

**MID-TERM ASSESSMENT**  
**OF THE**  
**COMMUNITY PSYCHOSOCIAL SUPPORT PROGRAM (CPSP)**  
**USAID/WEST BANK & GAZA**

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## List of Acronyms

<b>BCC</b>	Behavior Change Communication
<b>CBI</b>	Classroom-Based Intervention
<b>CIDA</b>	Canadian International Development Agency
<b>CPSP</b>	Community Psychosocial Support Program
<b>CTCMC</b>	Community Training and Crises Management Center
<b>CTO</b>	Cognizant Technical Officer
<b>GO</b>	Government Office
<b>IOM</b>	Institute of Medicine
<b>MIS</b>	Management Information System
<b>MoE</b>	Ministry of Education
<b>MoH</b>	Ministry of Health
<b>MoSA</b>	Ministry of Social Affairs
<b>MoYS</b>	Ministry of Youth and Sports
<b>MTA</b>	Mid-Term Assessment
<b>NGOs</b>	Non-Governmental Organizations
<b>NPA</b>	Secretariat for the National Plan of Action for Palestinian Children
<b>PA</b>	Palestinian Authority
<b>PCB</b>	Psychosocial Coordination Body
<b>PCHRC</b>	Palestinian Center for Helping Resolve Community Disputes
<b>PNGO</b>	Palestinian Non-Governmental Organization
<b>PRCS</b>	Palestinian Red Crescent Society
<b>PTSD</b>	Post-Traumatic Stress Disorder
<b>PWWS</b>	Palestinian Working Women's Society
<b>Save</b>	Save the Children Federation
<b>TOT</b>	Training of Trainers
<b>UN</b>	United Nations
<b>UNICEF</b>	United Nations Children's Fund
<b>UNRWA</b>	United Nations Relief and Works Agency
<b>USAID/WB&amp;G</b>	United States Agency for International Development Mission to West Bank and Gaza
<b>WB&amp;G</b>	West Bank and Gaza

<b>I. EXECUTIVE SUMMARY</b>
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This is the report of the Mid-Term Assessment (MTA) of the Community Psychosocial Support Program (CPSP) that was conducted October 13 – October 24, 2003 in West Bank and Gaza. The CPSP is implemented by Save the Children Federation (Save), and nine NGOs/sub grantees. The aim of the CPSP is “to assist children and youth in dealing with the current conflict situation, through appropriate psychosocial interventions, with a view to help them become productive adults and citizens of the future.”

Save was awarded a \$2 million Cooperative Agreement in May 2001 to undertake a Community Psychosocial Support Program (CPSP) in the West Bank and Gaza. The health and humanitarian situation in WB&G deteriorated in Spring 2002. There was increasing concern about psychosocial distress among the children.

The original CPSP was limited to basic outreach using structured group activities. The program expansion allowed Save to introduce more intensive in-depth psychosocial support. A \$3.2 million expansion was formally approved in August 2002, bringing total program funding to \$5,200,000.

The CPSP is operational throughout all 16 governates in WB&G.

This Mid-Term Assessment seeks to determine the following:

- **Overall Appropriateness of the CPSP program** given the psychosocial needs of Palestinian children; and to identify improvements for future planning and implementation purposes;
- **Effectiveness of Program Operations** per program components;
- **Effectiveness of Program Management of the Save/CPSP team.**

The Evaluator, using a qualitative research design, gathered responses from the granting agency, partner organizations, NGOs/sub grantees, and beneficiaries. In addition, the Evaluator reviewed briefing documents, visited program sites, developed a standardized assessment review tool, and conducted on-site interviews in Arabic in West Bank and Gaza (WB&G).

An off-site Subject Matter Specialist, who is a licensed clinical social worker, policy expert, and program professional supported the Evaluator. The Specialist provided state of the art practice tools for measuring psychosocial interventions for children in conflict and assisted in the data analysis.

Key findings can be summarized as follows:

## **Overall Appropriateness of the CPSP program**

### *CPSP as a Response to the Psychosocial Needs of Children in WB&G*

The CPSP is an appropriate response to the threat posed to children in conflict environments. The tools and strategies provided to children and their caregivers are technologically appropriate, current, and functional. CPSP funds outreach and training to program beneficiaries through Level I community-based intervention programs, and through Level II classroom-based interventions, and through summer camps, using a sub-grant mechanism.

## **Effectiveness of Program Operations per Component**

### *CPSP Outreach Component: Level I Activities*

The Level I activities successfully provide strategies and tools to cope with dangerous environments, however the absence of structure - specifically a program manual - makes it difficult to implement quality control.

This component was part of the initial CPSP project and sought (1) to provide basic support to children in conflict, and (2) to provide basic tools to caregivers, parents and teachers to support the children. Essentially, the program sought to enhance the Palestinian children's capacity to communicate with their caregivers and to express their opinions and feelings about their changing needs.

This Level I intervention was a good start in the right direction. The outreach campaign to introduce and promote the Ten Messages was launched with both print and TV components, most of which were produced by NPA and were of the highest quality. Outreach tools include TV spots, a calendar, teachers' agenda, activity poster, student workbooks, and children's journals. Parent meetings encouraged open communication in a social venue. Counselors followed their groups' lead and adjusted the content of the sessions as appropriate.

### *CPSP Outreach Component: Level II Activities*

Level II activities, including classroom-based interventions (CBI), are well-designed and well-implemented, and successfully increase the level of support to children in the aftermath of the second *Intifada*. Strong support from government offices (GO) helps to ensure program sustainability.

The CBI is a stress management program for use with a broad population of school-aged children. This evidence-based program targets the prevention and reduction of psychological trauma in youth following their exposure to life threatening events and ongoing stress. It is designed to increase children's social-emotional competence and reduce impulsive and aggressive behaviors. Children and youth are taught coping and decision-making skills, risk assessment and positive goal setting. The program promotes a safe school environment where children can openly express their emotions without repercussions.

The success of Level II activities is closely tied to the capabilities of school counselors, who implement the program three times each week at their two assigned schools. Implementation of

Level II activities highlights the successful negotiations led by Save to ensure program continuity through the end of the current school year, despite tensions between paid and unpaid CBI program implementers.

*CPSP Outreach Component: Summer Camps*

The summer camp programs where CBI is implemented are largely successful in terms of program quality and participation. However, coverage is inadequate when considered in the context of the demographics of WB&G. Government offices report serving up to 40-60,000 children every summer across the country, however, there are 434,000 12-16 year olds in Palestine today.

The objective of the CPSP summer camps is to help children learn to deal with the distress resulting from the increased violence on a psychological level, and to provide a safe and positive environment.

*CPSP Support Component: Training*

Through its training component, the CPSP successfully strengthens local capacity to address the psychosocial needs of children. Utilizing the Training of Trainers (TOT) approach, Save and its sub grantees promote quality implementation of outreach and support activities.

The CPSP training targets school counselors and camp leaders who interact directly with children. In addition to signs of trauma, the trainers learn to identify dangerous behaviors and signs of distress in children. Counselors learn strategies to address the outward signs of psychosocial trauma.

The lack of reliability in training schedules, uneven competencies of program participants, and disparity in compensation between school counselors and government workers prove challenging when implementing training protocols and threatens long-term program sustainability.

*CPSP Support Component: National-level Psychosocial Support Database (MIS)*

As of March 2003, the MIS provides online the first ever list of Palestinian service providers by geographic location, services provided, and contact information. At this time, the MIS has achieved most of its goals, is still working on a few goals, and has resolved to abandon some goals. The MIS effectively utilizes its database, reporting, and query functions. The system can provide several types of administrative reports for Save and NPA. Although it is only partially operational, it is widely used for its emergency contact information.

The National-level Psychosocial Database is a CPSP program tool built to collect and disseminate information on the nature and intensity of psychosocial services provided in the Palestinian regions. The information provided by the MIS facilitates coordination among service providers and decreases the likelihood of the duplication of psychosocial services in the same region. The MIS is also designed to serve as a national information clearinghouse for providers of psychosocial support for Palestinian children and their caregivers.

*CPSP Support Component: Research*

The scientific research included in the publication: *Psychosocial Assessment of Palestinian Children* verifies and quantifies the existence of trauma, and provides a basis for interventions to address the psychosocial trauma of war. The publication documents the significant strain Palestinian children are under, as well as their resilience and their focus on self-improvement (*Background Document, CPSP*). The report appeared to be well received among program implementers. There was broad support for the view that Palestinian children are victims. The report quantified – and thereby verified the impact of war on Palestinian children.

*CPSP Support Component: Support to National Psychosocial Coordinating Body (PCB)*

The PCB is critical for knowledge-sharing and institutionalizing lessons learned, for the CPSP program as well as similar programs in the country. Even though various barriers initially hampered the progress of the PCB, the conference brought all parties together, demonstrated the significance of scientific research, and presented various proposals on legislative policy.

The PCB was initiated by the NPA to promote a comprehensive and coordinated national program for psychosocial support services in West Bank and Gaza. The goal was to catalyze and help manage the work of stakeholders in the field.

The PCB sponsored a Conference in September 2003, resulting in recommendations for programs and research. As a result:

- a. The conference showed the importance of in-depth research on the psychosocial needs of children, one of the three goals of the emergency plan.
- b. It proposed ideas on legislation regarding mental health policies in Palestine; one of these proposals was adopted from work submitted by a CPSP sub-grantee; and
- c. It strengthened the role of the Psychosocial Coordination Body.

Publication of the *Psychosocial Assessment of Palestinian Children*, released in September 2003, and authored by NPA's Dr. Cairo Arafat, and published by USAID and Save, partially achieved the second goal of the emergency committee. This publication identified needs, and provided scientific research to support the existence of trauma in Palestinian children resulting from the Palestinian conflict. Findings provide a basis to continue to implement projects, like CPSP, in the region.

### **Effectiveness of Program Management of the CPSP**

Save has demonstrated foresight, adaptability, leadership and responsiveness in managing the CPSP. Save quickly anticipated increased needs following the second *Intifada* in Spring 2002 and developed the Level II program to address the increasing needs.

Save enjoys several management successes in implementing the CPSP, including successfully negotiating with government offices. In particular, the Save administration succeeded in persuading the Gaza MoE to continue to welcome counselors from partner organizations to assist its counselors to implement the CBI program in their schools during school hours. Save

successfully brokers the relationship between the NGOs and the NPA, and generally is responsive to the concerns of sub-grantees.

Save is serious about monitoring and evaluation. The impact of the Level I intervention was evaluated by a pre-post model where all children completed a survey with their Level I counselors that asked them questions about themselves, their schools, their families, and the nature of their relationships and attitude towards incidents and people in their environment.

Save's failure to delegate to the regions sometimes caused work delays as sub-grantees waited for central office administrators to make field visits to address program and policy issues. In the meantime regional managers were available to do the work.

### **Key Recommendations**

Based on our findings, the assessment team makes the following recommendations:

#### *Appropriateness of the Program*

- USAID/WB&G should consider expanding psychosocial services to parents in the long run, as requested by parents. Parents are both victim and caregiver, and widely embrace strategies to improve the psychological health and development of their children. Strategies particularly targeting parent caregivers would enhance the ability of the Palestinian people to withstand the impact of the insurgency.
- USAID/WB&G should consider expanding the CPSP to develop and provide booster sessions for program participants. Booster sessions built on the initial CBI program must be continued at periodic intervals beyond the 15 sessions. Prevention research has shown that the initial effects of a prevention program can be enhanced and maintained over the long term only if booster sessions are provided.
- Government Offices are encouraged to invest in self-sustaining community-based activities for children that enable community centers participating in CPSP to remain open and provide outlets for Palestinian children. Special spaces - including permanent camps run by the MoY, multi-purpose rooms, and sports fields - could be used to conduct CBI classes.
- Individualized intensive psychosocial services and referrals to mental health programs need to be strengthened within the CPSP program. These services are for children who have not experienced reduction in their symptoms or who are unable to sustain gains after completion of the Ten Messages and CBI program. These are children who are especially in danger of developing misconduct or other behavioral disorders.

#### *Effectiveness of Program Operations*

- The mass media campaign should continue producing and distributing communication products. The use of TV spots, radio, community events, town meetings, group sessions should be expanded as using several different channels of communication increases the likelihood of reaching more of the intended audiences. The campaign should also increase

repetition of the message, improving the chance that intended audiences will be exposed to it often enough to absorb and act upon it. For these reasons, a combination of channels has been found most effective in producing desired results, including behavior change.

- It is important that the media campaign be expanded and sustained over the long term. Mass media campaigns are a tried –and-true communication approach. They have been conducted on topics ranging from general health to specific diseases, from prevention to treatment. Overall, research has demonstrated the effectiveness of mass media approaches. However, behavior change is usually associated with long-term, multiple-intervention campaigns rather than with one-time communication-only programs.
- Save should launch an awareness campaign to raise awareness of MIS among partners and psychosocial providers. One idea is to send a leaflet informing partners again of the type of reports that are available through the MIS system. Include step-by-step instructions on how to get to some sample reports.
- Establish a means for sub-grantees and partners to communicate at the administrator’s level. Perhaps Save could utilize the MIS bulletin facility that already exists on the NPA site for that purpose.
- Key to enhancing the usefulness of the database is to make it an interactive tool that can be used by participating agencies to input data and facilitate data analysis; to ascertain regional program needs as well as the extent of geographic coverage.
- Establish an on-line space for counselors to use to seek information and share best practices.
- Expand program beyond current providers and implementers in order to increase pool of beneficiaries. Currently, CPSP tools and training are limited. CBI kits, training manuals, and outreach communication materials should be made available to nurses, seamstresses, and market women – particularly due to curfews and restrictions on travel.
- The CBI should be implemented in the community especially in areas where schools are frequently closed. The CBI appears to be a successful program in the schools in which it has been implemented but there are areas where the schools are often closed or at times inaccessible due to curfews and closures. Implementing the CBI in community centers will expand its coverage and benefit adults as well.
- Save should eliminate space requirements for implementing CBI so that the activities can take place, for example in the refugee camps, and in clinics – wherever children are found. To do so would also reduce the pressure upon counselors to increase the reach of the program to include more beneficiaries.
- Provide in-kind payments/incentives for CBI counselors. Currently MoE counselors do not receive additional salary for adding CBI sessions to their normal workloads, yet they work alongside CBI partners whose counselors are paid to implement the CBI.

- Teachers should be encouraged to set-aside an hour each week to discuss psychosocial topics with children. Likewise, some CBI program components should be integrated into health and humanities studies.
- Disparity in the background of trainees often reduces the attractiveness of training programs for those trainers are highly knowledgeable and experienced individuals. Save should use these professionals for the program's advantage by asking them to deliver or lead part of the training sessions.
- Develop TOT manuals in order to incorporate the experiences of the trainers for Level I. Compile the activities that trainers say worked best for them. Expand existing Activities Manual using information from counselors who worked in the field. Document what worked, with which group of beneficiaries and the barriers they could overcome and how they overcame them.
- Post all training and activity manuals on the website. Keep them updated with new ideas that counselors send in. This would keep the counselors alert to changes and new ideas. Share this manual with other stakeholders.

#### *Effectiveness of Program Management*

- Save should increase delegation of authority to regional centers in order to provide program continuity during unscheduled interruptions. Managing from the center must continue, but delegating authority on functional matters should go to the regions to facilitate the efficiency and work progress in these regions. Only in that sense did Save not utilize its human and material resources in its 5 regional offices to overcome the restrictions on movement.
- Save must work to increase the autonomy of PNGOs under the CPSP. In several cases, concern was expressed about lack of PNGO representation in coordinating bodies. PNGOs expressed a desire to play more participatory roles in decision-making and coordination activities.

[v10]

## **II. BACKGROUND STATEMENT**

What follows is a Mid-Term Assessment (MTA) of the Community Psychosocial Support Program (CPSP) implemented by Save the Children (Save) and partners with USAID/WB&G funding. The CPSP program aims “to assist children and youth in dealing with the current conflict situation affecting the West Bank and Gaza, through appropriate psychosocial interventions, for the purpose of helping them become productive adults and citizens of the future.”

### **A. MID-TERM ASSESSMENT OF THE CPSP**

In August 2003, USAID/WB&G requested an independent third-party Mid-Term Assessment (MTA) of the CPSP program. This assessment was conducted in October 2003 and is reported in this document. It must be noted that, due to security restrictions, routine traffic disruptions, frequent checkpoint stops, and almost daily aerial bombings constrained travel into and around the West Bank & Gaza.

#### ***Purpose and Scope of Work***

The purpose of this evaluation is to provide USAID/WB&G with an independent Mid-Term Assessment (MTA) of the CPSP program. The evaluation will establish the following:

- A. Overall Appropriateness of the CPSP program** given the psychosocial needs of Palestinian children; and to identify improvements for future planning and implementation purposes;
- B. Effectiveness of Program Operations** per program component;
- C. Effectiveness of Program Management of the Save/CPSP team.**

#### ***Methodology***

In accordance with the purpose of the CPSP Mid-Term Assessment, the process evaluation is comprised of three major components:

- 1) Collection and analysis of site-by-site data on program activities and their effectiveness;
- 2) Collection and analysis of project-wide data on Save’s implementation of the program; and
- 3) Collection and analysis of data on Save’s project management.

The assessment called for gathering data from the granting agency, program providers, beneficiaries, donor organizations and health organizations. A qualitative research design was used as the assessment called for gathering reactions and impressions from small numbers of participants, in each of the above categories, by engaging them in conversation.

The evaluation plan called for data collection from a review of briefing documents received prior to the visit, development of a standardized Assessment Review Tool, on-site face-to-face interviews in West Bank and Gaza, on-site review of documents, visits to program sites in West Bank and Gaza and on-site debriefing meetings.

The Assessment Review Tool (Annex B) consisted of questions regarding the effectiveness of program design, implementation, and management. Questions were grouped according to CPSP program components. A matrix was developed which correlated the questions with the three major assessment components to ensure that all areas were adequately covered.

The Assessment Review Tool was sent to Veerle Coignez, Cognizant Technical Officer (CTO), USAID/WB&G, for review and comment. On-site revisions were made to reflect the interests and concerns of the CTO.

Major topic areas of the Assessment Review Tool were:

- 1) Program Implementation
- 2) Program Related Training
- 3) Program Evaluation
- 4) Project Management
- 5) Program Coordination
- 6) Administrative Training and Support

More than 42 interviews were conducted. On-site, the evaluator made judgments to adjust or rephrase the questions according to the person being interviewed, to seek further clarification, and/or pursue other areas of concern.

Interviews and focus groups were conducted in Arabic, which allowed for trust and ease of communication between the interviewer and the person(s) being interviewed. Major interviews were audio-taped with permission of the person being interviewed and transcribed for further review.

Site visits were conducted to the major regions in which the CPSP project is being implemented. The evaluator spent time in the community centers run by the sub-grantees. The evaluator was able to observe both the primary psychosocial support sessions and the classroom-based intervention (CBI) and even participated in a CBI session.

## **B. HISTORICAL CONTEXT OF THE CPSP PROGRAM**

USAID/WB&G funds programs that are key to US efforts to achieve peace and stability in the Middle East. The five principal strategic objectives of the USAID/WB&G Mission are Health, Economic Development, Water Resource Management, Governance, and Community Services. Likewise, the Palestinian Authority five-year program: “National Strategic Health Plan for Palestine (1999-2003),” articulates the need for interventions that promote improved health.

The Health objective encompasses two intermediate results (IRs): IR1: Improvement in Women’s Health and Nutrition; and IR2: Improvement in Children’s Health and Nutrition.

Under a transition plan developed by USAID/WB&G in 2000, a third IR was added to the health program: “Improved Capacity to Meet Health, Nutrition and Psychosocial Needs Arising Out of the Crisis (IR3). The Transition Plan went into effect in January 2001 and remains valid to date.

Save the Children (Save) was awarded a \$2 million Cooperative Agreement in May 2001, to undertake a Community Psychosocial Support Program (CPSP) in the West Bank and Gaza (WB&G). The award was based on Save’s submission of an unsolicited concept paper in December 2000.

The main aim of the CPSP program is to assist children and youth in dealing with the current conflict situation in the WB&G area, through appropriate psychosocial interventions. The interventions include (1) the implementation of psychosocial outreach programs by Palestinian Non-Governmental Organizations (PNGOs) through a “grants-under-grant” system; (2) the development of a national-level psychosocial database; and (3) the development and piloting of communication campaigns to promote behavior change. In order to facilitate the above, the CPSP program also includes (4) a substantive training component for psychosocial support providers, community groups, and educational staff, to ensure the implementation of appropriate programs for children and youth; and (5) the establishment of a national psychosocial coordinating body.

The health and humanitarian situation in WB&G deteriorated in Spring 2002. Reports of increased exposure to death, injury, and violence raised concerns about the psychological impact of war on the Palestinian people, particularly the children. In addition to the violence, the support system was challenged by school closures, unsafe streets, and broadcast coverage of the incursion. Children sought solace from parents who felt increasingly unable to protect their families. In order to better meet increased needs for psychosocial support, Save submitted a proposal to USAID to expand the CPSP program.

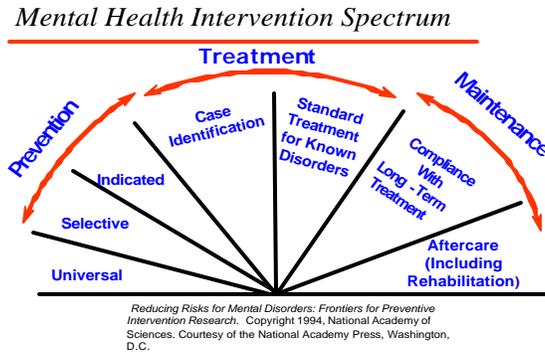
The original CPSP was limited to basic outreach through structured group activities (primary psychosocial support). The expansion allowed Save to introduce more intensive and in-depth psychosocial support (secondary” psychosocial support). The other components were adjusted to accommodate the changes in the psychosocial outreach component. A \$3.2 million expansion was formally approved on August 15, 2002, bringing the total program amount to \$5,200,000. The CPSP is operational throughout all 16 governates in West Bank and Gaza. Save’s implementing partners include the Palestinian “Secretariat of the National Plan of Action for Palestinian Children” (NPA) and 8 local NGO sub-grantees.

### **C. PSYCHOSOCIAL CONTEXT OF THE CPSP PROGRAM**

The following classification system – developed by the Committee on Prevention of Mental Disorders of the US-based National Institute of Medicine (IOM)<sup>1</sup>-- may be used to understand the psychosocial support activities undertaken under the CPSP:

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1 Cf. *Reducing Risks for Mental Disorders*. IOM, Washington, DC: National Academy Press, 1994



- *Universal interventions* are targeted to the general public or a whole population group that has not been identified on the basis of individual risk.
- *Selective interventions* are targeted to individuals or a subgroup of the population whose risk of developing mental disorders is significantly higher than average.
- *Indicated interventions* are targeted to high-risk individuals who are identified as having minimal but detectable signs or symptoms foreshadowing mental disorder but who do not meet diagnostic levels at the current time.

The above classification system -- which the public health community has adopted as a framework to guide research and program planning -- recognizes the importance of the spectrum of interventions from prevention, to treatment, to maintenance.

- *Universal programs target general population groups.* Activities may include mass media, mobilize and organize communities, provide information, facilitate attitude change, develop positive peer norms, and provide opportunities for community involvement.
- *Selective programs target those who are at higher risk for behavioral problems.* Activities may include mentoring programs, development of youth coping/life skills, provide parent/teacher support, increase youths' bonding to school, reduce child and parent stress, and increase communication skills.
- *Indicated programs are aimed at individuals who may already display signs of behavioral problems and are designed to prevent the onset of regular or chronic behavior.* Activities may include individual and family counseling, facilitate healthy family interactions, restructure maladaptive behaviors, and enhance social and academic competence.

Prevention programs may include activities and address target groups that fall under more than one classification category. In practice, the boundary between the various aspects of prevention, treatment, and maintenance is not as clear-cut as the classification system conveys. The IOM classification system is useful to assess the comprehensiveness and extent of the services being delivered.

Within this context, the CPSP program, and in particular its main components, are firmly located at the prevention side of the spectrum. The CPSP primary psychosocial support component,

based on the Ten Messages, can be characterized as a “*universal intervention*” and the secondary psychosocial support component, the so-called Classroom-Based Intervention or CBI program, can be characterized as a “*selective intervention*.”

The primary support program, based on ten messages, focuses on changing the way children, parents and caregivers relate by acknowledging children’s emotional and developmental needs, their dependence upon their parents’ affirmation, and their need for positive reinforcement. It helps adults enhance their parenting and teaching skills. The messages have been disseminated through community meetings, the media, and the distribution of materials such as posters, calendars, and workbooks. Youth are encouraged to take an active role in their family and community, which works well with Palestinian children, who have a strong sense of national pride and want to contribute to the reconstruction of their community.

The Classroom-Based Intervention (CBI) is designed to help children positively express their feelings, teach them how to control their emotions, provide a safe mental and physical play space, improve children’s school performance, and create a supportive school environment. The CBI is a 15-session program implemented in schools, community settings, and summer camps. It is not an intervention to prevent Post-Traumatic Stress Disorders (PTSD), but designed to deal with stress.

The CBI program also provides limited small group and individual and family sessions for children identified with more serious problems. These may be children who have experienced no reduction in their symptoms or who have not sustain gains after completion of the CPSP, and who may need more individualized services. When appropriate, these children are referred for more treatment.

### III. FINDINGS

Findings are presented according to the three tasks set for the assessment team:

- A. **Overall Appropriateness of the CPSP program** given the psychosocial needs of Palestinian children; and to identify improvements for future planning and implementation purposes;
- B. **Effectiveness of Program Operations** per program component;
- C. **Effectiveness of Program Management of the Save/CPSP team.**

In Section B, the general objectives set for each component are restated, with a brief overview of CPSP's reported achievements. The assessment team's observations are then presented, highlighting both areas of strengths and weaknesses of the CPSP program, and for the implementing agency. Recommendations are provided in Chapter IV.

#### A. APPROPRIATENESS OF THE CPSP PROGRAM

##### *General Assessment*

The CPSP is an appropriate response to the threat posed to children in conflict environments. The tools and strategies provided to children and their caregivers are technologically appropriate, current, and functional. CPSP funds outreach and training to program beneficiaries through a Level I community-based intervention programs, and through a Level II classroom-based interventions, as well as through summer camps, using a sub-grant mechanism.

According to the recently-released *Report on Psychosocial Status of Palestinian Children*, "an overwhelming majority (93%) of children reported that they did not feel safe and believed that they and their family were vulnerable to attack." (September 2003)

CPSP programs provide a respite for children – a safe place filled with positive images and constructive activities. These programs provide children with limited opportunities to enjoy their lives unencumbered by violence and imminent danger. The availability of these services and the spaces provided for gathering offer psychological and physical refuge.

Save develops and implements high-quality psychosocial support programs made possible by the extraordinary commitment and resilience of its partners and sub-grantees.

##### *Impact Assessment*

Program impact was determined through interviews and focus groups, through which beneficiaries related their experiences with the CPSP program. The impact of the Level I activities is more evident than that of the Level II program. The Level I year-long program activities have for the most part come to an end, and an impact study has been conducted. By

contrast, CBI is still being rolled-out, and reports on its impact are anecdotal. An extensive M&E program has been developed, however, and should provide evidence-based information soon.

***Impact of CPSP on Children***

The Level I and Level II programs received unanimous positive feedback from parents, school and Ministry of Education (MoE) officials. Reportedly, the activities based on the Ten Messages resulted in less aggression and anxiety on the part of children, as well as on stronger social ties. By the same token, the impact of CBI was reported to be immediately detectable and addressed a growing need to manage and prevent harmful behaviors. School officials also reported fewer referrals for inappropriate behavior.

Data on the impact of CPSP activities on children were gathered from group interviews with children who participated in both Level I and Level II activities, from mothers who participated in group meetings that included discussions and parent activities, and from teachers, principals, and counselors who worked directly with the children. In interviews with MoE and MoYS officials, the effect of the CBI on children in the classroom and in Summer Camps was also discussed.

A 40% decline in behavioral referrals following implementation of CBI was reported by a school principal.

Parents reported that their children were more positive, cooperative, and friendly, as well as less secluded, and less aggressive with one another.

Teachers reported that students were more focused and available for learning, displayed less enmity and oppositional behavior, and exhibited lower levels of violence in general.

The CPSP appears to have made a positive impact in the area of gender awareness and gender rights as well. A sub-grantee program coordinator reported cases in which girls who participated in CPSP became self-advocates for education in the face of marriage arrangements imposed by their parents.

***Impact of CPSP on Parents***

Mothers reported using the Ten Messages as a guide to better support their children, to improve their parenting skills, and to improve interactions with their children. In general, CPSP helped mothers break down emotional barriers that prevented them from having open communication with their families. Thanks to the tools provided, mothers were able to encourage openness on topics previously avoided. In so doing, mothers became better able to provide encouragement and promote self-esteem and confidence.

"... we are better "... "now I have him figure out his own solution."  
  
"Instead of hitting him...I went to school to see about the problem."  
Mothers' Focus Group

It can be argued that the tools provided to parents have resulted in cultural adaptations of traditional parenting practices. The Palestinians love their children but see them as not yet deserving of rights. Yet,

the parents participating in CPSP activities see that children are entitled to certain freedoms, and these ideas are freely discussed when parents meet under the auspices of the CPSP. The result is home and school environments in which children are respected and their opinions sought; whose friends are welcomed into a home free from stress-producing demands for decorum, and whose parents seek out opportunities for children to meet and play. The Ten Messages provided solutions and structure in an uncertain environment.

A limited consequence of parent trainings was empowerment. In Hebron, CPSP discussion groups led to the creation of an unofficial women's centers that serves as a focal point for small-scale micro-enterprise activities. In addition, discussion groups with mothers expanded beyond the Ten Messages to encompass women's health and nutrition concerns, and non-traditional issues such as early marriage for girls.

### ***Impact of CPSP on Teachers***

Teachers, too, reported more openness in communications with students. Teachers were also empowered to provide creative latitude to students without feeling threatened. Teachers reported on the impact of the Ten Messages meetings in two separate focus groups, one held in Gaza and the other in Hebron. Three school principals attended the Hebron focus group and reported on the observed impact of CPSP on teachers.

Teachers reported increased efforts to improve classroom environments by refraining from corporal punishment, softening language, and providing breaks from rigid schedules. The Ten Messages provide strategies for teachers to better manage classroom behaviors. Teachers universally agreed that they faced fewer behavior problems from CBI participants. CBI significantly improved the quality of instruction and the learning environment in classrooms. Training imparted new skills which enabled teachers to grow professionally and increased the demand for their services.

### ***Impact of CPSP on Counselors***

Counselors are trained to equip affected individuals with coping skills. Counselors reported growing personally and professionally through the CPSP program. Counselors bear the twin burden of victim and service provider. In Training of Trainer (TOT) workshops, some counselors engaged in activities designed for students. Many reacted emotionally and realized that professionals are not immune to trauma of war.

The program provided counselors with skills that could lead to well-paying jobs. Psychosocial counseling is gaining the attention of international agencies in the area, trained counselors with such skills are in high demand.

### ***Impact of CPSP on the Community***

According to counselors in partner organizations, the CPSP like other psychosocial support programs, has helped communities become more aware of psychosocial issues. In addition, as a result of continued high-intensity conflict and the subsequent widespread need for psychosocial services, the stigma once associated with psychosocial distress was quickly lessened by the

availability of services. Psychosocial support professionals are now more familiar to Palestinian families. Only a few years ago, according to a YMCA Coordinator in Beit Sahour, a NGO was rejected at the door and informed that there were no “crazies” in need of attention.

## **B. EFFECTIVENESS OF PROGRAM OPERATIONS**

### **B.1. CPSP Outreach Component: Level I Activities**

#### *Objective*

Level I activities were a part of the initial CPSP project and sought (1) to provide basic support to children in conflict, and (2) to provide basic tools to caregivers, parents and teachers to support the children. These primary support activities sought to enhance Palestinian children's capacity to communicate with their caregivers and to express their opinions and feelings. It also aimed to provide children with tools to manage their physical and emotional reaction to common situations. In addition, the program intended to enhance the caregivers' capacity to address these themes with their children utilizing their improved communication skills.

#### *Implementation*

Save competitively selected eight local NGOs to implement Level I activities. The interventions took the form of (1) play and discussion groups and other activities for children; (2) activities and workshops for parents; and (3) training for parents and volunteers, as well as for school and NGO staff. In addition to the group sessions organized by the eight sub-grantees, an extensive outreach campaign was mounted, including media materials and other communication products. The development of the outreach materials was accomplished by Save and the NPA, and one sub-grantee.

All five West Bank partners were involved in identifying ten key psychosocial messages for three target groups, children, parents and teachers. Meetings were held with the partners to clarify program goals and objectives, as well as to identify target groups and measurable indicators and tools. Each agency was asked to write the best ten messages that they believed were necessary to achieve the project's objectives. Save and NPA received 240 messages, 80 for each target group. These were narrowed down to the ten final messages. Originally the messages did not include fear, worries, and safety. At a later time, the messages were revised to accommodate the escalation in violence. (See Annex F).

#### *Achievements*

- Through development of the Ten Messages, the program successfully provides strategies and tools to cope with dangerous environments. Most importantly, the Ten Messages help children manage fear and guide children in seeking help. Parents are better able to address and accommodate their fears, and teachers are able to better identify and address behaviors resulting from psychosocial disturbances.
- Using the Ten Messages as a foundation, basic psychological support has been provided to over 20,000 Palestinian children through play and art activities, role-playing, dance and music festivals, as well as a Children's Parliament.

- Over 4,000 parents, teachers and other caregivers so far have benefited from the group sessions and training on how to meet children's basic psychosocial needs.

### ***Assessment Team Observations***

- The primary support activities of the CPSP effectively validate the stresses that accompany daily conflict, and provide an entry-point for beneficiaries to learn about psychosocial disorders.
- Mothers are recruited to meet at community centers to participate in the CPSP program. They discuss child-rearing and parenting methods. In this venue, the Ten Messages are introduced, discussed, and promoted. The group sessions are organized around games, role playing, drama, and other skill-building activities related to the themes of the Ten Messages. The CPSP does not dictate how the messages are to be presented, but rather encourages the incorporation of the Ten Messages in teaching and nurturing children.
- The community-based approach to promoting the dissemination the Level I activities make possible its wide spread acceptance. At the same time, there was little oversight and coordination among the eight subgrantees. The evaluation reports from the field, however, suggest that indeed the beneficiaries are embracing these Messages and incorporating them into daily living activities.
- The primary support activities succeeded in building a base of stakeholders in the CPSP program. The outreach program particularly reached women with a message to lessen the hardship of parenting children in conflict. Once beneficiaries accept that there is something they can do to improve their coping skills, they broadened their interests to include other areas for empowerment.
- There was no coordination among the eight local NGOs. The partners were unable to come together for structured training that resulted in each organization interpreting and implementing the Ten Messages in the areas that it was assigned. The latter is not necessarily a negative, and may be considered to be suitable to community-based, grassroots programming. However, collaboration among the various implementing partners would have provided a unifying element that would promote pride in teamwork. In the face of closures, coordination could have been facilitated through fax or email or messages that accompany the feedback on the monthly reports.
- Three of the Ten Messages address fear, worries, and safety. This direct and thorough coverage of these pertinent topics is quite essential. It tells children that it is permitted to look for a safe place to hide and to stay away from a dangerous situation. This is especially true for young boys who may be ashamed of their fears.

### **Group Sessions**

- This Level I intervention was a good start in the right direction. Parent meetings encouraged open communication and brought comfort to the participants. They were social events where parents shared their problems with others who had similar concerns. Counselors followed their groups' lead and in some cases, rather than focusing on the

Ten Messages, discussed other topics that were more relevant to the group at the time. The group sessions created an environment to listen and respond.

- As a result of group sessions, mothers reported that old habits used in raising their children stopped – among such habits: discipline by hitting, telling children to leave the house to avoid the noise, prohibiting visits from friends, or prohibiting children from venturing out to play in response to parental fears for their safety.

“Someone heard our problems and helped us.” (Teachers Group from Hebron)

- Teachers expressed a similar attitude as the parents following a focus group. “We were finally heard,” he said, referring to the Level-1 meetings. “They gave us extra skills like organizing our time, listening to our students and to improve our teaching approach.”
- Beneficiaries of CPSP also participate in the Student Parliament program, where they took advantage of another platform for practicing and promoting the Ten Messages. Children made guest appearances on television shows to discuss the Ten Messages, participated in art exhibits. Among others, such activities enabled children to become more aware and pro-active.

### **Outreach Campaign**

The outreach campaign designed to deliver the Ten Messages into the community was launched with both print and TV components. Most of these components were produced by NPA and were of the highest quality. In contrast, the few print and TV media items produced by a sub-grantee in the North were of poorer quality.

- TV Spots/Talk Shows: NPA wrote and produced four TV spots with themes varying around the Ten Messages. Each spot follows a three-part format: A situation develops in which a family is confronted with a problem and the parents act in a way that is not in the children’s best interest. Then two counselors appear and talk of the children’s need for reassurance and physical closeness, and the parents’ responsibility to assure their physical and emotional well being in spite of their own understandable fear and concern. The counselors make general comments and suggestions regarding the situation. The situation is repeated and the counselors’ recommendations are acted out.

This method of role-playing seeks to promote behavioral change. Not only do the TV spots highlight negative behaviors, but they explain their effect on children and propose a solution. Favorable behavior is then demonstrated for the parents. The settings and actors are well selected as they represent average families in everyday situations that make it easy for viewers to identify with them. The message delivered is consistent, focused and clear: “Your children’s feelings matter and are affected by your behavior” this is a central theme the Ten Messages.

Finally, the proposed behavioral changes are developed that satisfy cultural values of the Palestinian and Arabic society. The concept of parents as guides and guardians of their children is emphasized. The concept of parents’ sacrifice is underscored.

The talk shows produced by a sub-grantee in the North were not as relevant to the Ten Messages. They discussed social issues that confront young men and women today. It mostly addressed conflicts between the older and younger generation, very real issues that are not within the scope of the CPSP. It is important to mention here that Save considered terminating the contract of the sub-grantee that produced the talk shows and the children's journal.

- Calendar: An attractive calendar produced by NPA was developed to communicate the Ten Messages. The calendar serves as a useful, entertaining, and educational tool. Each page displays a cross-stitching pattern, and the crop, vegetable, or fruit in season to be planted or harvested during the month. Each month reinforces one of the Ten Messages. The month's theme is stated in two lines of poetry delivered in a simple, straightforward message written in local everyday rhyming language. The calendars were in evidence at most program locations and appeared to be warmly owned by program staff and beneficiaries.

"The success of this calendar," says the NPA media coordinator, "is reflected in its popularity. We ran completely out and this is October and we are still receiving requests for more."

- Teachers' Agenda: A high-quality teacher's weekly agenda produced by NPA has been distributed to teachers. Each page portrays a message with an example of how that message can be applied in a class setting
- Ten Messages Activity Poster: NPA designed and produced a colorful poster with clear high-quality multi-color drawings depicting illustrations of the Ten Messages. On the reverse side is a poster version of the popular board game *Snakes and Ladders*. Inserted in some of the boxes that would send the player up a ladder or down a snake are ten message-type statements that are either "good" or "bad" moves. A child playing with another would not notice these writings, but a parent would. This provides an effective way to deliver a positive message: the snake provides incorrect responses to danger while the ladder offers correct responses. For example, when the child lands on the snake, the message may read: "When a bomb hits, I will run to see what happened." Conversely, the message on the ladder may state: "I talk to my parents about what scares me."

Adjacent to the *Snakes and Ladders* game is another activity that is also included in the Student Workbook. Twelve settings presented in very clear colorful art: someone watching TV, a burning house, a child hiding from a bomb, a child at a picnic, a bomb outside a child's window, etc. At the top of the page are twelve cartoon faces labeled by their expressions: anxious, happy, afraid, calm, happy, sad, calm, etc. The child is asked to copy the faces that he or she believes corresponds to each of the settings in the blank space provided next to it. Identifying these feelings is an important goal of this activity. Further, a game like this, played with a counselor or a caregiver provides the opportunity to discuss and validate a child's feelings of anxiety and fear in dangerous situations.

- Student Workbooks: The workbook is full of thought-provoking games. NPA intended for children to complete the exercises with an adult. By completing these, children will be able to identify their strengths, their feelings about people around them, their needs, people they

love, safe places, what is good for them, etc. The workbook contains activities adaptable to the needs of the child.

- **Children's Journals:** A sub-grantee produced eight issues of a *Children's Journal*. Written and produced by children, the *Journal* was to contain articles and stories relevant to the Ten messages. Eight journals were released in the last three months of the contract period. In reality, the journals were poorly designed and produced, and they were ineffective as a program tool.

## **B.2. CPSP Outreach Component: Level II Activities**

### ***Objective***

The CBI is a stress-management program for use with a broad population of school-aged children. This evidence-based program targets the prevention and reduction of psychosocial trauma in youth following their exposure to life-threatening events and ongoing traumatic stress. It is designed to increase children's social-emotional competence and to reduce impulsive and aggressive behaviors. Children and youth are taught coping and decision-making skills, as well as risk assessment and positive goal setting. The program promotes a safe school environment where children can openly express their emotions without negative repercussions.

### ***Implementation***

In response to the increased intensity of the second *Intifada* in the Spring of 2002, Save submitted a proposal to USAID/WB&G to expand the level of psychosocial support to children and their caregivers facing increased trauma. A plan was put into place to design and implement a classroom-based intervention and psychosocial program to be installed in the elementary and secondary public and private school systems of West Bank and Gaza. The CBI program was adapted from a program developed and tested in Turkey after the earthquakes which ravaged this nation. Revisions were made to it by Palestinian counselors, teachers and social workers to make it culturally appropriate.

Save and the program technical advisor met with officials from the Ministry of Education (MoE) to introduce the program. The MoE endorsed the implementation of the program in its schools and made it part of the counsel curriculum. It is implemented in MoE, UNRWA, and private schools as well as in community associations. To participate in the CBI, schools must have a counselor assigned to their school and have a room large enough to accommodate the implementation of the CBI sessions.

Compared to the Level I activities, the CBI program is quite structured. The program consists of 15 sessions, with the first and last sessions lasting 90 minutes and the other sessions lasting 45 minutes. These 45 minute sessions are divided into physical movement, an art activity, discussion, and a game, and they end with more physical movement. The materials used in the sessions are an integral component of the program. A CBI kit comprised of a stereo, play mat, nylon parachute and art supplies was provided to the schools by Save. Culturally appropriate soothing and calming music is used to open and close each session.

In West Bank, the YMCA was chosen to be the CBI implementing partner because of their presence throughout West Bank and their expertise in working with traumatized children and youth. In Gaza, the CTCMC and PCHRCD were selected as the CBI partners. The partners help deliver the CBI training program and train others to implement the program.

In October 2002, a CBI training for social workers was held in Amman, Jordan. This Training of Trainers (TOT) was important, as it developed a cadre of people who, upon their return to their programs, could train others. The TOT also introduced the program to psychosocial support professionals who could facilitate the acceptance of the program within their communities. Participants were selected to implement the pilot phase of the CBI in eleven schools in the West Bank and three schools in Gaza. Based upon their comments, revisions were made to the CBI manual, which made it more relevant to the Palestinian culture. The large-scale training of school counselors and volunteers who would be working with the CBI program in the schools began in January 2003.

The YMCA in the West Bank also provides support services for children who have been identified as needing more intensive help. These services are provided to children who exhibit more serious or long-lasting behavioral problems. Additional support is provided through individual, group, or family counseling. Parents are brought in so counselors can work with the family as a unit. Parents and counselors share strategies and skills for working with their children.

### ***Achievements***

- A total of 617 CBI kits have been distributed in West Bank and 307 in Gaza.
- As of October 2003, the number of CBI rooms furnished in schools in the West Bank is 622; in Gaza 233 rooms have been furnished.
- The CPSP project provides training to camp counselors, provides equipment such as mats, toys, caps, and tee-shirts, and other materials needed for the CBI sessions held in CPSP-sponsored camps.

### ***Assessment Team Observations***

- The developer of the CBI program acknowledged that without the Level I activities, especially the Ten Messages, the CBI program would not have enjoyed the open reception.
- The artwork and the discussions are thematic and depend completely on the counselor's knowledge, skills and ability to manage a large group of students in a limited space. Counselors were generally well-prepared, gave clear instructions, made eye contact, and demonstrated utmost respect to the students.
- The children were happy and attentive counselor as they willingly followed the counselor through the warm-up exercises.

- The CBI has built-in flexibility for adaptation to the audience; for example, the girls schools had a shorter physical activity period. Likewise, lying flat was replaced with sitting up to accommodate the preferences of young girls in the room. This is one of the first modifications made by Save during the pilot, in an attempt to make CBI activities culturally compatible.
- Art is an important tool in both Level I and II programs. Often children are unable to talk about or to describe painful details, but can draw a picture of a painful event with greater ease.
- The capabilities of the counselor are critical to the success of the CBI. The evaluator noted the difference in capabilities between the resident counselors employed by the Ministry of Education (MoE) and the visiting counselors from NGOs. The latter had more experience with the CBI sessions than the school counselors who conducted fewer sessions. However, the school counselor has other responsibilities in addition to the CBI program. When the CPSP project ends, the resident school counselors will be completely responsible for CBI implementation, which may be a problem in some cases.
- The CBI is so popular program that one school that failed to meet the space regulations for participation in CBI removed all the desks from large classroom to hold the CBI session and returned them right after.
- The lead coordinator at YMCA reported a great need for more intensive individualized services for children and families exhibiting continuing problems. A mother became so depressed she could not get up to take care of herself or her family. The YMCA staff member helped that after losing one of her children, the mother who, in turn, thanked the worker for helping her tend to her remaining children. Mothers need encouragement and skills to help them guide and nurture children.

### **B.3. CPSP Outreach Component: Summer Camps**

#### *Objectives*

The objective of the CPSP summer camps is to help children learn to deal on a psychological level with the distress resulting from the increased violence, and to provide a safe and positive environment as well as a rare opportunity to relax and play and to express themselves in a proactive and peaceful way.

#### *Implementation*

The CBI program has been successfully implemented in community centers and summer camps over the course 2003. The Ministry of Youth and Sports (MoYS) organizes summer camps for children and youth every summer. According to MoYS representatives, every summer the Ministry can serve up to 40,000-60,000 children who are spread out across the country, including marginalized areas. However, these only represent a fraction of all the children and youth in Palestine that are in need for this service. For example, there are 434,000 12-16-year olds in

Palestine today. To serve this large number of children, the sessions are shortened to 3 weeks to enable the rotation of several groups of children within the same camp each summer.

Save works closely with the MoYS to organize CPSP-sponsored camps. CPSP provides training and materials for these camps. Financial and human resources are needed to provide all Palestinian children the opportunity to participate in the MoYS Summer Camp program.

### *Achievements*

- An estimated 45,000 children throughout the West Bank and Gaza benefited from 300 successful CPSP-sponsored summer camps in the summers of 2002 and 2003. (*Background Document*, CPSP).
- In the summer of 2003, the CBI was implemented in most of the CPSP sponsored summer camps, benefiting over 18,000 children. [v50]

### *Assessment Team Observations*

- There is a wide gap between the number of summer camps provided and those that are needed for children and youth. CPSP provides training and materials for these camps. Although the program should be provided throughout the summer months, the current one is for only a 3-week period, leaving children idle for the larger portion of the summer.
- International support for the summer camp program is widespread in Gaza and West Bank. However, West Bank officials feel that CPSP program is under-funded and has too few incentives as compared to other donor-funded programs, especially UNICEF and other donor funded programs.
- In Gaza, officials warned that MoYS' inability to provide summer camps to all children may force them to consider other alternatives including camps offered, by religious groups. They expressed a concern that some of these camps may not be teaching themes of peace and tranquility.

## **B.4. CPSP Support Component: Training**

### *Objective*

Training is a key component of both the Level I and Level II activities. Through training the CPSP seeks to promote quality program implementation through training. Training targets counselors who work directly with children, teachers and parents.

### *Implementation*

#### Level I Training

Level I training targets community workers, schoolteachers, and others who work directly with children under the CPSP outreach component.

The counselors recruited for Level I training had diverse skills and backgrounds; and a separate training was not possible. Experienced counselors, program coordinators and directors of partner organizations were trained simultaneously leading to frustrations. Most participants viewed the training as unsatisfactory.

A follow-up training session did not take place because of security restrictions. As a result, each organization prepared in-house training for its counselors that resulted in different program activities among the eight sub-grantees.

While there was no Level I training session in West Bank, NPA and Save did follow up with the partners in one-on-one sessions in their offices and in the field. In Gaza, a follow-up session involving all the three partners with the support of Save and NPA regional offices took place in Gaza. Counselors from each organization compiled activities into a manual to be shared by all counselors. Save later merged all three versions into a bound master manual. The West Bank sub-grantees were not interested in developing a similar manual.

### Level II Training

The Level II training targets counselors who will implement the CBI program.

The CBI training was conducted on two levels: first, a training of trainers (TOT) session was held in Amman, Jordan; and secondly, counselors were trained in their communities by the first group of trainers. The training of counselors is important aspect of the CBI.

In both the TOT and the counselor training activity, the original program manuals were later adapted. This allowed for a structured approach to implementing the CBI in classrooms and community organizations across the country, differing from the Level I implementation that allowed more flexibility in its approach. Also helpful was the activities manual that counselors kept and used for their CBI sessions.

### ***Achievements***

- Sixty-three social workers successfully completed the initial Training of Trainers (TOT) course in Amman designed to prepare other counselors to provide psychosocial support through the CBI program.
- As of October 2003, there are 692 CBI trainees in the West Bank and 329 trainees in Gaza.
- Approximately 1,200 school counselors and 1,600 camp leaders were trained in CBI techniques.

### ***Assessment Team Observations***

- NPA notes that even though the second Level I training session never took place in the West Bank, NPA and Save follow on with the partners in one-on-one sessions. The NPA director said, "I do not believe that (the partners) acknowledged this input sufficiently...." She added that the results in the field very positive and that the counselors have succeeded in reaching

the children and making a difference. These results would not have been possible without the guidance and support of all players.

- The Level I manual was eventually developed by the three Gaza partners is a good example of what was originally needed. Even in the absence of systematic training, an activities manual provides counselors with a baseline from which to work. Instead, the Ten Messages were interpreted and implemented independently by each of the partners in the West Bank and in Gaza.
- Upon their return from the CBI training in Amman, the Save team embarked upon a pilot project to modify some of the activities in the CBI activities manual to make them culturally relevant to Palestinian children. This was a worthy project and was approached scientifically. Pairs of counselors met weekly to discuss problems and document findings. All data collected and Save compiled a book of modifications to “fit our cultural reality,” reported the Save project manager.

#### **B.5. CPSP Support Component: National-Level Psychosocial Database (MIS)**

##### *Objective*

The National-Level Psychosocial Database -- also referred to as the Psychosocial Management Information System (MIS) -- is a CPSP component designed to collect and disseminate information about psychosocial services in the Palestinian regions. The information provided by the MIS facilitates coordination among service providers and decreases the likelihood of the duplication of psychosocial services. The MIS is also designed to serve as a national information clearinghouse for providers of psychosocial support for Palestinian children and their caregivers.

##### *Implementation*

The MIS system can provide information on each CPSP project by geographical region and locality, implementing partner, the stated goal of the sessions, the barriers to accomplishing that goal and the number and type of beneficiaries. Other reports provide information on relevant research, references, seminars, or upcoming conferences.

The MIS contains a unique listing of all psychosocial service providers in the country who can be queried by district, organization, and target group, approximate number of beneficiaries, and contact information. Especially useful is emergency contact information, e.g., hotline and cellular phones numbers. The information was compiled by NPA and Save counselors who made several visits to each region and held meetings in order to get to know the service providers in each area. The organizations in attendance were invited to return the following week with other organizations with whom they were acquainted. In this manner, the circle of organizations expanded considerably after several meetings during which the NPA representative compiled the needed information.

The MIS has reached many of its goals, several goals remain and a few have been abandon. For example, at one time, analyzing and reporting survey data was an important goal. It would have been used to report on the progress of projects by reporting on the changing attitudes of

participants, for example, before and after intervention. This goal has been postponed. Instead, data is now entered and analyzed in a popular statistical software package (SPSS) then the results are entered and displayed in text format on a MIS report screen.

According to the NPA, anyone can access the MIS through the [www.npasec.org](http://www.npasec.org) web page to find information about the CPSP project; and about field operations, or to find research statistics about psychosocial trauma.

### *Achievements*

- As of March 2003, the MIS provides online, for the first time ever, a list of Palestinian service providers accessible by geographic location, services provided and contact information useful to both beneficiaries and service providers.

### *Assessment Team Observations*

- The database provides a partial list of non-CPSP psychosocial providers. However, the listings are limited to organizations that responded to the request for information. [v63]
- At the grass roots level, CPSP staff and partners continue to rely on personal contacts and word-of-mouth for information on psychosocial operations, program capacity, and the geographical areas in which they provide services.
- According to the NPA, a vendor was hired to program the system per their specifications but has yet to meet deadlines or perform the needed services. NPA is continuing to address these difficulties.
- The Evaluator was given a series of reports that the MIS system can provide users. These reports appeared useful not only to psychosocial organizations but in some cases would be useful to university students, field providers, as well as beneficiaries and mental health providers looking for organizations that provide specific services in specific geographical locations.

## **B.6. CPSP Support Component: Research**

### *Objective*

The CPSP includes an activity to assess the psychological well-being of Palestinian children through interviews and surveys under a program implemented by field volunteers. The study was undertaken to “learn what children have to say about their situation and to understand how they are dealing with conflict.

### *Implementation*

In this study, 1,266 children were selected based on age and gender. Sites were selected from villages both West Bank and Gaza cities and camps and included areas that had and had not suffered high levels of conflict in the spring 2002 incursions. Parents of selected children were

invited to participate, as were teachers in the participating districts. As a result, 449 parents and 70 teachers participated in the study.

Three surveys were developed for children, parents, and teachers in a focus group held by trained field workers. Focus groups were held separately for each group. The questionnaires asked questions in three separate areas: The first focused on basic issues regarding health, nutrition, service availability, educational practice, housing, and information and type of traumatic experiences that had been faced within the prior year. The second section focused on the respondents' understanding of the situation, their feelings and beliefs. The third section focused on factors within the respondents' lives that they perceived to be protective, including the availability of social support networks and the importance of maintaining routine in their lives.

### ***Achievements***

The publication of the *Psychosocial Assessment of Palestinian Children*, documents the significant strain faced by Palestinian children, as well as their resilience and their focus on (Background Document, CPSP). The publication included valuable recommendations to continue programs that enhance a child's positive outlook, support for parents, educators, and educational institutions.

### ***Assessment Team Observations***

The scientific research included in the publication verifies and quantifies the existence of trauma and provides a basis for interventions to address the psychosocial trauma of war. The report appeared to be well received among program implementers. There was broad support for the view that Palestinian children are victims. The report validates concerns about the impact of war on Palestinian children.

## **B.7. CPSP Support Component: Support to Psychosocial Coordinating Body (PCB)**

### ***Objective***

The PCB was initiated by the NPA to promote a comprehensive and coordinated national program for psychosocial support services in West Bank and Gaza. The goal was to catalyze and help manage the work of stakeholders in the field

### ***Implementation***

The PCB is a coordinating body. Membership has evolved over time in response to complaints from various sectors. Membership currently consists of three Ministries, and one representative from the Palestinian NGOs, Save representing all international NGOs, UNICEF representing all UN organizations, CIDA representing all donors, and NPA.

When the second *Intifada* reached a higher level of intensity the PCB's priorities changed to address the imminent emergency crisis. The PCB became known as the Emergency Committee (EC). The three main goals of the EC were to (1) document the availability of service using the MIS by compiling information on service providers and emergency contact information; (2)

conduct and support research on psychosocial needs of children; and (3) compile research on children from the NPA service providers, and PNGOs.

### ***Achievements***

The PCB sponsored a Conference in September 2003, resulting in recommendations for programs and research:

- a. The conference showed the importance of in-depth research on the psychosocial needs of children, one of the three goals of the emergency plan.
  - b. It proposed ideas on legislation regarding mental health policies in Palestine; one of these proposals was adopted from work submitted by a CPSP sub-grantee.
  - c. It strengthened the role of the Psychosocial Coordination Body.
- Publication of research authored by NPA's Dr. Cairo Arafat, and published by USAID and Save in July 2003, titled *Psychosocial Assessment of Palestinian Children*, partially achieved the second goal of the emergency committee. This publication identified needs, and provided scientific research to support the existence of trauma in Palestinian children resulting from the Palestinian conflict. Findings provide a basis to continue to implement projects, like CPSP, in the region.

### ***Assessment Team Observations***

- The PCB is critical for knowledge-sharing and lessons learned, for the CPSP and similar programs. Even though various barriers initially crippled the PCB, the conference brought all parties together, demonstrated the significance of scientific research, and presented various proposals on legislative policy.
- Compiling the list of organizations and the emergency contact information is critical to coordination among the service providers. Such a comprehensive list never existed until NPA and Save staff physically made repeated trips to each of the various regions and documented the information.
- Different sources provided conflicting information to the Evaluator on the relationship between the PCB and the EC. While some reported that they were one and the same organization; others insisted that the EC was a separate organization that was formed for a purpose and now dissolved.
- Some Palestinian NGOs and their members raised over and over again the concern that there was an over-representation of government as well as international organizations (UN and donor organizations) on the PCB in comparison to the local Palestinian organizations that have been active in the communities for decades. These local NGOs said they felt marginalized, especially with millions of dollars in funding for programs. Palestinian NGOs enjoy a long term presence in communities with and without funding and to be unable to fully participate at this point was not appropriate. It can be debated that since the committee exists for the goal of effective coordination, it would be logical that all players in the field of psychosocial work should be included.

## C. EFFECTIVENESS OF PROGRAM MANAGEMENT

Save has demonstrated foresight, adaptability, leadership and responsiveness in managing the CPSP. Save quickly anticipated increased needs following the second *Intifada* in Spring 2002 and developed the Level II program to address the increasing needs. Save adapts the program as necessary, including revising the Ten Messages in response to changing environments. Likewise, Save changed the organizational structure of the CPSP in response to complaints from NGOs about the requirement that they report to both Save and the NPA. Save successfully brokers the relationship between the NGOs and the NPA, and is responsive to the concerns of sub-grantees.

Save enjoys several management successes in implementing the CPSP, particularly its negotiations government offices. Save administration succeeded in persuading the Gaza MoE to allow counselors from partner organizations to assist MoE counselors to implement the CBI program in schools during school hours. In addition, MoE Gaza agreed to allow partner organizations in their schools through the end of the academic year, instead of December of 2003. The Gaza Ministry had requested that the CBI program be implemented after school hours, as of January 2004 so school counselors would qualify for stipends from Save. Convincing the Ministry to agree to the new terms was a great accomplishment in light of serious threats to discontinue counselor visits from partner organizations in December. Carrying out the MoE Gaza threats would have eliminated Save's contact with school children.

Save did not coordinate the efforts of among the sub-grantees. When an important Level I training session was cancelled due to curfews, one of the regions held its own training, providing an excellent example of how the regions could took the initiative in the absence of directions. In addition, Save declined to share the data of the Level I training. Save's failure to delegate to the regions sometimes caused work delays and resulted in the underutilization of regional managers who were available to work.

### *Achievements*

- CPSP is successfully managed, with appropriate and effective implementation in a dangerous and fluid environment. The selection and management of the nine Palestinian NGOs is especially noteworthy.
- Save successfully negotiated with the Gaza MoE a resolution to the impasse over the availability of CPSP in the schools.
- The Ministry of Education West Bank has embraced CPSP and included it in its counseling curriculum. CPSP operations are no longer dependent upon donor funding. At this time, the MoE is seeking increased collaboration with Save and NGOs to ensure a reserve of volunteers to support counselor-led programs. Sustainability is more problematic in Gaza, where the CPSP is denied access to schoolchildren.
- The initial goal of the CPSP project was to deliver preventative psychosocial messages to the community. The program evolved into a more intensive intervention as a result of heightened security threats.

- Save adapted the program in response to changing beneficiary needs. The Ten Messages incorporated “fear” and “worry,” into a lesson that one of which was direct enough to advise children to seek safety when they were away from home when a bomb hits. This is a very important message that counters what older people do: run toward the bombing site to help the injured.
- Save has a strong performance standard on financial management. Very strict rules govern its expenditures. Some of the sub-grantees welcomed about the structure that these rules brought to their institutions, while others - especially large organizations - were restricted by rules.

### *Assessment Team Observations*

- Save’s decision to continue to manage the project from its central location in the face of restrictions on travel has hurt the CPSP project in several aspects. Yielding partial control to the regional offices would facilitate the efficiency and work progress in the offices and release the regions from long waits for field visits or approvals from NPA and Save’s central office. Guidance from the central office will always be sought, and their support and presence welcomed.
- One of the most debilitating barriers to this project has been the restriction of movement imposed on all residents of West Bank and Gaza. As a result, meetings among the partners were not held and some training sessions were cancelled. This problem is largely insurmountable without delegating more authority to the Save regional offices.
- The role of the NPA is poorly defined, which resulted in double reporting for the sub-grantees. However, Save was responsive to complaints from the field and the procedures were changed accordingly.
- Data collection and entry for Level I pre-post evaluation model is complete. Save would like the data analyzed before it is distributed to the partners, but most sub-grantees do not want to wait to see how their children have fared. This withholding of raw numbers has generated ill feeling among sub-grantees.
- The implementing partners stated that they are only able to satisfy a fraction of the demand for psychosocial support services. In some cases, training did not evolve with increased demands. Manpower shortages also hampered efforts to reach more affected populations. While this condition could be attributable to travel restrictions, it could alternately be a case of resource allocation.
- To sustain the progress made under the Level I program Save should not have discontinued the Level I activities when it sought funds for the Level II program. The grant proposal should have allowed for both programs to run in parallel as each program

<p>Three sub-grantees operating in Gaza report they do not meet 2% percent of Gaza’s needs.</p>
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reinforces the gains made by the other. For long-term changes it is imperative to continue psychosocial support at multiple levels

- Save is serious about monitoring and evaluation. The impact of the Level I intervention was evaluated by a pre-post model where all children completed a survey with their Level I counselors that asked them questions about themselves, their schools, their families, and the nature of their relationships and attitude towards incidents and people in their environment. After the Level I intervention ended, children were asked to complete an identical survey in order to measure progress made by the child.

Since intervention is ongoing, the Level II impact study is only in its preparatory state. Save has contracted to conduct a randomized study of 800 students, 400 control and 400 others who will receive the CBI intervention. Students will be interviewed before and after the CBI intervention to determine any effects the CBI may have had. The presence of a control group will enable Save to attribute any significant changes in the responses of the CBI group to the intervention. This is a step forward from the Level I study where such a conclusion could not be drawn. In addition, a director of one of the Gaza partners hopes to publish an evaluation of the work of the partners.

## IV. RECOMMENDATIONS

**The Community Psychosocial Support Program** is an important intervention on behalf of Palestinian children, and provides tools and skills to help children cope with the stress and destabilization of living in conflict. Save has developed and implemented a thoughtful and responsive program that is well managed and sustainable. The following recommendations are intended to strengthen and expand the CPSP:

### **Appropriateness of the Program**

- Expand psychosocial services to parents, as requested by parents. Parents are both victims and caregivers, and widely embrace strategies to improve the psychological health and development of their children. Strategies particularly targeting caregivers would enhance the ability of the Palestinian people to withstand the impact of the insurgency.
- Develop and provide booster sessions for program participants. Booster sessions built on the initial CBI program must be continued at periodic intervals beyond the 15 sessions. Prevention research has shown that the initial effects of a prevention program can be enhanced and maintained over the long term only if booster sessions are provided.
- Invest in self-sustaining community-based activities for children that enable community centers participating in CPSP to remain open and provide outlets for Palestinian children. Special spaces - including permanent camps run by the MoY, multi-purpose rooms, and sports fields - could be used to conduct CBI classes.
- The mass media campaign should continue producing and distributing communication products. The use of TV spots, radio, community events, town meetings, and group sessions should be expanded, since using several different channels of communication increases the likelihood of reaching more of the intended audiences. It also can increase repetition of the message, improving the chance that intended audiences will be exposed to it often enough to absorb and act upon it. For these reasons, a combination of channels has been found most effective in producing desired results, including behavior change.
- It is important that the BCC and media campaign be expanded and sustained over the long term. Mass media campaigns are a proven communication tool. Campaigns have been conducted on topics ranging from general health to specific diseases, from prevention to treatment. Overall, research has demonstrated the effectiveness of mass media campaigns. However, behavior change is usually associated with long-term, multiple-intervention campaigns rather than with one-time communication-only programs.

- Start a media campaign to raise awareness of MIS among partners and psychosocial providers. One idea is to send a leaflet informing partners again of the type of reports that are available through the MIS system. Include step-by-step instructions how to get to access sample reports, in the event some users are unfamiliar with the Internet.
- Establish a website for counselors to access information and share best practices.
- Establish a means for sub-grantees and partners to communicate at the administrator's level. Perhaps Save could utilize the MIS bulletin facility that already exists on the NPA site for that purpose.
- Key to enhancing the usefulness of the database is to make it an interactive tool that can be used by participating agencies to input data and facilitate data analysis; to ascertain regional program needs as well as the extent of geographic coverage.

### **Effectiveness of Program Implementation**

- Expand program beyond current providers and implementers in order to increase pool of beneficiaries. Currently, CPSP tools and training are limited. CBI kits, training manuals, and outreach communication materials should be made available to nurses, seamstresses, and market women – particularly so in light of curfews and restrictions on travel.
- The CBI should be implemented in the community, especially in areas where schools are frequently closed. The CBI appears to be a successful program in the schools in which it has been implemented but there are areas where the schools are often closed or at times inaccessible due to curfews and closures. Implementing the CBI in community centers would expand its coverage and benefit adults as well.
- Space requirements for implementing CBI should be eliminated so that the activities can take place, for example in the refugee camps, and in clinics – wherever children are found. To do so would also reduce the pressure upon counselors to increase program participation.
- Provide in-kind payments/incentives for CBI counselors. Currently MoE counselors do not receive additional salary for adding CBI sessions to their normal workloads, yet they work alongside CBI partners whose counselors are paid to implement the CBI.
- Teachers should set aside an hour each week to discuss psychosocial topics with children. Likewise, some CBI program components should be integrated into health and humanity studies.
- Individualized intensive psychosocial services and referrals to mental health programs need to be strengthened within the CPSP program. These services are for children who have not experienced reduction in their symptoms or who are unable to sustain gains after completion of the Ten Messages and CBI program. These are children who are especially in danger of developing conduct or other behavioral disorders. They are

children who one would address through indicated interventions using the IOM classification system.

- Disparity in the background of trainees often reduces the attractiveness of training programs for highly knowledgeable and experienced individuals. Use these professionals for the program's advantage by asking them to deliver or lead part of the training sessions.
- Incorporate the experiences of trainers for Level I trainings. Develop TOT manuals for Level I. Compile the activities that trainers say worked best for them. Expand existing Activities Manual using information from counselors who worked in the field. Document what worked, with which group of beneficiaries and the barriers they could overcome and how they overcame them.
- Post all training and activity manuals on site. Keep them updated with new ideas that counselors send in. This would keep the counselors alert to changes and new ideas. Share this manual with other stakeholders.

### **Management by the Implementing Partner**

- Save should increase delegation of authority to regional centers in order to provide program continuity during unscheduled interruptions. Managing from the center must continue, but delegating authority on functional matters must go to the regions to facilitate the efficiency and work progress in these regions. Only in that sense did Save not utilize its human and material resources in its 5 regional offices to overcome the restrictions on movement.
- Save must work to increase the autonomy of PNGOs under the CPSP. In several cases, concern was expressed about lack of PNGO representation in coordinating bodies. PNGOs expressed a desire to play more participatory roles in decision-making and coordination activities.

## **ANNEXES**

- A. Preliminary/Tentative In-Country Assessment Schedule
- B. Assessment Review Tool
- C. Interviews Conducted
- D. Sites Visited
- E. List of Key Documents Available to Assessment Team
- F. The “Ten Messages”

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## Annex A

### CPSP Mid-Term Assessment - Tentative Meeting Schedule

Week 1:

<u>Saturday, October. 11</u>	<u>Arrival in Jerusalem</u>
Sunday, October 12	Free
<u>Monday, October 13</u>	<u>Meeting with Save and NPA</u>
8:00-8:45	Introduction to Save the Children
8:45-12:00	Introduction to CPSP Program
12:00-13:00	Lunch
13:00-16:00	Meeting with the NPA Secretariat. General overview of the psychosocial support field in WBG; role of the NPA in general and within CPSP in particular.
16:15	Return to Hotel
<u>Tuesday, Oct. 14</u>	<u>Meetings in Ramallah</u>
8:00-9:30	Meeting with Veerle Coignez, CTO, American Colony
10:30-11:30	Meetings with the MOYS. <i>Focus on: CPSP and Summer Camps.</i>
11:30-12:30	Meeting with MOYS. <i>Focus on: Relevance of CBI for MOYS</i>
12:30-13:00	Lunch at NPA
13:00-16:30	Meeting with the NPA Secretariat. Focus on: MIS <i>Also on: Psychosocial Coordination Body, Mental Health Conference Outcomes Psychosocial Assessment.</i>
17:00	Return to Hotel
<u>Wed., October 15</u>	<u>Meetings and Site Visits in Ramallah</u>

8:30-10:00 Meeting with MOW  
Focus on: CBI

10:30-11:30 Meeting with the MOH  
*Focus on: Role of MOH in psychosocial projects & CPSP coordination with MOH.*

11:30-12:30 Lunch

13:00-14:30 Meetings with Palestinian Working Women Society (PWWSD)  
*Focus on: PWWSD primary support grant project form headquarter viewpoint).*

15:00-16:30 Meeting with PRCS  
*Focus on: PRCS primary support grant project (from headquarters viewpoint).*

Thursday, Oct. 16

Meetings and site visits in North West Bank

7:00 Drive up to Jenin (back-up plan: Nablus or Tulkarem)

Morning Visit to CBI section  
Meeting with school director and counselors  
Meeting with YMCA staff

Afternoon Meeting with ECRC (back-up: Al-Lod in Nablus or PWWS in Tulkarem).  
Focus on primary grant program.

Friday, Oct. 17

Meetings in Jerusalem

Meeting with WHO  
Meeting with UNRWA  
Meeting UNICEF

Saturday, Oct. 18

Free

Saturday, Oct. 19

Meetings and Site Visits in Gaza

7:00 Departure to Gaza

Morning Meeting with CPSP coordinator to discuss CPSP implementation in Gaza.

Site visit to CBI Implementation (e.g., Beit Hanoun)  
Meeting with school director, school counselor, children.

Afternoon Meeting with three implementing partners CTCMC and PCHR and El Hanan.  
*Focus: Discussion on CBI project*  
*Focus: Primary Support Program*

**Week II**

Mon, October 20 Meetings with Site Visits in Gaza  
 Meetings with MOE, MOYS, MOH, UNRWA

Tuesday, October 21 YMCA Beit Sahour and CBI  
 Morning Site visit to CBI school (meeting with school director a school counselor and children.)

Afternoon Meeting with YMCA staff involved in CBI implementation; evaluation of what has been done so far and next steps.

Wed, Oct. 22 Field Visit to South (Hebron)  
 Morning Meeting with PRCS and target groups of PRCS primary support program.

Afternoon Meeting with YMCA

Thu, Oct. 23 Site visits to Al-Quds

Morning Meeting with Al Quds, Abu Dies

Afternoon Meeting with Jumana Awdi, CBI, M&E project coordinator

Fri, Oct 24 Debriefing

8:30-10:30 Briefing to USAID/HHA

12:00-14:00 Briefing to Save the Children

Sat, Oct. 25 Departure to the United States.

Week III:

1 Week Later Draft Report, to be submitted within 5 working days from departure from Tel Aviv

1 Week Later Final Report to be submitted within 5 working days from USAID feedback from Draft Report.

## Annex B

### Assessment Review Tool

Date of Interview:

Name of Agency:

Name of Person being interviewed:

Position Title:

#### **PART 1 NGO's:**

##### ***I. Program Implementation***

What is the geographic area that you serve?

- Central West Bank
- Northern West Bank
- Southern West Bank
- Gaza Strip
- All of the above

Briefly describe the types of services your agency is delivering under the CPSP grant.

How many and what kind of staff members and volunteers are assigned to the CPSP?

#### **PROGRAM COMPONENTS**

##### ***A. Primary Psychosocial Support Program (the 10 messages)***

How did your agency take part in the development of the ten key messages? Is there consensus on the value of the messages?

How easily did you incorporate the 10 key messages into you ongoing program activities?

How accepting are the parent and caregivers of the ten messages?

What effects, if any, does (this CPSP program) appear to have on the children?



Describe the training your organization received.

Did your staff receive the training before the program was implemented?                      Yes              No

Was the training relevant to the CPSP program you are implementing?      Yes      No

Was it sufficient to carry out the program?                      Yes              No

IF NOT, What other training would you have liked to receive?

***III. Program Evaluation***

Did Save or NPA provide your organization with clear criteria for you to measure the success of the psychosocial support activities?

Yes      No

If so, What instructions did you receive?

Has Save/NPA provided you and the other sub-grantees/partners with common data collection forms?

How often are you to expected to report this data to Save or NPA?

Are the evaluation findings clearly reported back to you?

What other support did you receive Save of NPA to evaluate the program? How useful was it?

***VI. Project Management (administrative relationship with Save)***

Do you know the Save psychosocial coordinator who serves your program? How often does he/she visit your program?

What barriers or problems have you encountered in implementing your program?

What assistance have you received from the psychosocial coordinator, technical consultants and/or other Save staff in resolving these problems?

How do you submit the required information for the quarterly reports?

Has the reporting requirements been burdensome?

Do you receive helpful comments quarterly progress reports?

What do you like best about your relationship with Save?

What do you like least?

### ***V. Program Coordination***

How often do you meet with the other sub-grantees under the CPSP program? What difficulties have you encountered in meeting together as a group?

Do you have a formalized system to network or exchange ideas with the other sub-grantees? What kinds of information do you share and how?

Have you used the MIS?

### ***VI. Administrative Training and Support***

What type of training has your administrative, financial and management staff received to monitor the CPSP program?

How would you rate the quality of this training in terms of helping you implement your program?

What kind of guidance on USAID rules and regulations have you been provided from Save?

Has this guidance been helpful to you?

How does Save monitor your expenditure of funds under this program?

Have you received your funds on a timely basis?

## **PART 2 MAIN STAKEHOLDERS**

### ***I. Program Implementation***

How did you come involved with the CPSP program?

Does the CPSP help you in accomplishing your agency's mission?

Are the demands of the CPSP taking resources and time from your other responsibilities?

Are there services that should be dropped or added to the CPSP under its current resources?

Do the sub-grantees/partners have sufficient resources, financial, manpower and facilities, to care out their program activities?

What are the psychosocial needs that were not being met by the Palestinian care system that the CPSP is addressing?

What would you change to make to improve the CPSP?

How would you describe your relationship with Save and/or NPA?

How would you describe the relationship of Save and the NPA?

## **PROGRAM COMPONENTS**

### ***A. Psychosocial Coordination Body***

Are you an active member of the NPCB?                      Yes                      No

What role did Save/CPSP play in organizing the NPCB AND what continuing role does it play?

What role did NPA play? What continuing role does it play?

How useful is the NPCB in coordinating the delivery of psychosocial activities to the maximum benefit of the Palestinian people?

Do you see the NPCB continuing its efforts if and when the CPSP program is ended?

***B. Psychosocial Database***

An attempt has been made to establish a national psychosocial database. How useful would such a database be in helping you accomplish your agency mission?

Where do you think the database should be located? Would this allow you with easy access to the data?

How would you anticipate using this data?

***C. Psychosocial Outreach Activities***

What was the impact of cancellation of the outreach campaign?

Do you think the outreach campaign should be reconstituted and launched again?

Should it contain a behavior change communication component that will continue to promote good child rearing, good teaching practices and safe living practices among children?

## Annex C

### Interviews Conducted

#### USAID

Veerle Coignez

CPSP CTO

#### Save the Children

Jonathan Hodgdon

Field Office Director

Ibrahim Masri

Psychosocial Project Manager

Paul Thomas

Assistant Project Manager, Psychosocial,

Jameel Abu El-A'ta

Regional Manager

Wafa

Regional Manager, South Gaza

#### Government Offices

Nabil Atallah

MOYS, Director, Children's Division (8-12 years old)

Ibrahim Abu El-Sheim

MOYS, Director, Youth Division (12-18 years old)

Ruba Timhawi

MOYS, Director, International Relations

Dr. Ahmad El-Yazji

MOYS, Deputy Minister of Youth and Sports

Mousaa

MOYS, Director of Counseling Division

Ahmad Awad

MOE, Gaza, Director, School Counseling

Abdullah Mune'm

MOE, Gaza, Deputy Minister of Education

Zeinab El-Wazeer

MOE, Gaza, Assistant Deputy Minister of Education

I'tidal Mua'mar

MOE, Bethlehem, Counseling Officer

Bashar Nabulsi

MOE, WB, Center for Counseling

Dr. Bassam El-Ashab

MOH, WB, Director of the Center for Mental Health

Dr. Assa'd Rimlawi

MOH, WB, Deputy Director General, Primary Health

MOH, Gaza, Director of Counseling

#### Partners, Sub-grantees and NGOs

Cario Arafat

NPA, Director

Nariman Naji

NPA, Psychologist/Media Specialist

Mahar

NPA, Computer Specialist

Shadi

NPA, Psychologist

Nader Abu A'msha

YMCA, CPSP Project Director

Nidal Abu Zuluf

YMCA, CPSP Project Coordinator

Mona Zahroun

YMCA, Counseling Officer

Shurunk, Aminah, Ibrahim

YMCA-Nablus, Counselors/Trainers

Mustafa

YMCA-Nablus, Director

Dr. Jumana Awdeh

Happy Child Center, Center Director

Jazeel Awas

Happy Child Center, Clinical Psychologist

Reem Ziad

PWWS, Public Relations

Itedal Al Jarery

PWWS; Director

Dr. Najah Manasra

Al-Quds University, Coordinator

Waleed Al-Salhi and Staff

Al-Lod Society, Director

Donors and Other International Organizations

Bradley Brickham	WHO, Mental Health Project Officer
Rajia Abu Sway	WHO, Assistant Mental Health Project
Lamis El-A'lami	UNRW, Chief Field Education Program
Waheed Gibran	UNRWA, Director, Center Educational Development
Nasser Mattar	UNRWA, Director of Counseling

Other Health Stakeholders

Im Kifah and Sumoud	Beneficiary (family lost a son)
Children's Group	Palestinian Red Cross
Jamal Hmeid	Al Tasamuh School, Principal
Nahla Abu Roumyeh	Girls' School Gaza
Dr. Robert Macy	Exec. Director, The Center for Trauma Psychology, Boston

## Annex D

### Sites Visited

#### 1. Jerusalem

Save the Children (Save)

#### 2. Gaza

Ministry of Youth and Sports  
Community Center  
Save the Children  
Girl's School in Gaza  
El Hanan Benevolent Association  
Palestinian Center for Health  
Community Training Center

#### 3. Bethlehem

YMCA-Main Office  
Al Tasamuh School  
Ministry of Education

#### 4. Hebron

Family/Beneficiary  
Palestinian Red Crescent

#### 5. Ramallah

National Plan of Action  
Save the Children

#### 6. Nablus

Boy's School in Nablus  
YMCA-Nablus  
Al-Lod University

## Annex E

### List of Key Documents Available to Assessment Team

1. Publication in English and Arabic: Psychosocial Assessment of Palestinian Children, July 2003
2. The children's Journal Farha, copies of the eight issues, as produced and published by Al-Lod Charitable Society, a Sub-grantee in Nablus.
3. An activities manual for Level 1 Intervention Activities (Ten Messages) Prepared by the Three Save the Children Partners in the Gaza Strip District.
4. The "Sub-grantee Working Framework" that defines the staffing level, activities, locations, and budget appropriated to each of the 8 partners involved in the Level 1.
5. A paper describing the Roles and Responsibilities of the Psychosocial Coordination.
6. Charts enumerating the number of Public, Camp, and Private schools in West Bank and Gaza during Academic Year 2002-03 and the corresponding number of trained counselors, kits distributed, and CBI rooms furnished by region.
7. Chart reflecting the number of community associations currently implementing CBI.
8. The CPSP calendar and the Ten messages Poster produced by NPA.
9. The CPSP Children's Workbook
10. The CPSP Teacher's Agenda
11. A theoretical framework of the ten messages, prepared by the *Community Training Center and Crisis Management*, with various techniques that teachers and parents can use to deliver these messages to children.
12. A report the *Palestinian Center for Helping Resolve Community Disputes* on the CBI session conducted between 3/23/03 – 5/1/03. The report includes quotes from student participants, pictures of activities, and some work the children produced.
13. Study materials including questionnaires, prepared by Dr. Vivian Khamis who will be evaluating the CBI intervention program.
14. *Improving Children's well-Being Now to Ensure a Better Future Tomorrow*, a booklet published in preparation for the conference: "The National Workshop on Psychosocial/Mental Health Well-Being of Children and Their Families" that was coordinated by NPA under the auspices of the Psychosocial Coordinating Body.
15. Summaries papers and recommendations of the conference "The National Workshop on Psychosocial/Mental Health Well-Being of Children and Their Families" that was coordinated by NPA under the auspices of the Psychosocial Coordinating Body.
16. Report on the number and location of summer camps held by the Ministry of Youth and Sports in Gaza by location, Summer 2003.
17. *The outcomes of the National Workshop for the Evaluation of Summer Camps, 2000*, a paper prepared by the National Committee for Summer Camps.
18. The qualifications criteria for Summer Camp Staff, 2003, prepared by the National Committee for Summer Camps.
19. The October issue of *Massira*, a newspaper issued by the Ministry of Education, West Bank/Gaza.

20. All reports that can possibly be produced by the MIS system housed in the NPA offices.
21. Children's books published by *Early Childhood Resource Center* a Sub-grantee in Ramallah.
22. Publication on Children's Art in time of war by *YMCA*, a Sub-grantee in Beit Sahour.
23. Quarterly reports submitted by Save the Children to USAID for the length of the project.
24. Palastinian Code of Conduct for Psychosocial Interventions, a paper prepared by UNICEF currently in revision, provided by WHO.

**Annex F**

**CPSP's KEY PSYCHOSOCIAL SUPPORT MESSAGES**

**Children Messages:**

- 1- We are children, we have feelings like you, which we need to express, and we need you to listen to us and help us express ourselves.
- 2- I am a child with many physical, social, and mental needs to grow and develop, and as I get older my needs change.
- 3- We are children, we need to have friends to play with, go to school with, to talk to, and to share feelings and thoughts with.
- 4- I love my school and I do my homework, and I love to play with my friends.
- 5/1 When I am worried about shooting and fearful situation while at home, I like to be in a safe place beside my family.
- 5/2 When there is shooting while am out, I stay away from danger, and I go to a safe place and ask for help.
6. I overcome my fears and worries by doing many activities such as drawing, reading, sports, and listening to music.
7. We children love to enjoy our holidays and weekends with our family and we do many beautiful things and activities.
8. I am a child and I cooperate with my parents in organizing my time between study, amusement, and helping at home.
- 9 When someone bothers me or when I have a problem, I do not let them harm me, and I try to solve my problem, and if I can't I ask for help.
- 10 We are children with many skills and abilities, and we can do a lot of things, but sometimes we need the help of adults.

**Parents Messages:**

- 1- Our children need us to listen to them, give them quality time, and encourage them to talk and express their feelings (happiness, sadness, fear).
- 2- As parents we should be aware of children's different developmental needs- for example, physical, mental, and social needs - that change with age.
- 3- As parents we should encourage our children to establish new friendships, and be aware of, and follow up on, their relations with others.
- 4- As parents we should encourage our children to learn, study, go to school, and doing their homework and we should establish positive interactive relationships with their teachers.

- 5- In shooting and fearful situations we should provide protection and safety to our children.
- 6- As parents we should control ourselves in crisis events and portray good role modeling for them, this includes allowing children to express their feelings.
- 7- As parents we should provide a relaxing and happy atmosphere at home, and to participate with our children in their activities.
- 8- As parents we should help our children in organizing their time and let them participate in helping around the house.
- 9- As parents we should teach our children the appropriate skills to solve their problems and be a good role model for them in problem solving situation.
- 10- As parents we should enhance our children's existing skills and abilities, and help them develop new skills to do different activities.

**Teachers Messages:**

- 1- As teachers we should help students to express their feelings and support them in expressing them positively.
- 2- As teacher we should be aware of the different needs in each phase of children's development growth and treat them according to those needs.
- 3- As teachers we should enhance the social relations between students at school.
- 4- As teachers we should encourage the students to learn and study.
- 5- In shooting we should provide a safe place for students in schools.
- 6- As teachers we should control ourselves in crisis situations and to help students express themselves and to be a role model for them.
- 7- As teachers we should realize the importance of different activities and to provide the possibility to implement them.
- 8- As teachers we should participate with students in planning and implementing different activities in class and school.
- 9- As teachers we should teach students the appropriate skills to solve the problems in class and to be a good role model for them.
- 10- As teachers we should enhance the students existing skills and abilities and to build and develop new ones.

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<sup>i</sup>IOM (Institute of Medicine). (1994) Reducing Risks for Mental Disorders. Washington, DC: National Academy Press