their colleagues.

Expected Outcomes:

- Involvement of students of Shari'ah faculties in human rights programs and activities
- Changing prevailing attitudes, perceptions and prejudices on human rights objectives
- Minimize negative image on mission of CSOs and alleged hidden intention of the donor community
- Circulate the humanitarian message behind human rights and public freedoms advocacy
- Create an echo in the future careers of the target group
- Open the door for the target group to intermingle with the CSOs programs and activities
- Garner greater support to efforts of human rights advocacy campaigns
- Highlight importance of targeting this community by programs and activities of other NGOs



Expected Outputs:

- Improve perception of the target group on human rights intentions
- Involve a very conservative community in the activities of the project and break barriers of isolation
- Build capacity of the target group and provide them with knowledge on human rights and good governance concepts and principles
- Form a nucleus group from the targeted faculties able of disseminating human rights concepts among their colleagues
- Minimize stereotypes and misconceptions on human rights which usually considered as a Western depravity
- Build networking and bridge of communications with the target group

Stakeholders and target groups of the project:

The main target population is mainly students of Shari'ah faculties and local communities

**B. Evaluation**Objectives of the evaluation:

The evaluation is intended to measure project relevance, effectiveness, efficiency, sustainability and impact of the project. Much emphasis and special attention will be paid on the impact in terms of change made to KAP constituents of the target group. In more details, the evaluation will carry out the following tasks:

- Assess the progress towards achievement of the project objectives and results as outlined in the project documents i.e. proposal, narrative reports, etc.
- Assess to what extent the projects' activities influenced the attitudes, perceptions and prejudices of the students of the Sharia's universities in terms of intended and unintended changes.
- Asses to what extent and how the project contributed to the spreading of the human rights and good governance among the community of Students of Sharia's faculties.

- Assess to what extent the projects' activities influenced the thoughts and perceptions of the local communities about good governance and human rights.
- Assess to what extent the projects' activities influenced the thoughts and perceptions of the target population on the mission of CSOs and alleged hidden intention of the donor community.
- Assess to what extent and how the target population was responsive to the project and its objectives.
- Assess the structure and performance of the project management including monitoring mechanisms in terms of effectiveness, efficiency and sustainability.
- Assess the relationship between FFF and the grantee from an independent external point of view during the whole process of the project implementation.
- Identify lessons learnt from this type of project, i.e. management, methodology, activities etc. and clearly identify strengths and weaknesses.
- Provide guidance and specific recommendations for future intervention in changing perceptions of human rights and good governance among specific conservative target groups.

In short, the evaluation is to measure the following:

1. **Relevance:** assess whether the project is in line with local needs and priorities (evaluate how adequate the objectives and results of the intervention are).
2. **Efficiency:** measure the qualitative and quantitative outputs achieved in relation to the inputs and compare alternative approaches to see whether the most efficient approaches were used.
3. **Effectiveness:** measure the extent to which the project activities achieve its intended objectives.
4. **Impact:** the contribution of the project to the overall goal.
5. **Sustainability:** assess in which degree, the effects of the actions of the project will last once the project is finished.

#### Evaluation Methodology:

PLAN Team will use the participatory approach in conducting the evaluation, by including all relevant players, managers & leaders of SHAMS, field staff, beneficiaries, local and international partners. PLAN team will use different evaluation tools (see below), which we believe to be the most appropriate to produce comprehensive insight.

In order to get as comprehensive and reliable data as possible, the evaluation will be conducted at several levels:

- Literature review of:
  - Needs assessments and field studies documents

- Literature related to the planning stage
  - Proposal documents
  - Periodic reports
  - Documentations of project implementation
  - Other related documents
- Face to face in depth interviews with the following personnel:
    - SHAMS staff (director, project managers, project field coordinators, facilitators...)
    - Donor coordinators
    - Selected active targeted participants
  - Focus groups discussions with the participating students: four sessions in the four targeted faculties.

#### Analysis approach

1. The analysis approach will focus on the project in two aspects:
  - a. Organizational structure, administration, role distribution, monitoring and follow up mechanism...etc.
  - b. Implementation of the project activities.
2. Data collection and analysis will utilize the log frame matrix in terms of intervention logic (results and activities), indicators, source of verification, assumptions and the findings for each activities as in the following table:

Intervention logic	Indicators	Source of verification	Assumptions	Findings
1. Result:				
1.1. Activity				
1.2. Activities:				
1.3. Etc.				

3. Analysis will utilize the five pillars of evaluation versus the log frame vertical constituents as follows:

	Relevancy	Effectiveness	Efficiency	Impact	Sustainability
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General objective					
Project objective					
Results					
Activities					

#### Evaluation process agenda:

**First Week:** Preparatory Phase includes the following actions:

- Initial meeting with SHAMS responsible staff
- Collection and revision of all project documents.
- Discussion and coordination of the evaluation plan with SHAMS.
- Reviewing project literature
- Identifying the locations, personnel, beneficiaries to be interviewed.

#### **Second Week:**

- Designing interviews questions and focus group discussion talking points
- Starting data collection.
- SHAMS representatives are expected to coordinate the interviews and focus group

#### **Third week:**

- Finishing data collection,
- Analyzing the data, taking into consideration all the evaluation pillars mentioned above (effectiveness, efficiency, Relevancy, impact and sustainability)
- Concluding results and recommendations

#### **Fourth Week:**

- Producing a draft report
- Incorporate the FFF comments in the report
- Final report will be submitted to FFF

#### Risks and assumptions:

The assumption for successful data collection will greatly rely on the responsiveness of the target group who will be expected to show the extent to which their knowledge, perception, attitude and practices have been affected by project activities.

Their reluctant to attend those discussions or actively participate in it will negatively impact the quality of collected data.

Deliverables:

- Draft Assessment Report (for review/comments from the project team and FFF)
- Final evaluation report: Hard and electronic copies

## **B. Draft outline of the evaluation Report**

Executive Summery

Introduction

The Project

4. Rationale
5. Objectives and outcomes
6. The project organization chart

Evaluation

- Evaluation Methodology
- Evaluation Findings and Recommendations
  1. Evaluation based on Literature Review
  2. Evaluation based on Focus Groups Discussions and In Depth Interviews
  3. Lessons Learned, Success Stories & Sustainability
  4. Challenges and Recommendations

#### **Annex 4: Reports**