Words Matter: Educating about and for Freedom of Expression

Mid-term evaluation report

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KEY impact

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This evaluation was performed by Key Impact Consulting. The team comprised of a Lead Evaluator (Dr. Yuval Ofek), an Evaluator (Ms. Krisztina Varga) and an Arabic speaking Evaluation Assistant (Ms. Shifa Abu Jabal).

All evaluation activities were delivered independently by the evaluation team, including logistical and administrative aspects of setting up interviews and the focus group discussion, documentation, communication with implementing partners and target groups, translation and report writing.

This report is the sole product of its authors, and responsibility for the accuracy of data rests with the authors alone. The findings, interpretations, and conclusions presented in this report do not necessarily reflect the views of the implementing organizations, the Adam Institute for Democracy and Peace and the Association for Civil Rights in Israel, or the funder, the European Union.

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List of Abbreviations

Adam	Adam Institute for Democracy and Peace
ACRI	Association for Civil Rights in Israel
CMC	Current Matters curricula
EIDHR	European Initiative for Democracy and Human Rights
EU	European Union
FoE	Freedom of expression
WMC	Words Matter curriculum

Executive Summary

Introduction

This report presents the findings of a mid-term evaluation of the 24-month project *"Words Matter: Educating about and for Freedom of Expression"*, funded by the European Union (EU) under the European Initiative for Democracy and Human Rights (EIDHR), implemented by the Adam Institute for Democracy and Peace (Adam) and the Association for Civil Rights in Israel (ACRI). The project aims at promoting the right to freedom of expression (FoE) in Israel, preventing hate speech and incitement, and fostering a democratic and respectful public discussion (overall objectives). The project operates at the macro-, meso-, and grassroots levels. At the macro-level, targeting policy-makers and actors in the Israeli education system, the project specifically aims to promote the importance and the need for education for and about FoE. At the meso-and grassroots levels the project targets teachers, and middle and high school students, with the purpose of increasing their knowledge and awareness on FoE, and empowering them to address the issue in their communities, and foster a democratic culture of discussion in their schools (specific objectives).

The structure of this report

Part I. describes the context, presents the project to be evaluated (Chapter 1), and outlines the evaluation design and methodology (Chapter 2). Part II. presents the findings against the evaluation questions, according to the units of analysis (Chapter 3-5). Part III. provides the conclusions and the final recommendations (Chapter 6-7).

The scope of this evaluation

The purpose of this formative evaluation is to assess the relevance and effectiveness of the intervention, and the progress made towards achieving the project's overall and specific objectives. Moreover, the evaluation identifies lessons learnt from the project's first year of experience and make forward-looking recommendations for improvement.

According to the terms of reference, there are three units of analysis of this evaluation: The teachers, the students and the implementing partners. The report answers eight evaluation questions along these three units of analysis.

Evaluation design and methodology

The design of this evaluation is based on the combination of two evaluation approaches: *developmental evaluation approach* (Patton, 2011) and *actor-oriented theories of change approach* (Van Ongevalle et al., 2012). The developmental evaluation approach implies that methods and

tools were developed and modified according to the changes experienced throughout the project implementation. The actor-oriented theories of change approach has been used for understanding and modelling the intervention's potential result chain, as well as for the construction of outcome level indicators. Expectations of each actor have been taken into consideration throughout the design and the evaluation process.

The methodology of the evaluation has been aligned to the aforementioned design. For the collection of data a mixed method approach has been used – the combination of qualitative and quantitative methods. The qualitative dimension of the evaluation comprised of seven components: 1. Semi-structured interviews with 14 Jewish and Arab teachers from various schools, trained in the new educational program; 2. A focus group discussion with trained teachers; 3. Interviews with seven students attending the first activism seminar; 4. Semi-structured interviews with ten key stakeholders from the two implementing organizations; 5-7. Observations of the annual conference, the two student activism seminars, and two teacher training seminars.

The quantitative dimension of the evaluation comprised of three main components: 1. A survey targeting teachers trained in and using the new educational program; 2. A survey targeting students participating in the first student activism seminar; 3. A survey targeting students exposed to the new educational program in their own schools. The third component has only been piloted and tested.

Aside to the qualitative and quantitative dimensions, an expert analysis has been performed to assess the project's new educational manual, the Words Matter curriculum, its relevance, effectiveness and utility. This was mainly based on existing frameworks of international organizations for evaluating human rights educational curricula.

Key evaluation findings

Teachers engaged in the new educational program

Even with the hardship in the recruitment process – which coincided the times of heightened tension between Jews and Arabs – implementing organizations successfully recruited 33 schools and 392 teachers in total to take part in project activities. Despite the delayed start, all planned teacher training activities have been completed by the end of the school year.

Teacher training seminars: Relevance and satisfaction

The project has engaged the teachers through training seminars. The training was meant to be a transformative experience, and as such it did not merely focus on awareness raising or on the provision of specific skills and tools related to educating about FoE. Rather, participants were challenged to face the complexities of FoE, as well as their own preconceptions through a

reflective process. As the interviews, focus group discussion and the survey targeting participants revealed, the training seminars and their specific components were highly relevant to the teachers. Trainees have been largely satisfied with the seminars' content and methods.

Teacher training seminars: Effectiveness

The teacher training seminars proved to be an effective method to raise the teachers' knowledge, improve their skills and increase their motivation. Trained teachers left the seminars with high levels of knowledge about FoE, increased awareness of specific educational tools and very high levels of motivation to teach about the topic in their classrooms. Most noticeable was the transformation in the teachers' confidence, which has significantly increased as a result of the reflective process.

The Words Matter curriculum: Relevance

Adam and ACRI have developed a new educational manual, the Words Matter curriculum (WMC), with the aim to provide hands-on tools for teachers wanting to address the issues of FoE, incitement and hate speech in their class work. According to the interviews and survey results, the trained teachers found the manual to be highly relevant for educating about FoE. They consider the WMC as an integral part of the entire program, which complements well their training experience. However, teachers found that in their current forms a few topics of the manual are less relevant to middle and high school students (the primary target audience). At the same time, teachers requested that some specific topics should be added to and elaborated about in the WMC. Partners are aware of these considerations and have started revising the manual accordingly.

The Words Matter curricula: Effectiveness

Because of the delayed start of the project, only some of the trained teachers were actually able to 'test the manual', and try the activities from the WMC with their students. Teachers who implemented activities from the manual described the WMC as an effective, usable, interactive, creative and flexible tool to teach about FoE.

The project's overall effect on teachers

The methods and tools used for engaging teachers proved to be relevant and effective. As a result, teachers have been influenced by the project in various ways, and at various levels:

- At the personal level – most of them have increased their knowledge, awareness and motivation, and learnt how to manage their preconceptions.
- At the level of their class work – some of them have changed practices and introduced activities from the manual to their students.

- At the level of their peers – some of them have passed on the knowledge and experiences from the training seminars to fellow teachers not being trained, a few others went a step further and promoted a "new language and attitude" among their colleagues vis-à-vis the issues of FoE. Others included the concept in their courses taught in higher learning institutions.
- At the level of the schools – few teachers initiated and implemented FoE-related activities addressing their entire schools.
- Across schools – few of them established relations with fellow teachers from other schools they met during the joint training courses; in one example the schools also launched joint activities (though additional funding was available from other sources).
- Within their communities – few teachers initiated or took part in activities promoting the notion of FoE in front of the local municipalities or among other community members.

Although these effects might seem to form a logical sequence (effect chain), in reality no clear model has emerged. Positive change at the personal level occurred in most of the teachers, regardless of their professional background or levels of teaching experience. Higher level changes were influenced by numerous external factors, and appeared unsystematically. In a few cases teachers prepared activism projects targeting their entire school or communities, which were found to be among the most effective and sustainable outcomes of the project.

Students exposed to the new educational program

Student activism seminars: Relevance and satisfaction

In the project's first year, two student activism seminars were organized, gathering hundreds of students. Student activism seminars form an important part of the project as they provide good platforms for Jewish and Arab students to meet one another, get to know each other and actively engage with each other. Although increasing the instances when these two groups can get together, get to know each other, and can form improved understanding of each other is not an intended result of the current project, such shared experiences do contribute to the accomplishment of the overall objectives, and as such they remain relevant.

The broader findings suggest a need to revise the planning and structure of these seminars. The content of the two seminars were only moderately relevant to the students, and students were moderately satisfied with the events. Students were the least satisfied with the plenary lectures, while they were the most satisfied with the workshops, and dynamic exercises where they could actively participate, and work together with one another.

The success of the student activism seminars was found to be dependent on a number of factors, such as on including more dynamic exercises in the event, the facilitators' skills and capacity to engage the students, the balance between opportunities provided to both groups (Arab and

Jewish) to express their views, and on how well the language barrier is managed throughout the event.

Student activism seminars: Effectiveness

Survey findings and interviews with the students revealed that the seminars have the potential to positively influence the students. The first seminar positively influenced the students' motivation to act in the field of FoE. However, it is too early to say whether this motivation is sustainable. Students' knowledge on FoE and awareness with tools helping them become more socially active have only been moderately effected by the event. Although implementing partners had been aware of the students' interest and planed the content of the seminar accordingly, the structure of the event and the actual activities could not adequately highlight the issues of interest and transfer sufficient amount of new knowledge to the participants.

Classroom activities: Effects on students

It is too early to draw overall conclusions about the impact of FoE-related class work on the students, as not enough of them have been exposed to such activities throughout the first year. Actual examples of class activities we have gathered indicate positive change in the students' knowledge and perception of FoE and its violations. This information, however, is partial and mostly reflects the teachers' opinion.

Student activism projects

There have been 15 activism projects designed and implemented by the students to combat hate speech and incitement and promote FoE among their peer groups, in their schools and communities. Each of these initiatives were carried out in different schools meaning that students engaged in activism in nearly half of the participating schools. Activism projects were realized in different shapes and forms. Students were observed to be largely enthusiastic about the projects and invested in their initiatives. This coincides with our findings in the student seminars, namely that youth are motivated to initiate and follow through with activism projects as they look forward to dynamic learning experiences. Students implementing activism projects were also found to increase their understanding of FoE and of their own rights throughout the process. Therefore, student activism initiatives are among the most effective and sustainable outcomes of this project.

However, the success of these initiatives was largely dependent on a number of factors, among them the support available to the teachers facilitating the realization of the student projects. When provided with additional support (in the form of accompaniment) teachers were able to counter critical voices in their schools which otherwise could curb the ambitions of the initiatives, follow up with their students and maintain their motivation throughout the process.

Sustainability

Although it is too early to assess the overall sustainability of outcomes at the project level, the new relations formed between some teachers and schools as a result of joint trainings, seminars or meetings, the initiatives started in the various schools (either by the teachers or by the students), the written curricula, as well as the various levels of change teachers report on, carry the potential for sustainability. It will be the task of the final evaluation to verify whether the positive changes ignited by the project are long-lasting.

The standard vs. the exchange model of implementation

There have been different implementation models identified with distinct characteristics, among them are the standard and exchange models. In the standard model, the main emphasis was put on the training of teachers. In the standard model sustainable relations between Arab and Jewish teachers and students could not be formed. The exchange model functioned exactly the opposite way: pairs of Jewish and Arab schools formed strong partnerships, and the main emphasis was on facilitating joint gatherings between the teachers and students of these two schools. The teachers did receive training in the topics of FoE, however it was much shorter than in the standard model. Preparatory trainings before the joint meetings were offered instead to the teachers and students from both sides. The short trainings of the exchange model certainly did not influence the teachers as much as the standard training did, especially in regard to the perception change and reflective process. However, the exchange model did produce two major outcomes: Highly positive effect on the students (their increased knowledge and awareness of each other), and strong and – seemingly sustainable – interrelations between the teachers and managements of the two schools. The implementation of the exchange model required additional resources, covered by third parties. Without such support the model is not achievable. Although the exchange model may not be a suitable option to all the schools, lessons learnt from this model can be relevant for the way how cooperation between participating schools is developed and how the student seminars are implemented in the project's second year.

The accompaniment model of implementation

Teachers in a few specific cases have been provided with an additional supportive tool by the implementing organizations: Tailor made assistance and accompaniment. Accompaniment was not provided to all teachers in a systematic manner.

When it was possible to provide accompaniment, it successfully supported the teachers throughout the reflective process of the training, and more importantly after that, when the teachers put their new knowledge about FoE into practice. This type of assistance was found to be much needed and highly effective for the continuous empowerment of the teachers, for

sustaining their motivation in the often hostile environment of their schools and communities, and for the successful implementation of class activities and student activism projects.

The ways that the accompaniment model can be achieved without increasing the available budget include condensed training courses (such as longer and fewer training days) or joining a number of schools together for their teacher training. In the case of joint trainings, available training hours of each participating school are added up, allowing the trainers to dedicate the extra time to the follow up and accompaniment. It has been challenging for the implementing organizations to recruit schools for joint training seminars. However, we believe that presenting the various models with their advantages and long-term benefits to the schools early on in the recruitment process can potentially make the accompaniment model more appealing.

Relations between implementing partners

Relations between implementing partners are highly satisfying. On the cooperation, coordination and collaboration scale, elements of *coordination* between implementing partners appeared early on in the implementation process, and faster than usual. Both implementing partners are satisfied with the joint work. Their successful partnership is based on the high level of trust, mutual confidence, and the efficient work division between the organizations and between specific employees. Joint problem solving also attested the positive relations between the two organizations. Whenever problems arise for instance, implementing partners consider and address them mutually, and not as individual organizations.

Main recommendations

Teachers engaged in the new educational program

Teacher training seminars

1. Aside to minor changes elaborated in the report, we recommend that the project continues with the teacher training seminars without major changes.
2. To provide educators with ample time to go through this process and get the most out of the training experience, we recommend that training courses start early in the school year, and are stretched out throughout the year.

The Words Matter curricula (WMC)

3. We recommend that some additional topics and activities are included in the WMC, more especially about the complexities of FoE online, and about preparing teachers and students for joint Arab – Jewish meetings. Implementing partners are aware of this need and have started revising the manual accordingly.
4. We recommend that the topic of "*FoE in the academia*" is rephrased in the manual or merged with another chapter *("education and the FoE"),* as in its current form it is less appealing to

middle and high-school students. Moreover, we recommend that additional explanation is provided to the topic on the '*unilateral and principal approaches to the limit FoE'.*

Students exposed to the new educational program

Student activism seminars

5. With regards to the student activism seminars we recommend the following:
    a. The preparatory (internal) training of facilitators are suggested to receive a greater emphasis. Facilitators should not only be trained in the content of the new educational program, but they should continuously develop their facilitation and group management skills. The quality of the facilitators' work should be constantly monitored by the implementing partners and assured.
    b. Balance between the groups of Jewish and Arab students should be kept during the seminars. We suggest that activities are scheduled in a way so that the two groups can regularly alternate, and each group gets the opportunity one after the other to express their views, and reflect on the views of the other.
    c. We suggest that more attention is paid to the issue of language barrier, and ample time is put aside for translation, so that both sides can feel that they are heard and understood.
    d. We recommend that the seminars become better structured and include more dynamic activities and group work which may bring the issues of interest closer to the students and provide more suitable platforms for active knowledge acquisition.

Classroom activities (including the WMC)

6. With the continuation of the activities during the next year according to this report's suggestions for improvement, we recommend that more data is gathered on the classroom activities' overall effect on students. Since data collected directly from the students was not available this year, it is recommended to gather such information throughout the second year of implementation.

Student activism projects

7. We recommend that additional support is made available for the teachers supervising activism projects, so that they can counter the critical voices in theirs schools, follow up with their students and maintain their motivation throughout the realization of the students' activism projects.

The standard vs. the exchange model of implementation

8. For generating meaningful multinational encounters between Arab and Jewish students, and promoting sustainable relations between Arab and Jewish teachers and managers, the integration of elements of the exchange model into the standard implementation model of the project should be considered. The below suggestions may offer alternatives:
    a. Instead of gathering dozens of schools for a single student seminar, implementing partners may consider forming relationships between pairs of schools.
    b. Implementing partners may consider investing in increasing the encounters between Arab and Jewish teachers only, without the costly engagement of students.
    c. Alternatively, the gradual and flexible implementation of the exchange model can also be considered, where parts of the trainings and seminars are first organized separately, then later on jointly, when the schools feel already being prepared for joint encounters.

We must note here that some members of the implementing organizations expressed their reservations towards these recommendations. In their opinion, there are a number of other initiatives running already in Israel aiming at strengthening relationships between pairs of Arab and Jewish schools. According to these staff members, the added value of the Words Matter project lies in the large-scale events of various schools (Jewish, Bedouin and Arab). Large-scale events – they believe – can leverage the potential of joint meetings as they bring together a critical mass of student and teacher activists from all around the country committed to working with one another and to the promotion of FoE.

The accompaniment model of implementation

9. We recommend that accompaniment is fully integrated into the project, and offered to trained teachers in a systematic manner. If additional resources cannot be mobilized for the provision of accompaniment, we suggest the below alternatives:
    a. We suggest that joint training seminars, or condensed training courses are offered for a number of schools at once, and surplus training hours are used for individual support. The advantages of each model should be highlighted early on in the recruitment process, so that schools can understand the long-term benefits of joint training activities.
    b. Alternatively, if schools are not interested in taking part in joint training courses, it can be considered that only two to three teachers are trained per school. That way, with fewer participants, teachers could potentially receive more personal attention by the facilitators. However, we must note that in this option the potential for large

scale organizational change is traded for the benefit of more in-depth and personal support.

c. We suggest the creation of a virtual community of practice bringing together trainees and facilitators for online consultation, knowledge-sharing and assistance. In such community, teachers can help their fellow teachers, and trainers can share the workload between themselves while addressing discussions about certain topics.

d. Finally, we suggest that participants with similar professional background (teaching similar subjects) form sub-groups and for some sessions they receive more specific training in the topics and tools relevant to them. With a more tailor-made training experience, it might be that long-term accompaniment becomes less necessary.

Relations between implementing partners

10. With regards to the internal training of facilitators, we would recommend that shared standards are prepared for quality assurance. In addition, we recommend that the facilitator trainings are organized jointly, fully or partially.

PART I. INTRODUCTION AND METHODOLOGY

Chapter 1. Introduction

1.1 Description of the evaluation

This report presents the findings of a mid-term evaluation of the project "*Words Matter: Educating about and for Freedom of Expression"*, funded by the European Union (EU) under the European Initiative for Democracy and Human Rights (EIDHR), implemented by the Adam Institute for Democracy and Peace (Adam) and the Association for Civil Rights in Israel (ACRI). The project started in August 2015 and is due to end in July 2017 (24 months).

The primary audiences for this formative evaluation report are: Adam and ACRI as implementing partners, and the Delegation of the European Union to Israel as the main funder.

The report is organized in three parts and seven chapters:

- **Part I.** presents the introduction and the evaluation design
    - **Chapter 1** describes the context, the project to be evaluated, and its main activities performed in the first year
    - **Chapter 2** outlines the evaluation approach and methodology
- **Part II.** presents the findings against each evaluation question and according to each unit of analysis
    - **Chapter 3** presents the findings vis-à-vis the teachers[1] engaged by the project
    - **Chapter 4** presents the findings vis-à-vis the students exposed to the project
    - **Chapter 5** presents the findings vis-à-vis the project's model and implementing partners
- **Part III.** concludes and makes the final recommendations
    - **Chapter 6** presents the conclusions
    - **Chapter 7** presents the recommendations

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[1] The word 'teachers' in this report refers to the entire unit of analysis and target group of the teacher training seminars. These training seminars may include educational counselors, social activity coordinators and other school personnel too. Because the majority of the training participants were teachers, the evaluation team decided to use the word 'teachers' in this report, and refer with it to this diverse group in a unified manner.

1.2 Context

The right to freedom of expression (FoE) is a basic human right, a fundamental concept for democracy, recognized in international human rights law as well as in Israeli domestic law. The Universal Declaration of Human Rights, to which Israel is a signatory of, defines FoE as the "*right of every individual to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers*". FoE is a necessary condition for the realization of the principles of transparency and accountability that are, in turn, essential for the full enjoyment and protection of a wide range of other human rights. In domestic law, because of the absence of a written constitution, the Israeli Supreme Court's civil rights jurisprudence and the adoption of the 1992 Basic Law: Human Dignity and Liberty gave effect and contributed to the evolution of the right to FoE.

In practice, the notion of FoE includes a wide spectrum of ethical considerations related to its content, limits and restrictions, a triumvirate which shall be carefully balanced. In the ethnically, religiously and politically charged context of Israel, the imbalance among these elements of the triumvirate often becomes apparent and distorted. Incitement, hate speech and the disproportionate restrictions of the right to FoE of members of particular groups (ethnic, religious and gender minorities) have been on the rise, eroding the substantive dimension of democracy, providing the hegemonic groups with clear preferences while muzzling others.

Youth have been largely affected by these developments. Since the project began in August 2015, there have been numerous debates in public about violations of FoE perpetrated or endured by youth. For instance, the fall of 2015 saw the emergence of an intense discourse on Palestinian and Arab social media networks inciting against the Jewish people, legitimizing and encouraging violent attacks, and glorifying the perpetrators. According to analysis of social media actions, enflaming messages were mainly circulated by young Palestinians and they significantly affected incidents on the ground (Goodman & Kuperwasser, 2016). Coinciding the times of violence and heightened tension, another discourse around the restrictions of FoE emerged and spilt local public opinion, when the Ministry of Education decided to disqualify Dorit Rabinyan's book 'Borderlife' from the Israeli high school literature curriculum. The book – portraying the love affair between a Jewish woman and a Palestinian man – was reportedly barred from Israeli high schools over concerns among certain groups that it could encourage intermarriage and assimilation between Jews and non-Jews, or it could potentially inflame further tension in classrooms among youth.[2]

The Israeli education system and school programs were found to be insufficient for addressing the violations of FoE and promoting its respect. Middle and high school students must complete

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[2] For more information see: https://www.theguardian.com/world/2016/jan/01/novel-about-jewish-palestinian-love-affair-is-barred-from-israeli-curriculum

civic studies for their matriculation exams. The core curriculum of civic studies teaches basic democratic concepts such as the requirements for a state, Israel as a Jewish democracy, and the legislative process. 'Controversial and sensitive topics' such as hate speech, incitement and the restrictions of FoE are officially not tackled in the civic education curriculum. Such topics are not specifically addressed in other class curricula either. It is left to civic education teachers how they teach about these dilemmas, if at all; and to teachers of other subjects to respond to sensitive discourses they witness in their classrooms.

However, teachers are often reluctant to discuss controversial issues with their students, and bring up issues labelled as 'sensitive and political', such as the case of FoE. Some of them do so out of their sympathy towards the prevalent discourse. Some of them keep silent because of cultural norms or religious believes. Others avoid addressing the topic out of fear for not being able to deal with their own preconceptions. Others again say that they lack professional training and educational tools to facilitate meaningful pluralistic discussions among their students, and handle potential hostility. Finally, some educational professionals are afraid of being seen as too 'political', which may lead to confrontations with their fellow colleagues, the school management or with the parents of their students.

It is this complex context the current project responds to by aiming at promoting the right to FoE in Israel, preventing hate speech and incitement, and fostering a democratic and respectful culture of public discussion (**overall objective 1, 2 and 3,** see in Annex 2). The project operates at the macro-, meso-, and grassroots levels and targets diverse sectors and groups of the Israeli society, Jewish and Arab[3], alike. At the macro-level, targeting policy-makers and actors in the Israeli education system, the project specifically aims to promote the importance and the need for education for and about FoE (**specific objective 1,** see in Annex 2). At the meso-, and grassroots levels the project targets teachers (including school principals, educational counselors, social activity coordinators and teachers with different backgrounds), and middle and high school students, with the purpose of increasing their knowledge and awareness on FoE, and empowering them to address the issue in their communities (**specific objective 2,** see in Annex 2), and foster a democratic culture of discussion in their schools (**specific objective 3,** see in Annex 2).

In order to achieve its goals the project envisioned the establishment and introduction of a new educational program to schools, and the engagement of decision makers, teachers and students through a series of activities. Activities involve the development and dissemination of novel educational materials, annual conferences, a series of teacher training and student activism

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[3] In this report the word 'Arab' refers also to the Bedouin participants / communities in Israel, unless specified otherwise.

seminars, the implementation of classroom and activism projects, and advocacy work targeting opinion shapers in the Israeli educational sector.

In the project's first year the following activities have been completed[4]:

- **Activity 1:** Development, printing and dissemination of a bi-lingual pedagogical manual – the Words Matter curriculum (WMC) – including background information, lesson plans, activity sets and pedagogical strategies for teaching about FoE
- **Activity 2:** Internal training for coordinators and facilitators in the methodology of the new educational program and in the use of the WMC
- **Activity 3:** Recruitment of 33 Jewish and Arab schools for participation and project implementation
- **Activity 4:** First annual conference held in Haifa on December 22 to launch the new educational program, and present the WMC
- **Activity 5:** Teacher training seminars empowering hundreds of Arab and Jewish teachers to teach about FoE and its limitations in their classrooms
- **Activity 6:** Two student activism seminars held in Ramat Efal on February 23, and in Netanya on May 24 raising awareness of the dilemmas vis-à-vis FoE among middle and high school students and motivating them to plan and implement their own projects in the topic
- **Activity 7:** 15 action projects planned and implemented by middle and high schools students in their schools and communities
- **Activity 8:** Monthly lesson plans prepared and disseminated online, in the form of the Current Matters curricula (CMC), providing teachers with additional tools to address a current issue relevant to hate speech, incitement and to FoE
- **Activity 9:** Advocacy work, including outreach to and meetings with decision makers and opinion shapers

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[4] Annex 1 provides detailed information about the number of participants in each of the activities completed in the project's first year.

Chapter 2. Evaluation Approach and Methodology

2.1 The scope of the evaluation

The purpose of this formative, mid-term evaluation is to assess the relevance and effectiveness of the intervention, and the progress made towards achieving the project's overall and specific objectives as described above. According to the terms of reference, this evaluation covers the entire list of activities described at the end of Chapter 1, besides Activities 8-9. In addition, the mid-term evaluation identifies lessons learnt from the project's first year of experience, and make forward-looking recommendations for improvement.

The evaluation focuses on three units of analysis:

- Teachers engaged in the new educational program
- Students exposed to the new educational program
- The project level and implementing partners

This report answers eight evaluation questions. The questions are presented below, divided according to the three units of analysis. As mentioned, each chapter in this report focuses on one prime unit.

1. TEACHERS ENGAGED IN THE NEW EDUCATIONAL PROGRAM

EQ1	What methods and tools have been used to engage the teachers? Were these methods relevant and satisfying to them?
EQ2	Were the methods and tools used to engage the teachers effective?

2. STUDENTS EXPOSED TO THE NEW EDUCATIONAL PROGRAM

EQ3	How relevant and satisfying were the activism seminars for participating students?
EQ4	To what extent and in what ways have the activism seminars affected participating students?
EQ5	To what extent and in what ways have classroom activities delivered by trained teachers affected the students?
EQ6	What have been the outcomes of the students' activism initiatives and how relevant they are to the overall project?

3. THE PROJECT LEVEL AND IMPLEMENTING PARTNERS

EQ7	How can the operational model be improved in light of the successes and challenges faced by the partners during the project implementation?
EQ8	In what ways do the two partner organizations work together and implement the project jointly, and how outreach activities are performed?

2.2 Evaluation design and methodology

The evaluation was carried out between December 2015 and July 2016, over the course of 25 working days, through four phases:

1. Desk review
2. The construction of data collection tools, both in Hebrew and in Arabic
3. Qualitative and quantitative data collection with regards to all three units of analysis
4. Analysis of the data and information collected

Strong engagement with both of the implementing organizations has been actively sought throughout the evaluation process and steps have been taken to encourage full involvement of key stakeholders through the adoption of participatory and transparent methodologies and tools. The participatory evaluation implied that different actors (teachers, students, and implementing staff) were consulted in an ongoing manner when developing the data collection tools. These consultations ensured that the tools are relevant and appropriate, and provided the actors with the feeling of involvement and ownership over the process.

Because the evaluation has been performed since the early stages of the project implementation, changes and modifications could be expected vis-à-vis the project plans. Therefore, it was important from the beginning to carry out the evaluation with a flexible design. Such a design was also necessary because of the complexity, nonlinearity and changes the project was about to experience (Ofek, 2015, 2016). These factors and conditions yielded the combination of two evaluation approaches: *developmental evaluation approach* (Patton, 2011) and *actor-oriented theories of change approach* (Van Ongevalle et al., 2012).

Developmental evaluation implies that methods and tools are themselves changed and developed according to the changes on the ground. This is not trivial, as experience shows that when not following a specific methodology to include changes in the evaluation design, evaluators at the end of the process often find themselves with tools which had been relevant in the initial stages, but which might have become irrelevant by the end of the evaluation. Hence, tools were adapted methodologically before and throughout the various observations, focus group discussions and interviews. This yielded highly valid and reliable qualitative and quantitative tools.

To cope with the complex non-linear nature of the project, the evaluation also applied an *actor-oriented theory of change approach* for understanding and modelling the intervention's potential result chain, as well as for the construction of outcome level indicators. Theories of change are practices used in complex interventions for modelling the expected path from actions to outputs, outcomes and impact, and comparing this path with actual achievements to determine whether the result chain occurred as expected (Beach & Pedersen, 2013; Donaldson, 2007; Scriven, 2008; Weiss, 1997). Following this method, we gathered the expectations of each actor

separately, and analyzed them against the backdrop of actions by other actors and by program management (Deprez, 2013; Earl, Carden, and Smutylo, 2001). These expectations were the basis for the indicators evaluated for each actor, the analysis of mutual influence of actors, and for the development various evaluation tools. It is important to note that since it is a mid-term evaluation the evaluation team also had to understand up until which level in the result chain changes could occur in the first year of implementation.

The methodology of the evaluation was then aligned to the aforementioned design. For the collection of data under this evaluation a mixed method approach has been used – the combination of qualitative and quantitative methods. During the development of the evaluation tools, as well as the actual data collection, the specificities of each target group were taken into consideration and carefully addressed: Tools targeting students were designed in an age-appropriate manner. In addition, data from Arabic-speaking participants was collected by an Arabic speaker evaluator. All tools were translated and presented bilingually.

The following data collection tools have been developed and used:

2.2.1 Desk review
The desk review phase has been an ongoing process since the begging of the evaluation until its end. The objective of this phase was twofold:

1. First, consultants reviewed the existing documentation relevant to the project and the evaluation.
2. Furthermore, the desk review was also necessary for the expert analysis of the Words Matter curriculum (WMC).[5] For the assessment of the WMC the evaluation team has developed an assessment sheet evaluating its relevance, effectiveness, clarity and usability.

2.2.2 Qualitative data collection
The qualitative dimension of the evaluation comprised of seven components:

1. Semi-structured, in-depth interviews with 14 teachers from various Jewish and Arab schools, trained in the new educational program

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[5] Throughout the project implementing partners prepared two kinds of educational materials: The WMC, a comprehensive manual distributed to all teachers engaged in the project, and the Current Matters curricula (CMC), a series of lessons plans focused on current issues related to FoE, its limitations and restrictions. CMC lesson plans are formulated in an ongoing manner, and circulated monthly through mailing lists, Facebook and an online network of teachers participating in the project. In agreement with the implementing organizations our evaluation focused only on the WMC.

2. A focus group discussion with teachers trained in the new educational program
3. Interviews with seven students who attended the first student activism seminar
4. Semi-structured interviews with ten key stakeholders from the two implementing organizations
5. Observation of the annual program conference
6. Observation of two student activism seminars
7. Observation of two teacher training seminars

Interviews with the teachers were conducted in Arabic and in Hebrew. The teachers' selection was dependent on their consent to be interviewed. Teachers were consulted through the focus group discussion, during the teacher training seminars (face-to-face) and over the phone. In total, 14 interviews were conducted with teachers, six with Arabs and Bedouins in Arabic, and eight with Jews in Hebrew. Half of the interviewees participated in a training with ACRI facilitators, and half with Adam facilitators. The questions revolved around the ways teachers have been influenced by the different methods and tools of the educational program, the ways they have put their new knowledge into practice, the reactions they have observed among their students and in their class works, about their opinion about the WMC and more.

Interviews were supported and complemented by a focus group discussion attended by seven Jewish teachers from the Rabin High School based in Kfar Saba. The purpose of the focus group was to clarify and explore in detail some of the topics raised in the interviews, and think together about constructive ways to overcome difficulties and improve the program.

Short interviews with students took place during the first student seminar. These interviews focused on the students' expectations, reactions to the program in general, reactions to the WMC and reactions to the activities they experienced during the seminar.

The evaluators also conducted interviews with ten key staff members from Adam and ACRI, who had vital roles in designing, managing and implementing the activities. The interviews encompassed the entire range of evaluation questions. In most cases, these interviews were followed by one or more follow up interviews over the phone.

The qualitative dimension of the evaluation also included five observations by the evaluation team: observations of the two student seminars, observations of two teacher training seminars (in Hebrew and Arabic) and the observation of the annual conference. One purpose of these observations was for the evaluator to analyze the content and methods of the trainings, seminars (workshops and plenary lectures), and other activities. Another purpose was to examine the reactions of teachers and students to the (often controversial) content. Finally, the observations assessed the facilitators' performance, the way they engaged the audience, their stimulation of high-order thinking and more.

2.2.3 Quantitative data collection

The quantitative data collection followed the qualitative phases and was comprised of three main components:

1. Self-administered electronic survey targeting teachers trained in and using the new educational program
2. Self-administered survey targeting students participating in the first activism seminar
3. Self-administered survey targeting students having been exposed to the new educational program in their own schools

The survey targeting teachers assessed their satisfaction with the teacher training seminars, the change in their knowledge, motivation and skills as a result of the trainings, and mapped how they make use of the new educational curriculum in their class work. The survey was distributed in an electronic format among all teachers having taken part in teacher training seminars, and whose email address was available in ACRI's and Adam's databases. In total, the survey was distributed to 114 teachers, and 36 of them responded (response rate: 31%). 52% of the respondents were Arab, and 48% Jewish. The great majority of the respondents (71%) were trained by Adam, and only 29% by ACRI. The relatively low response rate among ACRI training participants is surprising, as 61% of the teachers the survey was distributed to, have had their training with the organization. 58% of the respondents were women and 35% were men (the rest did not indicate their gender). The respondents had varying degrees of seniority: nearly 50% of them have spent more than ten years working in the Israeli education system. With regards to their experience with FoE-related educational programs, nearly a third (27%) of the respondents had no such experience in the past. Nearly a third of them (27%) had one to two years of experience with similar programs, while slightly more than a third of them (31%) had more than ten years of experience. The rest of the respondents had varying levels of experience ranging between three to ten years. The considerable amount of previous experience with FoE-related initiatives of many of the respondents puts the successes of this project into a different perspective: experienced teachers' comments and critiques were of particular importance as they were often able to compare the project at hand to other interventions.

The survey targeting students assessed their satisfaction with the first student seminar held on February 23 in Ramat Efal, and the change in their knowledge and motivation as a result of the event. The bilingual survey (Hebrew and Arabic) was distributed among all participants (students). 159 students responded to the survey. 72% of the respondents were Arab and 28% Jewish[6].

An additional survey has been developed to assess the WMC's impact in the classrooms. The survey intended to target students who have been exposed to at least one systematic activity

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[6] These figures also represented the division between Arab and Jewish students who attended the seminar.

based on the new curriculum and facilitated by a trained teacher. The survey has been developed in Hebrew and was translated to Arabic. Surveys were then given in hard copies to the teachers, so that they can distribute them in their classrooms during the last month of the school year. However, it soon became apparent that the teachers, except for one, felt that they have not done enough activities in practice for the students to fully comprehend the survey questions, and thus it is too early to use this tool. In other words, according to the teachers, the results of the practical implementation of the WMC and other FoE-related classroom activities have not materialized yet for them to be measured in a systematic manner. As teachers revealed, the delayed start of their training meant that they had only a few chances, if at all, to put their new knowledge into practice and start with the actual implementation of FoE-related activities. In line with the participatory approach of this evaluation, we accepted this position. Limited information about the curriculum's effect on students was thus collected as part of the survey targeting the teachers – from the point of view of those teachers who have had the chance to teach few FoE-related classes. Thus the information available here is not comprehensive. Therefore, we recommend that the original survey will be distributed among the students at the end of the next school year (2016-2017), after more classroom activities are performed and in a more systematic manner. We believe that for a comprehensive judgement over the project's overall success, it is crucial to understand its impact on the students more in detail. The aforementioned survey has much to contribute to this understanding.

2.2.4 Curriculum analysis
The WMC has been analyzed through integrating information from four sources: The first source was interviews with teachers who have read the manual and attempted to implement parts of it in their classes. The second source was a focus group discussion with teachers who completed their training during which they were exposed to the WMC. The third source was data gathered through the survey targeting the teachers. The fourth was an analysis performed by the Lead Evaluator, expert in educational evaluation. For a thorough analysis we relied on the framework developed by Equitas & OHCHR (2011) for evaluating human rights educational programs.

2.3 Challenges faced through the evaluation process
Generally speaking, the evaluation team has received full cooperation from both implementing organizations. Management at Adam and ACRI has been highly responsive to our requests. This contributed to an efficient information exchange, and smooth implementation of this often complex evaluation. The only major challenge which is worth taking note of is the inability to receive valid and reliable information with the abovementioned student survey. The evaluation team accepted this limitation, and adapted the scope of the evaluation accordingly.

PART II. EVALUATION FINDINGS AND LESSONS LEARNT

Chapter 3. Teachers engaged in the new educational program

The following chapter presents the evaluation findings with regards to the project's effects and influence on teachers. The following evaluation questions will be answered:

1. TEACHERS ENGAGED IN THE NEW EDUCATIONAL PROGRAM	
EQ1	What methods and tools have been used to engage the teachers? Were these methods relevant and satisfying to them?
EQ2	Were the methods and tools used to engage the teachers effective?

The answers provided to these evaluation questions will demonstrate the progress made towards the project's specific objectives 2 and 3 (see also in Annex 2).

Specific objective 2 – Increasing awareness and knowledge among teachers […] as regards FOE (especially for minorities) and the dangers inherent to incitement, hate speech, and silencing others' opinions (even and especially in times of conflict/war), and empowering them to address these issues in their communities.

Specific objective 3 – Fostering a democratic culture of discussion in school communities, including reduction of hate speech and incitement, both on- and offline.

3.1 Introduction

In-service teacher training is school-based in Israel. As such, it is up to the school management to decide which professional development courses they want their teachers to enrol in. Therefore, implementing organizations first had to identify and recruit the schools themselves (and not individual teachers) to take part in the project. The recruitment process was time consuming with hiccups on the way. The heightened tension between Jews and Arabs parallel to the recruitment (during the fall of 2015) negatively influenced and slowed down the process. School managers were often reluctant to introduce the initiative in their institutions, as it was considered as 'political' and potentially able to induce further tension in their classrooms. In general, it was more challenging to recruit Jewish schools for the project. The recent scandal around Adam Verte in early 2014 certainty contributed to the hardship in the recruitment of Jewish schools.[7] Arab schools were easier to get on board, however, when the school management fully experienced the project – namely that it is focused on fundamental aspects of FoE that may collide with traditions, cultural norms and religious believes – some of them withdrew their initial support, or interrupted the training process demanding further clarification or limitations. Implementing partners responded to these challenges with professionalism, personalized outreach work and intensified communication with the school management. As a result, the first year's recruitment exceeded the expected number of schools to take part in the project, even despite the aforementioned challenges.

3.2 Methods and tools used for engaging teachers

In the first year, implementing partners have successfully recruited 33 schools for project (See Annex 1). From these schools 392 teachers took part in activities. The project envisaged to engage the teachers through the below methods and tools:

- Teacher training seminars
- The Words Matter curriculum (WMC)

It is worth mentioning at this point, that an additional method – the provision of tailor made support and accompaniment by implementing organizations to a few teachers – has also been identified. However, this type of assistance was not provided to all teachers in a systematic manner. Therefore, this method is not analysed in details in the current chapter, but in Chapter 5.

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[7] The scandal erupted in early 2014 when a teacher, Adam Verte, expressed his critical opinion about the Israeli Defense Force's levels of morality. This made a 12-grade student to send a personal letter to the Minister of Education, in which she complained about Verte's remarks. The incident was discussed in the government and in the Knesset's Educational Committee and it rose controversy in the Israeli educational system about the limits of FoE in schools.

3.2.1 Teacher training seminars: Relevance and satisfaction

Teachers went through modular training courses; in total 34 training courses have been organized. The training courses were counted as part of the teachers' in-service training. The majority of the courses lasted for 30 training hours. In few specific cases training courses lasted for ten hours. Due to the delay in the recruitment of participating schools, the training of teachers started only in early 2016. Each training course was attended by 10-20 people from one to five schools (for a detailed list of schools, please see Annex 1). Participants' background, experience and profile varied greatly. Participants included teachers with backgrounds in civic education, literature, art, Bible studies and Jewish philosophy, English, science and technology, and mathematics as well as home room teachers, managers, school counsellors, and community activity coordinators.

The training was meant to be a transformative experience. According to the intervention logic, the teachers first must face their own preconceptions, manage their self-doubt, internalize the topic of FoE and find their confidence to talk about it with others. Only then will they be able to put their new knowledge into practice and use the educational tools meaningfully, and only then will they be able to facilitate a fruitful learning process without deliberately avoiding or supressing controversial topics in their classrooms. In accordance with this logic, the training courses didn't merely focus on awareness raising or on the provision of specific skills and educational tools on FoE. Rather, training sessions encouraged discussions and self-reflection, where participants were challenged to face the complexities of FoE, as well as their own preconceptions through a reflective process.

The evaluation team observed two teacher training seminars, in Kfar Saba (attended by Jewish teachers) and in Kfar Manda (attended by Arab teachers), organized a focus group discussion and carried out 14 semi-structured interviews with teachers. Trained teachers were also surveyed about their satisfaction with the training seminar, its relevance to their work, and about how they perceive the change in their attitudes, confidence, knowledge, skills and motivation as a result of the process. Self-administered electronic surveys were distributed repeatedly to 114 teachers who have attended training seminars. The response rate was 31% (N=36), 48% of the respondents were Jewish, 52% were Arabs. 71% of the respondents were trained by Adam, 29% by ACRI.

Interviews demonstrated that the teacher training seminars were relevant to the participants to a high degree. This implies that the teachers perceived the content of the training as meaningful and appropriate for their future engagement with their students. These perceptions are also represented in the teachers' high level of satisfaction with the training and its components, and in the ways teachers were affected by the training experience (see below). The high relevance of the training is also exemplified by the respondents' answers to the teacher survey, where the average rank for relevance was high as well (4.36 out of 5).

The interviews and the survey findings confirm that the teachers were satisfied with the training seminars to a high degree. They found the objectives to be clear, the curricula to be balanced, the amount of training hours, the level of participation and the educational tools distributed to be sufficient. They were nearly extremely satisfied with the facilitators' knowledge and skills. These findings are demonstrated in Figure 1.
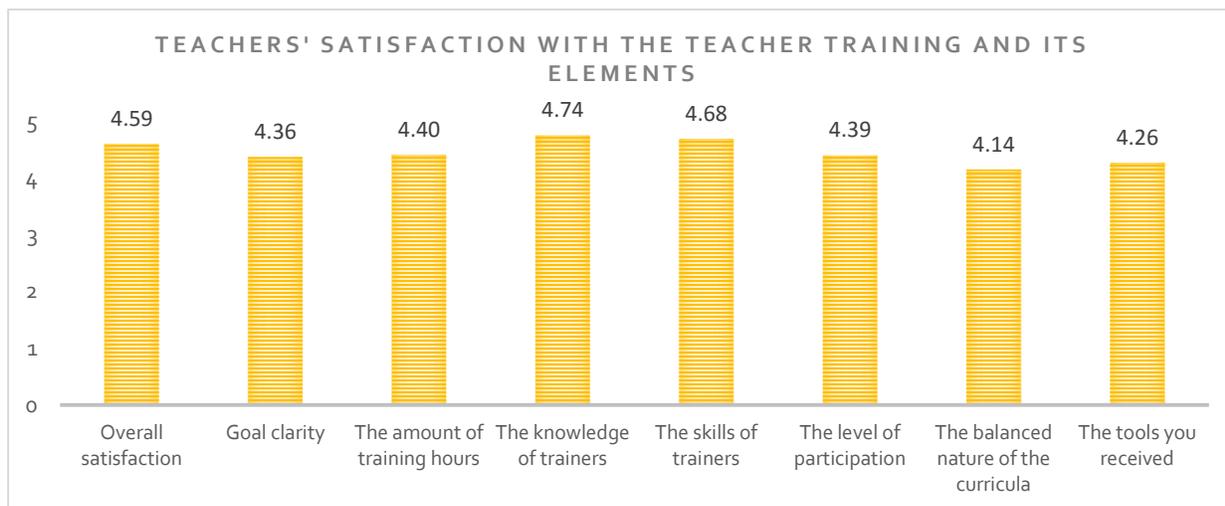
Figure 1. Teachers' satisfaction with the teacher training seminars

With regards to the methods used in the trainings, some interviewees mentioned that they missed practicing the lesson plans of the WMC, and would have been interested in getting more hands-on experience in getting to know exercises from the curriculum before bringing them to their classrooms. This request was also raised in the teacher survey, where respondents mentioned that they would modify the training methods, so that there is room for more hands-on activities. As Figure 2 shows, respondents who were trained by ACRI pointed out this need for modification to a very high degree (4.5 out of 5), and those who were trained by Adam indicated their need for these modifications to a moderate degree (3.2 out of 5)
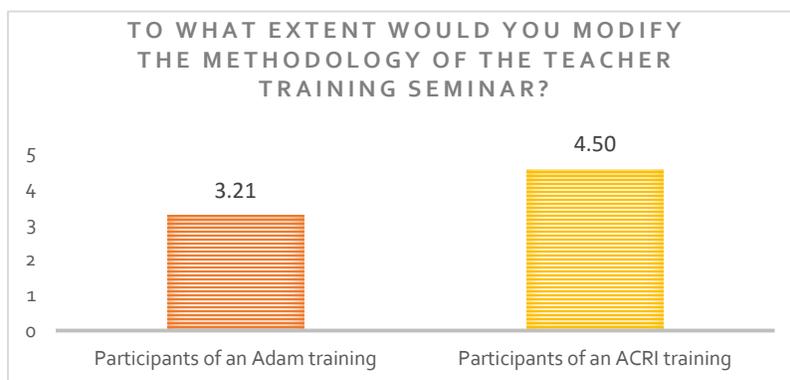
Figure 2. Modifications in the methods of the teacher training seminars

Conclusion and recommendations

We conclude that the teachers found the training relevant to a high degree, and they were largely satisfied with its content and methods. We therefore **recommend** that the project continues with the teacher training seminars without major changes. **One recommended change** may be to address the respondents' request to include more practice, and hands-on activities in the training. As mentioned, the major purpose of these courses is not simply to equip the participants with tools (as this is the role of the written curriculum), and hence entire lesson plan activities should not be included. However, more frequent references to class activities may provide a solution and could fulfil the trainees' request.

3.2.2 Teacher training seminars: Effectiveness

Teacher training participants were found to be largely affected by the experience. Both in their survey and during their interviews participants expressed that there has been an increase in their knowledge and positive change in their perceptions and motivation. Before the training, teachers rated their knowledge about the issues of FoE, and their awareness with educational tools for facilitating classroom activities as moderate (3.80 and 3.55 out of 5). Following the training experience, they rated their knowledge and awareness with tools as high (4.20 and 4.05 out of 5). Despite these clearly positive effects, they also indicated moderate need for some additional knowledge in the field (3.05 out of 5). This is shown in Figure 3.

Figure 3 also reveals that most participants already considered the issue of FoE as important (4.15 out of 5), and they had high levels of motivation to integrate the issue in their class work (4.15 out of 5). The training experience was able to reassure the teachers in these regards, and further increase their motivation and the importance they attribute to the topic.
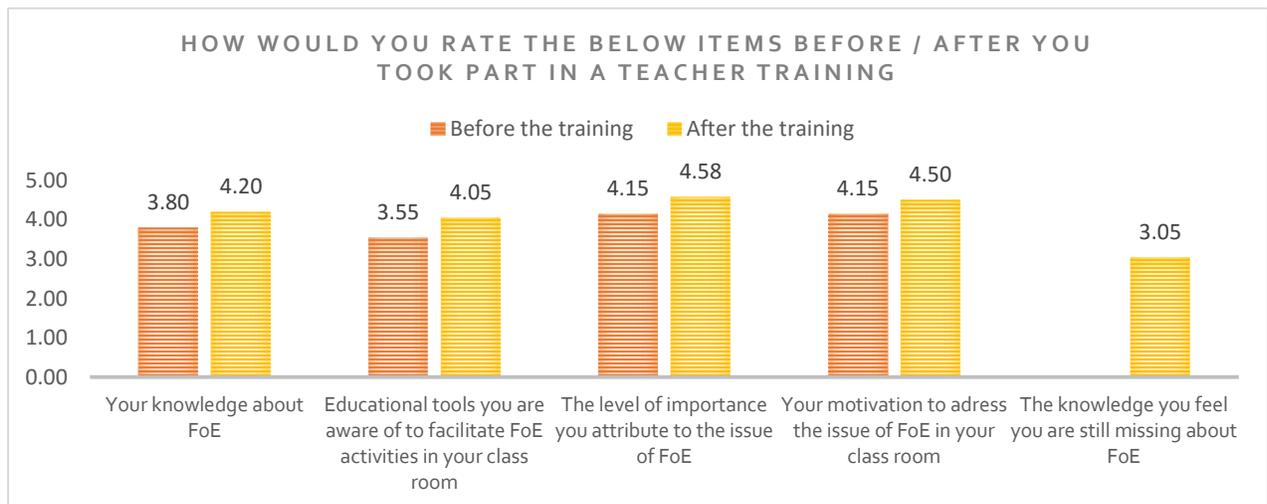
Figure 3. Change in the teachers' knowledge, awareness, perception and motivation as a result of the teacher training

The knowledge participants gained throughout the training was highly useful for them to build on when conducting classroom activities. As Figure 4 shows, survey respondents rated the practical use of the knowledge obtained as useful to a high degree (4.21 out of 5).
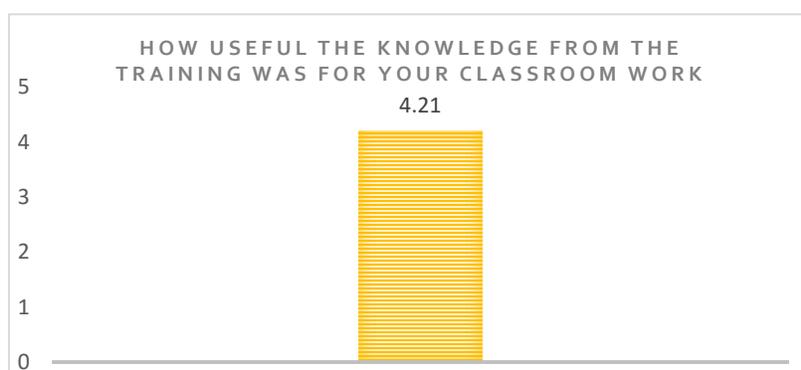
Figure 4. Usefulness of the knowledge from the training courses for classroom work

Personal stories of trained teachers confirm this finding. As an English teacher from the Arab sector explained:

> "*There was also this text in the English textbook about the history of the White and the Black people in the US and I used what I learned in the training for teaching this text. When I taught them* [the students] *this text about the history of the White and Black people in the US they were very interested and shared their opinions against slavery and also about democracy and the importance of the Black people's struggle for their freedom. I also asked about how they think freedom of expression is relevant here, and they could make the connection and say that because the Blacks had more freedom of expression they were able to speak up and ask for their freedom.*"

Most noticeable is the transformation in the teachers' confidence. As one Jewish participant summed it up:

> "*The training gives us power, courage and the ability to go to classes and present such complex ideas. It also strengthens the perception of this complex concept and the way how we can transfer it to students in class. In other words, it helps us clarify this concept and find the right focus in the complexity.*"

This empowerment was observed both in Arabs and Jews, regardless of which organization trained them. Moreover, the experience was equally powerful for young and experienced teachers. As a young Bedouin teacher formulated: "*During the training I acquired more tools and learned new content that I can use with my students, and this is important especially for me because I am relatively a new teacher.*"

Parallel to that, more experienced teachers were also enthusiastic about the training experience. As one experienced Jewish teacher put it:

> "*For me personally the training was a cure. I am an experienced teacher, I've gone through a lot in the system and I've lost hope and had no more strengths to deal with such topics. The scandal around Adam Verte completely broke me. And then suddenly this training gave me a re-confirmation of my values. The way how we looked at reality has changed my perception of how I may be able to convey my ideas to the children and how to fight for what I believe in. For me this is education. As a result, I've started to talk to my students about topics that for a long time I've given up on mentioning. Without this training, I would have remained passive in a reality where teachers just want to pass through the school year. I've been in the educational system for 34 years, and I've never experienced such a thing.*"

In addition, an Arab teacher with 27 years of teaching experience revealed:

> "*Every new training or any other activity is a good learning experience, especially for me because I've been a teacher for so long and I always try to learn new things because things now are extremely different than when I first started teaching. Back then we didn't talk about things like democracy and freedom of expression, it wasn't part of our discourse with pupils in schools.*"

Information gathered during the focus group discussion with teachers is in line with the above survey findings and personal testimonies. Participants described in detail and agreed among themselves about the transformative nature of the training courses. They agreed that as a result of the training they have gone through a process that enabled them to address various aspects of FoE in their classrooms in a professional manner.

Conclusion and recommendation

Based on the range of interviews, focus group discussion and findings of the survey, **we conclude** that the teacher training seminar is an effective method to raise teachers' knowledge and awareness and increase their motivation to integrate FoE into their work. Only one major **suggestion** was made by the participants. Since the training process is intense and requires deep self-reflection, participants found it important to have ample time to go through this process. Some of the teachers mentioned that towards the end of the school year it was challenging for them to get the most out of the experience because of the high workload on them and because of the pressure due to the final exams. **It has been suggested** that courses start earlier in the school year, are stretched out throughout the year, and more time passes between training days. We agree with this recommendation.

3.2.3 The new educational manual: Relevance and satisfaction

Throughout the project, experts from Adam and ACRI have been developing new educational materials with the aim to provide hands on tools for teachers wanting to address the issues of FoE, incitement and hate speech in their class work. These materials (their development and distribution) are considered as a main tool for engaging the teachers. In agreement with the implementing organizations, out of these educational materials our analysis focused on the Words Matter curriculum (WMC). The WMC was finalized in December 2015 and it was officially presented at the project's first annual conference at the University of Haifa. Some parts of the teacher training are dedicated to the manual. Moreover, training participants have all received the manual.

From the analysis of the WMC it is apparent that its content is in line with the objectives of the project. As described above (Section 3.2.1), the manual complements the teacher training and provides additional knowledge and practical tools to be implemented in classrooms. While the main purpose of the training seminars is to analyze complex situations in a reflective manner, influence attitudes of the teachers and empower participants, the WMC brings the practical dimension to the project – a dimension that some of the teachers were missing and looking for (see above).

The teachers who were interviewed for this evaluation, including those who were less satisfied with the WMC, reported that they see the manual as an integral part of their training, as well as the entire educational program. In many ways they consider it as a guidebook, which helps them integrate and translate the knowledge from the trainings to their practical work. Even when they didn't read the WMC at all, or read only parts of it, interviewees mentioned that the mere existence of the manual gives them confidence that when the appropriate time comes, they will have where to turn to and what tools to use in their classes.

Findings from interviews and from the teacher survey support the analysis about the high relevance of the WMC. Similar to what most interviewees said, respondents ranked their overall satisfaction with the lesson plan activities as high (4.13 out of 5), indicating that such activities can and should be used in classrooms. The high number of instances when teachers referred to the WMC during their interviews also provides an indication about the relevance of the manual. As Figure 5 shows 55% of the respondents have read some parts of the WMC, among them 20% have read most of it. These are relatively high figures, taking into account the delayed start of the project and short time and few opportunities available for the teachers to implement activities in their classes.

According to the content analysis and the interviews with teachers, the objectives and goals under each activity are well-formulated in the manual. The importance of clear objectives – which is considered as crucial in this type of curriculum – was emphasized by most interviewees

as well as in the focus group discussion. Moreover, teachers mentioned that they considered most of these objectives as reasonably achievable during a class.

The expert analysis revealed that the instructions of the activities – which make up the main body of the manual – are as well clear and understandable to the reader. All interviewees confirmed that no prior experience is needed with the lesson plan activities in order to be able to implement them in classrooms – a fact that makes the WMC easy to use and accessible to teachers with differing levels of professional training and experience. The interviewees specifically emphasized that the equipment and additional materials necessary for the classroom implementation of activities are listed clearly and, more importantly, they are easily accessible.

The aforementioned findings with regards to the clarity of the manual were confirmed by the teacher survey, where 86.5% of the respondents mentioned that the activities to perform in the classrooms are clear and understandable to a high or very high degree (see Figure 5).
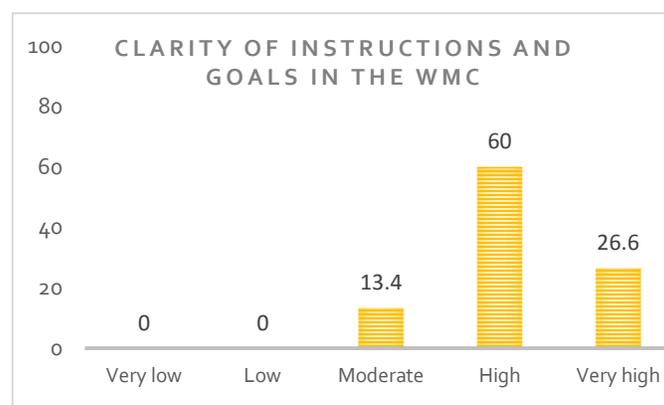
Figure 5. Clarity of instructions and goals in the WMC

Conclusion and recommendations

Based on the above findings **we conclude** that the WMC is a relevant tool for teaching about FoE in classrooms. Nevertheless, we asked the teachers during the interviews and in the survey about two additional questions vis-à-vis how the relevance of the manual could be improved. The following questions were asked:

- Is there any content missing? Are there any gaps in the manual? Do you think there is a need to develop any additional content? If so, please suggest changes.
- Is there any unnecessary or irrelevant information in the manual that can be eliminated?

The answer for the first question was consensual among all respondents, both among Arabs and Jews. **We understood**, that clearly what they are all asking for is to have more knowledge and activities in the manual related to FoE, hate speech and incitement in the digital world, more especially on social networks popular among students. When asked what exactly should be added, most teachers referred to the problems of bullying, shaming and verbal abuse spreading through the (potentially destructive) social networks, and largely affecting the students. It seems that this interest is not only of teachers, but also of students. Therefore, we **recommend** that in the project's second year of implementation more emphasis is put on the complexities of FoE online. If the manual itself cannot be expanded with additional activities, implementing organizations could potentially use the CMC materials to develop more specific tools in relation to this topic.

We would **recommend** – especially in light of the findings about the student seminars presented in Chapter 4 – that it may be useful to include a short section with tips and instructions at the end of the manual on how to prepare students for meetings with their Jewish and Arab counterparts, and how to debrief with them following such a meeting. This section could be highly relevant for teachers with little or no experience in engaging in joint activities to manage their and their students' expectations, to clarify the basic 'rules for engagement', and to support their students in getting the most out of the meeting experience.

When asked about which parts of the WMC are less necessary, we **have learnt** about two main topics. The first, mentioned both by Jewish and Arab teachers, was that the activity on "*FoE in the academia*" in its current form is less appealing to middle and high-school students (the primary target group and beneficiaries of the project). As the topic is phrased right now, it gives the impressions that it solely focuses on the academia, which is mostly an unknown and uninteresting world to middle- and high-school students, who prefer learning about topics which they can easily relate to. However, we also understood from the authors of the manual that this chapter was not intended to solely focus on the academic world, but on FoE in the higher learning spheres in general, to which middle and high schools also belong. Thus, for the sake of improved understanding of this topic **we recommend** that the current activity in the manual is rephrased and clarified or simply merged with the chapter on *"education and the FoE"*.

The second topic conceived by the teachers as less relevant, observes the possible contradictions between FoE and democracy. Criticism towards this topic came only from Arab interviewees, who found the discussion on the "*unilateral and principal approaches to limit FoE*" as problematic and not always clear. After comparing both the Arab and Hebrew versions of this section, it is apparent that the lack of understanding does not result from the translation. Furthermore, our own analysis determined that the section can be understood by teachers without previous background, and the related activities can be delivered to students. Hence, assuming that the content is understandable to the average user and is appropriate for students,

we are left with the possibility that this topic may generate some antagonism by teachers. As one interviewee mentioned "*both approaches harm FoE in one way or another, so we might ignore these harms in the name of one approach. This gives legitimization to the country to limit FoE*".

In this particular case we would not recommend eliminating the discussion on "*unilateral and principal approaches*" from the WMC. We are of the position that this topic is significant, as it has a major role in understanding additional parts of the manual. However, we would **recommend** elaborating more on this topic and including further explanation. This elaboration should reflect on the importance of the discussion on the one hand, and the possible antagonism that it may generate, on the other. Such elaboration could make this fundamental topic more clear and understandable decreasing the possibility of misinterpretation by the reader.

A final comment regarding the content of the WMC comes from two Bedouin interviewees – one from the North, the other from the South. They both mentioned that they feel that the WMC does not address the different problems the Bedouin communities face with. They argued that it is apparent that the WMC was not designed with the involvement of, and adapted to the needs of the Bedouin sector. Despite their comments, both interviewees mentioned that they did use at least one activity from the manual, which they didn't find relevant and appealing to their students. It is important to note that the Bedouin facilitators of the program have not received similar critiques from their trainees. They reject this critique and claim that most of the activities in the WMC are relevant and suitable for the Bedouin community. To clarify this issue **we would recommend** further consultation with representatives from the Bedouin community about the how best to align the WMC to their needs.

3.2.4 The new educational manual: Effectiveness
Generally speaking, and in continuation of the above section on relevance, teachers found the manual to be an effective tool to complement their training experience. This is despite the fact that due to the delayed start of the program only some of them were actually able to 'test the manual', and try the activities from the WMC with their students. One teacher from the Arab sector for instance – who hasn't yet been able to use the manual – clearly expressed her enthusiasm about it:

> "*During this year I didn't have the chance to use any of the activities. It was a busy time at the end of the year and there were always more urgent things to do. However, I plan to use it next year because I find it very useful and also very creative to teach things to the pupils who are mostly bored and not interested...I have no doubt that this will be interesting and also fun.*"

Both Arab and Jewish teachers who used activities from the WMC in their classes described the interactive nature of activities – a positive change to regular curricula they usually use. The ability to use the interactive activities in class work in a way that engages students and makes them react to the content is a main indicator for effectiveness (see more about the WMC's effect on students in Chapter 4).

Another prime indicator for the effectiveness of a curriculum is its utility. Most of the interviewees mentioned that a major aspect increasing the utility and effectiveness of the WMC is that all of its activities can be used in a flexible manner and can be adapted to different target audiences. This means that teachers can also adapt activities to recent events, combine between activities, relate between future and past activities and more. In addition, the teachers stated that the fact that activities in the manual can also be associated with the creative use of additional tools such as smartphones, newspaper articles, color papers and more, further increases the effectiveness and utility of the manual.

These findings are also demonstrated in the teacher survey, where the respondents ranked the degree to which the WMC has contributed to their teaching about FoE as high (4.20 out of 5). Similarly, teachers rated the overall utility of the activities in the manual also as high (4 out of 5, as shown in Figure 6).
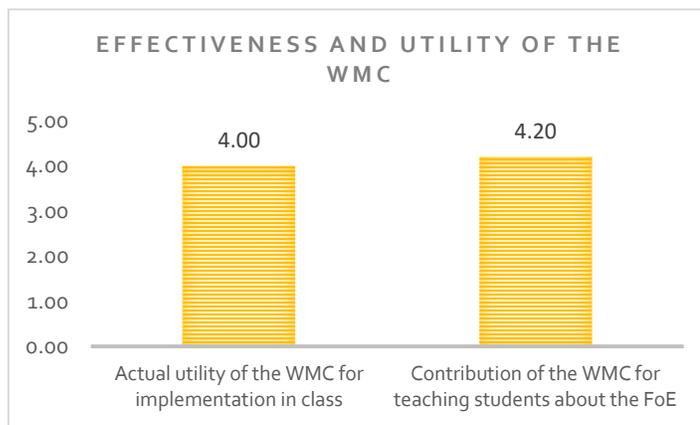
Figure 6. Effectiveness and utility of the WMC perceived by the teachers

Conclusion and recommendations

Based on the above positive findings, **we conclude** that teachers consider the WMC as an effective and usable educational tool. We have understood from the teachers – both from those who have used it as well as from those who hasn't yet – that they consider the manual as a powerful tool which further boosts their confidence and enthusiasm for implementing FoE-related activities in their classrooms. However, we must also note that according to most of the

teachers, they have only been able to conduct a handful of activities from the WMC in reality. Therefore, the findings presented here are indicative rather than comprehensive, and they show the manual's perceived effectiveness and utility. The recommendation here is similar to those of the previous section. With some changes described under relevance, the WMC should certainly continue to be promoted, distributed, and function as the main educational tool of the project.

3.3 The project's overall effect on teachers

The methods and tools the project has been using for engaging teachers proved to be relevant and effective. As a result, teachers have been influenced by the project in various ways, and at various levels:

- At the personal level – most of them have increased their knowledge, awareness and motivation, and learnt how to manage their preconceptions.
- At the level of their class work – some of them have changed practices and introduced activities from the manual to their students.
- At the level of their peers – some of them have passed on the knowledge and experiences from the training seminars to fellow teachers not being trained, a few others went a step further and promoted a "new language and attitude" among their colleagues vis-à-vis the issues of FoE. Others included the concept in their courses taught in higher learning institutions.
- At the level of the schools – few teachers initiated and implemented FoE-related activities addressing their entire schools.
- Across schools – few of them established relations with fellow teachers from other schools they met during the joint training courses; in one example the schools also launched joint activities (though additional funding was available from other sources).
- Within their communities – few teachers initiated or took part in activities promoting the notion of FoE in front of the local municipalities or among other community members.

Although these effects might seem to form a logical sequence (effect chain), in reality no clear model has emerged. According to our findings, positive change at the personal level occurred in most of the teachers, regardless of their professional background or levels of teaching experience. We must also note however, that for some, it has been an ambiguous and difficult experience. Especially for those who personally could not connect to the content, did not believe in the issue at hand, or found it contradicting their cultural norms, religious or political believes. As one teacher put it:

> *"It is a matter of choice between telling the truth and risking to pay a price and lose colleagues within the school, or keeping things to myself and risk nothing, and I think*

this the second choice is the right one because our society is not ready yet to hear and accept the truth without me having to pay a price just for saying my opinion. I know that I am saying that there is no hope for change, and I am doing it myself, reinforcing the notion that there is no hope for change because I myself is not changing anything and teaching our kids to accept what we have and change nothing, again, because there is no hope. It is an endless cycle of hopelessness."

With regards to the other levels of change, we could not identify a clear pattern as changes at higher levels were influenced by numerous external factors, such as the time available for the teachers to complete their training seminars and integrate the knowledge into their practical work, the general workload on the teachers, the potentially available additional support to them, the prevailing cultural norms in their schools and religious believes in their communities, the acceptability and supportiveness by their fellow teachers and the school management, and more.

Change in some cases occurred only at one level, in other cases at multiple levels. There were teachers who implemented a few or more activities from the manual with their students. Some could engage fellow teachers, while some found it too confronting to bring up the issue of FoE with their colleagues or with the school management. Interesting, and in many ways innovative and unexpected positive outcomes of the project, are the school-, and community-wide initiatives developed and implemented by teachers. Similar in nature to the students' activism initiatives (described more in detail in Chapter 4), we call these projects as *teachers' activism initiatives*. Some of these initiatives were prepared by one teacher alone, others by a group of two or more teachers, who had their training together. Common to all these initiatives is that they were not related to a specific class, but they targeted large number of students and entire schools, or the wider community. (Teacher activism projects, such as the alternative commemoration with Israel's Independence Day and 'Beit Midrash' activities in the context of Tu Be'Av, are presented in detail in Annex 1.) Teachers' projects are considered as one of the most effective and sustainable results revealed in this evaluation, as such top-down activities and change at the school level can influence both fellow teachers, students in a mass amount, and can have lasting effects for the school and related community for the long-term.

The varying levels of diffusion of change we presented here is a healthy and normal practice in a project like this at this stage. We assume that if the project continues in its pace without major interruption, along with the recommendations provided in this report, expected results at all levels can be achieved in the future.

Chapter 4. Students exposed to the new educational program

The following chapter presents the evaluation findings with regards to the project's influence on students. The following evaluation questions will be answered:

	2. STUDENTS EXPOSED TO THE NEW EDUCATIONAL PROGRAM
EQ4	How relevant and satisfying were the activism seminars for participating students?
EQ5	To what extent and in what ways have the activism seminars affected participating students?
EQ6	To what extent and in what ways have classroom activities delivered by trained teachers affected the students?
EQ7	What have been the outcomes of the students' activism initiatives and how relevant they are to the overall project?

The answers to these evaluation questions demonstrate the progress made towards the project's specific objectives 2 and 3.

Specific objective 2 – Increasing awareness and knowledge among [...] young school student leaders as regards freedom of expression (especially for minorities) and the dangers inherent to incitement, hate speech, and silencing others' opinions (even and especially in times of conflict/war), and empowering them to address these issues in their communities.

Specific objective 3 – Fostering a democratic culture of discussion in school communities, including reduction of hate speech and incitement, both on- and offline.

4.1 Student activism seminars: Relevance and satisfaction

Student activism seminars form an important part of the project. Their aim is to enhance students' understanding of the principals and values of FoE – equipping them with knowledge, generating discussions and encouraging participants to implement their own actions in schools, amongst their peers, within their communities, and through their online social networks. In addition, the seminars should provide platforms to bring together Jewish and Arab youth – some of whom might meet and get to know each other closer first time in their lives.

Over the course of the evaluation two student activism seminars were organized. The first seminar took place in Ramat Efal on February 23, and it was aimed at distributing knowledge about the importance and limitations of FoE, and generating ideas for future activism projects. The seminar was attended by classes from 18 Jewish and Arabs schools, coming from 12 locations. The second – follow-up seminar – took place three months later, in Netanya on May 24, and was aimed at providing space for discussions about civils rights in Israel and presenting the students' activism initiatives to each other. The second seminar was attended by classes from 13 schools (five Jewish and eight Arabs), coming from nine locations. There were 11 schools (three Jewish and eight Arabs) attending both seminars, though not all of them implemented and presented their projects.[8] Both seminars used mixed educational methods, and combined plenary sessions with group work and interactive workshops.

The evaluation team attended both seminars and conducted scientific observations of all components. At the end of the first seminar students were surveyed about their satisfaction with the event, the relevance of the event to them, and about how they perceive the change in their knowledge, skills and motivation as a result of the event. Self-administered surveys were distributed among all students attending the seminar. In total, 159 students answered the survey, 28% of them were Jewish and 72% Arabs. Aside to the survey, seven short interviews with students were conducted during the seminars.

According to the student survey, nearly half of the participants found the content of the first seminar relevant to them to a high and very high degree (46%, as shown by Figure 7). About a third of the students found the content relevant to them to a very low and low degree (34.1%). For the rest of the students, the content was moderately relevant (13.5%). In average, students found the content of the event moderately relevant to them (3.25 out of 5). No significant differences were found between Jewish and Arab respondents in this regard. According to our observations, the (in average) moderate level of relevance was maintained also in the second seminar. Some students from schools not having participated in the first seminar were especially vocal about their lack of understanding of the relevance of the second event.

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[8] Some other schools presented their student projects in their own schools and not during the second seminar. More information about the students' activism projects is presented below in Section 4.4.

The seminars' relevance to students is an important factor, which has two main dimensions: The first is substantial – how relevant the content is to the students – and the second is a matter of understating – how students understand and relate to the goals of the seminar. Starting with the latter, while the first seminar opened with a plenary session explaining the objectives of the day in details and why students are gathered there, the second seminar opened with workshops, which naturally could supply such explanation to all participants at once. In the first seminar, the students interviewed for this evaluation mentioned, that they relatively understood why they came and why the event was relevant to them, mostly because of the opening plenary session. However, the clarity of goals should be given more emphasis, and should be spelled out repeatedly throughout the event, so that participants can understand how each activity relates to the overall goals.
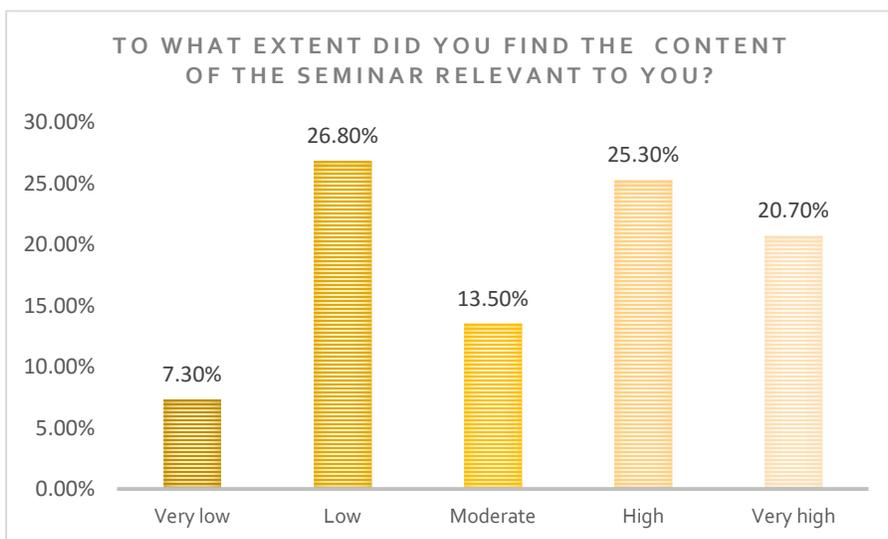
Figure 7. Relevance of the first activism seminar to the students

Participants interviewed during the first seminar shared with us that they were moderately satisfied with the event. The student survey confirmed this. Students ranked their general satisfaction with the event as moderate (3.58 out of 5). Similarly, students were moderately satisfied with the plenary lectures (3.39 out of 5) and slightly more satisfied with the workshops (3.64 out of 5, as shown in Figure 8). Although there were no significant differences between the participants' general and component-specific satisfaction, survey results indicate that students were the least satisfied with the plenary lectures, and the most satisfied with the workshops (see also in Figure 8). According to their open-ended responses in the survey, these findings may be accounted for the students' increased interest in more dynamic exercises, and in engaging directly with one another.

Looking at the satisfaction of the different groups, survey results show that Jews were slightly less satisfied with the plenary lectures (Figure 9).
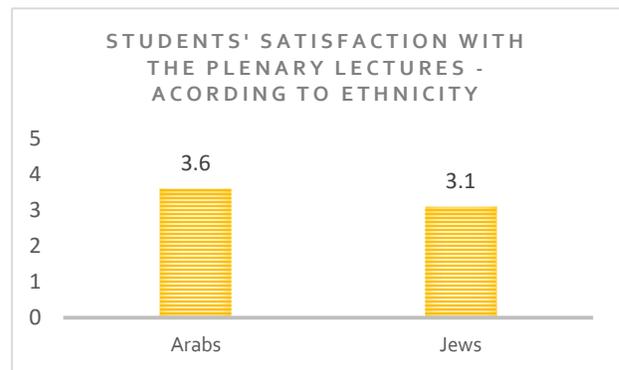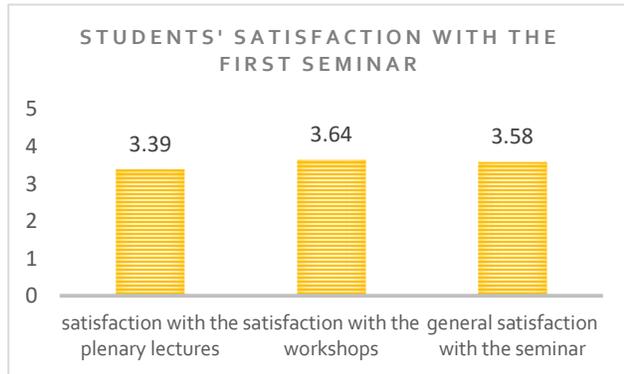
Figure 8. Students' satisfaction with the first activism seminar

Figure 9. Students' satisfactions with the plenary lectures according to ethnicity

During the seminars participants formed mixed groups to take part in workshops. Based on the survey responses, significant differences were found among these groups vis-à-vis their satisfaction. While four groups were very satisfied with the workshops (with satisfaction levels of 4.30, 4.00, 4.10 and 4.08 out of 5), two groups were moderately (satisfaction levels of 3.64 and 3.35 out of 5), and one was only satisfied to a low degree (satisfaction level of 2.75 out of 5). The satisfaction levels of the different groups are shown below, in Figure 10. It may be that these differences resulted from the workshop coordinators' varying styles of facilitation and capacity to adequately engage the youth. Another explanation may be that discussions in these specific groups developed into debates that left the students with negative feelings. Also in the latter case however, we see the facilitators' responsibility for explaining the importance of such exchange of opinions to the students. Survey findings confirmed that participants' moderate and negative experience with some of the workshops influenced their overall satisfaction with the seminar as a whole.
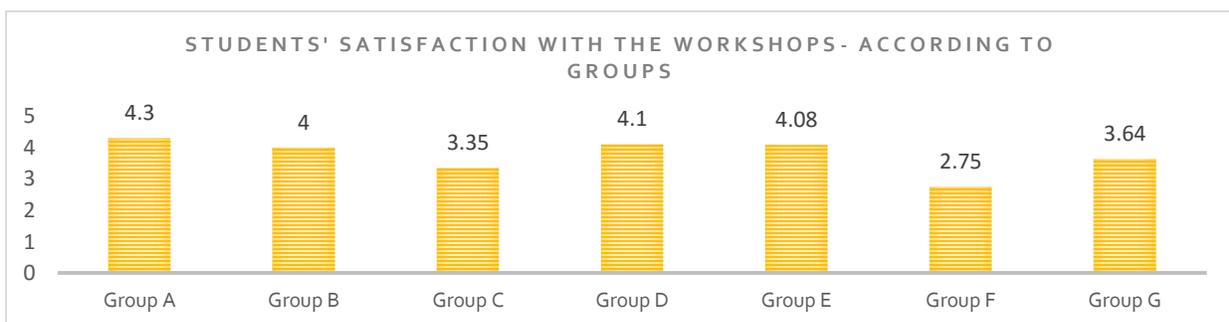
Figure 10. Students' satisfaction with the workshops according to groups

Students' open-ended responses in the survey, the interview discussions conducted by the evaluation team and findings of our observations further strengthened the importance of workshops. The vast majority of participants, both Arab and Jewish, mentioned that meeting each other and engaging in activities together during the workshops were their most positive experiences. When students were given the opportunity, they cooperated with each other and actively participated, expressed their views, and debated with their peers. In line with that, from their responses it became apparent that students were eager to take part in group work, see more of it in the program, coupled with more dynamic activities.

A final comment mentioned by the students in their surveys and during their interviews is related to the too general and apolitical nature of the content of the seminar. Although mentioned only a by a small minority, we consider this information as important to be delivered to the implementing partners. Of course, including politics in the discussions can sometimes be risky, too sensitive, and more harmful than constructive.

According to our observation of the second seminar, students' moderate satisfaction with the event remained persistent, or even decreased. Arab students participated more actively in the second seminar's plenary discussions and drama exercises. Additionally, the fact that only Arab students were able to present their activism projects in the plenary – mainly due to insufficient time management – intensified this imbalance, leading to tension between the two groups, as well as to the students' apparent frustration and disappointment with the event as a whole. Although trying to generate open and more equal spaces for discussions, facilitators were unable to balance this situation. Unfortunately, some teachers accompanying their classes also took sides, which further inflamed the students, making it impossible for the coordinators to channel the frustration, resolve and transform the situation.

The learning-oriented attitude of the coordinators and implementing partners, however, was palpable throughout the experience. They immediately recognized and understood their share of responsibility in these negative events, and they have been dedicated to identifying ways for improvement for the future. In addition, coordinators organized follow up meetings with participating schools and classes to help the students process the negative experiences. Some of these post-seminar meetings were used for supporting students in presenting their remaining activism initiatives to their schools, thereby replacing their feelings of 'missing out on something' with the feeling of pride over their achievements. Other follow up meetings were used for providing the students with the opportunity to release their anger, verbalize their frustration and help them reflect on their hostile behaviour and learn from the experience. These meetings proved to be vital for the students who felt hurt and disappointed by the event. Thanks to these meetings, students were able to transform their negative feelings, hear the others' differing opinion out and developed their understanding of the importance of anger-management and constructive criticism in heated debates and challenging experiences.

Conclusion and recommendations

We **conclude** that the seminars, and more especially the workshops and dynamic group activities, provide a good platform for Jewish and Arab students to actively engage with each other. Although increasing the instances when these two groups can get together, get to know each other, and can form improved understanding of each other is not an intended result of the current project, such shared experienced do contribute to the accomplishment of the overall objectives, and as such they remain relevant. The broader findings, however, suggest a need to revise the planning and the structure of these seminars.

It is recommended that participating teachers and students receive more thorough preparation before such an event (as mentioned in Chapter 3). Preparation may include preliminary guidance vis-à-vis the content of the event, as well as preparation for the experience of meeting and getting to know one another. In addition, we suggest that only those teachers are invited to the seminars who have gone through the teacher training seminars. We assume that trained teachers will able to better prepare their students for the event, assist the coordinators in handling hostility if need be, and they will be able to continue working with their students on processing the experience once the seminars are over.

We conclude that the seminars were moderately relevant to the students. We **have understood** that a number of students found it difficult to fully understand the purpose of the seminars. To overcome that, **we recommend** that the event start with a plenary session explaining the objectives of the event to everyone. Additionally, the goals should be spelled out throughout the day, in the beginning of each new activity. Moreover, interrelations between all activities and the day's overall goals should be emphasized.

We **conclude** that students enjoy the workshops and dynamic group activities the most. However, we also understood that the success of these activities is largely dependent on the facilitators, on their facilitation skills and capacity to engage the students. A dissatisfactory workshop experience apparently can influence the students' overall opinion about the seminar as a whole. Therefore, it is **recommended** that the preparatory training of facilitators receives a greater emphasis in the project. We suggest that facilitators are not solely trained in the content of the new educational program, but also receive opportunities for skills development. Facilitators' skills development should become a continuous activity, and the quality of their work should be monitored by the implementing partners and constantly assured.

We **conclude** that it is vital to keep the seminars balanced, and provide equal space and opportunity for both sides (Jewish and Arab) to express their views. In the absence of this balance, students become frustrated and hostile towards each other as well as towards the entire activity. Therefore, **we recommend** that coordinators and facilitators consciously keep this balance between the groups. We suggest that more attention is paid to time management

and that activities are scheduled in a way so that groups can regularly alternate, and each group gets the opportunity one after the other to express their views, and reflect on the views of the other.

We also **suggest** that more attention is paid to the issue of language barrier, and ample time is put aside for translation, so that both sides can feel that they are heard and understood. We found it difficult for the facilitators and teachers to continuously translate to the students. During a day-long seminar it is a challenging and exhausting task which might decrease the ability of the facilitators and teachers to fully concentrate on the information and activities going on. Therefore, we would recommend that implementing partners try to identify other ways to overcome the language barrier. A low cost solution may be to engage with university students learning languages or interpretation and looking for practical training during the academic year, or to team up with local NGOs that can allocate experienced volunteers for this purpose. Having said that, it is important to point out that the translators themselves also play a crucial role in intergroup meetings, and as such it is vital that they are trusted and accepted by group members. Therefore, when looking for alternative low cost solutions, implementing partners should aspire for finding volunteer translators sympathetic to the issue of coexistence.

Along with the above conclusions and recommendations, Chapter 5 provides a different point of view on the entire model of student seminars. By highlighting the potential of a different model of engagement – the exchange model – it is suggested that seldom and grand scale events with changing groups of participants are replaced with a number of small scale, joint events between regular schools and classes, in favour of providing these groups with more opportunities for joint meetings and building profound and lasting engagement between them. As this necessitates some major changes in the general implementation model of the project, this topic is discussed in detail in Chapter 5.

4.2 Students' activism seminars: Effectiveness

Interviews and survey findings revealed that participants of the first seminar were moderately affected by the event. Most students expressed that the seminar provided them with little new knowledge (2.83 out of 5). They felt, that the new knowledge and practical tools contribute to their future activism and projects in the field of FoE to a moderate degree (3.14 out of 5). Students were confident to a moderately high degree (confidence level 3.80 out of 5) that they are able to plan and implement projects in their schools, communities or among their peers. These findings (shown in Figure 11) correlate with the students' aforementioned responses, namely that many of them felt that the content of the event was moderately satisfying.

TO WHAT EXTENT DO YOU FEEL THAT THE SEMINAR GAVE YOU NEW KNOWLEDGE WHAT YOU WILL BE ABLE TO USE IN PRACTICE IN THE FUTURE

	obtained new knowledge	will be able to use the new knowledge and practical tools in the future	will be able to implement activism projects in the future
	2.83	3.14	3.80
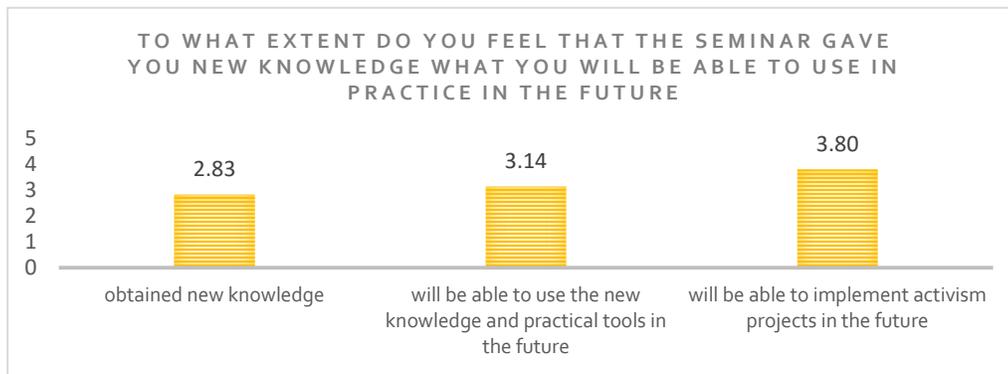
Figure 11. New knowledge obtained by the students as a result of the seminar, and its potential practical use

Examining the participants' motivation to act in the field of FoE before and after the first seminar, the student survey and interviews revealed a significant positive change. According to survey finding, students were moderately motivated (3.54 out of 5, as shown in Figure 12) before the seminar to initiate activism projects in their communities. After the seminar, this motivation noticeably increased to a high level (4.02 out of 5). The survey also revealed significant differences between Jewish and Arab students with regards to their motivation. As Figure 13 shows, Jewish students were initially less motivated to engage in activism (3.28 out of 5). However, the seminar experience increased the motivation of Jewish students significantly more than that of Arab students. These are important and interesting results, which shed light on the immense potential the event carries to increase the students' motivation to act, even in light of the difficulties in other parameters explained above. It should be mentioned, however, that results were measured right at the end of the seminar, and we cannot know how sustainable the increase in the students' motivation was. Data collection vis-à-vis sustainability measures shall be performed at the end of the coming implementation period. Tools for the collection of these measures exist in the second student survey developed by the evaluation team.

MOTIVATION FOR ACTIVISM BEFORE AND AFTER THE SEMINAR

	Motivation for activism before	Motivation for activism after
	3.54	4.02

MOTIVATION FOR ACTIVISM BEFORE AND AFTER THE SEMINAR - ACCORDING TO ETHNICITY

	Motivation of Jews before / after the seminar		Motivation of Arabs before / after the seminar	
	3.28	4.00	3.76	4.04

Figure 12. Students' motivation before and after the seminar to carry out activism projects related to FoE

Figure 13. Students' motivation for activism before and after the seminar, according to ethnic groups

Conclusion and recommendations

We conclude that the seminars have the potential to positively influence the students. The first student seminar mostly influenced the students' motivation to act in the field of FoE. However, at this stage of the project, it is too early to say whether this motivation is sustainable for the long-term.

Students' knowledge and awareness with new tools related to the field of FoE have been moderately affected by the event. Although implementing partners had been aware of the students' interest (the issues of FoE on social media) and planed the content of the seminar accordingly, the structure of the event and the actual activities (mostly the plenary sessions) could not adequately highlight the issues of interest and transfer sufficient amount of new knowledge to the participants. Implementing partners are a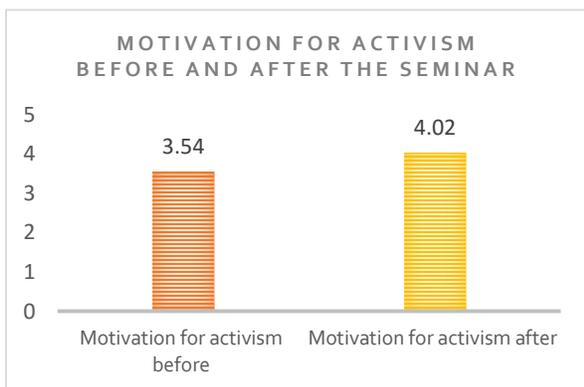ware of this. Therefore – as mentioned in the previous section – **we recommend** that the seminars become better structured and include more dynamic activities and group work which may bring the issues of interest closer to the students and provide more suitable platforms for active knowledge acquisition.

4.3 Influence of class activities on students: Effectiveness

As mentioned in Chapter 3 only a few teachers have implemented FoE-related classroom activities, and even fewer have used the WMC curriculum for that. We prepared a survey aiming at students who have been exposed at least to one activity from the manual, and distributed it during the second student seminar. However, it soon became apparent that most of the teachers felt that they have not done enough activities in practice for the students to fully comprehend the survey, and thus it is too early to use this tool. We accepted the teachers' position. Therefore, the information in this section comes from the teachers only (from the teacher survey and from the interviews) and it does not reflect the students' opinion. However, we believe it will still give the reader some indications about the effects of the early implementation of the WMC and other FoE-related classroom activities on students.

As described above in Chapter 3, most teachers expressed their enthusiasm towards the WMC, and the new knowledge obtained throughout their training. Motivated by their new knowledge and equipped with new tools the teachers surveyed and interviewed feel that classroom activities in the field of FoE have great potentials for positively influencing their students. As they shared with us, when the interviewees had the opportunity to conduct class activities, either based on the WMC or on their new knowledge, the activities did have positive effects on the students.

As Figure 14 demonstrates, results from the teacher survey support these findings. According to the teachers' responses, the content of the activities performed in classes was interesting to the students to a moderately high degree (3.79 out of 5). Similarly, following the classroom activities, teachers reported on moderately high level of change (3.84 out of 5) in the students' perception vis-à-vis the complexities of FoE. Teachers ranked the change in the level of importance students gave to issues of FoE as moderately high (3.84 out of 5) after an activity, and so did they rank the change in the level of students' awareness of FoE-related violations against particular groups in Israel (3.84 out of 5).

FOE-RELATED CLASS ACTIVITIES' EFFECTS ON STUDENTS - ACCORDING TO TEACHERS

	3.79	3.84	3.84	3.84
	The WMC content you teach in class interests your students and appeals to them	There has been a change in the perception of students vis-à-vis the issues of FoE as a result of the WMC activities	Students give more importance to the issues of FoE as a result ot WMC activities	As a result of WMC activities, students are more aware of the phenomena of silencing groups in Israel

Figure 14. FoE-related class activities' effects on the students, according to their teachers

Differences were found between the perceived reactions of Arab and Jewish students in all of the aforementioned categories. Arab students were found to be more influenced by the activities. However, this difference could also be attributed to the teachers' differing perceptions of their students' reactions, or to differences in the nature and number of activities the students were exposed to. (Perhaps the Arab students were exposed to more activities, and so they have been more affected by the experience.)

As mentioned in interviews, teachers came out very positively about the successes of their WMC-based classroom activities. As an Arab teacher shared:

> "*I used some of the activities...in class with my pupils and they liked it, because it is something new and because it is not formal teaching, and it is a kind of experimental learning....They were all participating and expressing their opinion, and this is something that they don't get the chance to do during regular classes."*

A Jewish teacher also shared her positive experience about an activity she taught from the manual. The activity focuses on the relations between gender and FoE, and it encourages students to understand the differences between flattering and offensive comments directed to women. She mentioned that "*the activity was a great success in class, students participated actively and many of them reflected on their own behavior and whether they act positive or offensively towards each other".*

Conclusion and recommendation

As we mentioned above, it is too early yet to draw overall conclusions about the class activities' impact on the students. Actual examples of class activities we have gathered indicate positive change in the students' knowledge and perception of FoE and its violations. This information, however, reflects only the teachers' opinion. To receive a comprehensive picture on the overall effectiveness of classroom activities, it would be vital to collect data directly from the students too, and compare it with the teachers' feedback. At this stage information from the students is not available. Moreover, information from the teachers implementing classroom activities is also not comprehensive. We believe that in a year's time when more activities are performed and in a more systematic manner, it will be highly likely to get reliable outcome level data. For this data collection we **recommend** the use of the second student survey we developed and tested this year (explained above).

4.4 Student activism projects: Outcomes and effectiveness

The project plan envisaged the implementation of student activism initiatives, designed to combat hate speech and incitement and promote FoE among the students' peer groups, in their schools and communities. In the project's first year of implementation there have been 15 activism initiatives completed by students (ten in schools of Adam and five in schools of ACRI). Each of these initiatives were carried out in different schools. It means, that nearly in half of the schools participating in the project, there have been projects implemented by the students.

It would be difficult to categorize these activism initiatives, as they were realized in different shapes and forms. Some of them ranged from hour-, and day-long activities to months-long projects comprising of a number of sub-activities. Initiatives included a wide range of activities, such as meeting decision makers and discussing with them about the importance of FoE, script writing by Arab school girls about the limitations of their rights, production of short movies, awareness campaign through social media about women rights and more (for a summary of student activism projects see Annex 1). Some initiatives were implemented by a selected group of students or by a single class, others by the entire school. With regards to their target audience, some initiatives focused solely on the implementing group or class, others were able to convey messages to several classes or to the entire school, and we came across with a few initiatives where even the broader communities were targeted. Most of the projects were able to build on the objectives of the new educational program, and tailor its ideas down to fit the different realities on the ground.

From our observation of project presentations (during the second student seminar), review of project materials and from the interviews with the teachers and implementing partners, it

became apparent that students were largely enthusiastic about and invested in their initiatives. One teacher's testimony sums this up:

> *"Working on a project showed me the amazing power of role models. The power of a group of dedicated students for influencing other students and strengthening and generating values. I have seen in my own eyes the potential of projects to influence the students' perceptions and influence their peers as well."*

This coincides with our findings from the first student seminar, namely that youth are motivated to initiate and follow through with activism projects as they look forward to engaging in dynamic learning experiences.

Teachers assisting the students in implementing their projects observed progress in the students' understanding of the concept of FoE, and awareness of their own rights. Students were optimistic throughout the development process, and occasionally used the new terminologies learnt from the curricula. An example described by one of the teachers confirms this:

> *"No matter how much I have explained the students about the issues of FoE, only when they actually worked on a project and were engaged in actual implementation, could they dive deep into the topic, be fully engaged in it and go through a reflective process."*

The positive effects of the activism projects on the students were highlighted by most of the teachers who assisted the planning and realization of such initiatives. According to the interviewed teachers, the activism initiatives are the only sustainable and tangible products students can relate to in the long-term, and they are the only source for vivid and lasting memories students can generate for themselves about the overall project. We agree with this, and consider the students' activism initiatives – besides the teachers' activism initiatives – as the most effective and sustainable outcomes of the project.

However, based on interviews with the teachers and implementing partners, we have understood that it wasn't always an easy process to make these projects happen. The success of these projects was found to be largely dependent on the teachers' capacities, resourcefulness, the students' sustained enthusiasm, the supportiveness of the school management and on the acceptance by the wider community. When faced with too many obstacles around them, some projects became less ambitious. However, when teachers received additional support and follow-up by the implementing partners, they were better able to respond and overcome the obstacles on the way, and keep their students motivated. This model – the accompaniment – is explained more in detail in Chapter 5.

Conclusion and recommendation

We conclude that student activism initiatives are among the most effective and sustainable outcomes of the Words Matter project. However, we have also understood that the success of these projects was largely dependent on a number of factors, among them on the support available for teachers. When provided with additional support teachers were able to counter the critical voices in theirs schools, follow up with their students and maintain their motivation throughout the process. Therefore, **we recommend** that additional support is made available for the teachers, which in-turn can largely benefits the students and their activism initiatives too. This much needed support (referred to as accompaniment to the teachers) has already been mentioned briefly in the previous chapter. We will further elaborate on this in Chapter 5.

Chapter 5. Implementing partners

While the previous chapters focused on the project's relevance and effectiveness to the target groups, this chapter provides an overview about the overall implementation. In light of the previous chapters, it explores how the partners cooperate together between themselves and with other actors, and how models can be implemented more efficiently.

	3.THE PROJECT LEVEL AND IMPLEMENTING PARTNERS
EQ8	How can the operational model be improved in light of the successes and challenges faced by the partners during the project implementation?
EQ9	In what ways do the two partner organizations work together and implement the project jointly, and how outreach activities are performed?

5.1 Dimensions for alternative operational models

Each of the above chapters highlighted the many successes of the project, as well as some challenges and areas for improvement. Each chapter also supplied concrete recommendations to overcome challenges and enhance project results. In light of these recommendations, and based on additional knowledge we obtained through the qualitative and quantitative tools, this section analyses three aspects of the implementation of the overall project.

5.1.1 Meetings between teachers and students and sustainable relations

While it is too early to assess the sustainability of outcomes (change in perceptions and behaviors for the long term), it can already be pointed out that teachers with many years of experience in the educational system and with similar previous programs testify that the change they have gone through is effective and long-lasting. This, of course, should be tested again in the future. Other sustainable aspects of the project are the many initiatives started by the teachers and the students in various schools, their movies, and social media campaign documents, the WMC, the CMC and any other written materials.

Not least important, concerning the sustainability of effects, are the cases in which teachers created interrelations with other teachers. Such interrelations were developed among Jewish teachers coming from different schools and participating in the same training, and also among Arab teachers of different schools being trained together. Teachers, both Arabs and Jewish, stated that such ties are highly important to future activities, and that they plan to continue cooperating in the fields of FoE.

The first reason for the high importance of such interrelations is the encouragement and motivation they provide to the teachers. Second, these relations help teachers overcome internal opposition within their schools. Third, the common thinking and different perspectives enrich teachers' ideas and contribute to their development and improved performance in the field. This point will become relevant again under the below discussion on the need to provide accompaniment and support to teachers.

Even more important than ties between teachers having been trained together, are the ties and bounds developed between Arab and Jewish teachers who have not been trained together. One opportunity to establish such ties may arise during the student seminars, when teachers from different schools gather together, and go through joint activities while their students are preoccupied with their workshops. However, none of our interviewees or survey respondents mentioned that such ties were established during the student seminars.

The arena in which Jewish and Arab teachers did have the opportunity to establish cooperation and collaboration with each other is the model implemented between Ziv School from Jerusalem (Jewish) and Dar-Al Kalam School from Rahat (Bedouin); as well as between Branco Weiss School in Ein Raffa (Arab) and Hartov School in Tsoraa (Jewish). We call this model the *exchange model* in order to differentiate it from the standard model of the project. Instead of focusing mostly on the training of teachers as the standard model does, most of the time was invested in joint gatherings between teachers and students from these two pairs of schools. The exchange model targeted entire age groups within the four schools (multiple classes from one school), and meetings included half an age-group from a Jewish school and half an age-group from an Arab school. In total, all the students in the selected age-groups attended between four to five joint meetings in each of the four schools.

Prior to each Jewish-Arab student meeting, the facilitators conducted a preparatory training for the teachers. Unlike the 30-hour in-service learning solely dedicated to the FoE-related training in the standard model, in the exchange model each preparatory meeting lasted for two hours. During these short trainings, the facilitators also covered some integral components of the standard training curricula and discussed a few of the WMC activities, so that the teachers can perform FoE-related class work with their students before and in-between the series of meetings. Another objective of the short training was to equip the teachers with the tools to conduct uni-national preparatory meetings for their students, prior to the bi-national meetings. These uni-national meetings took place before, during and after the series of meetings for both Arab and Jewish students. Their goal was to talk with students from the same group about their expectations, the importance of bi-national meetings, the general rules for engagement with the others, to clarify the objectives and identify lesson learnt, etc. As teachers stated, and as apparent from the previous chapters, such preparatory meetings were crucial to the success of the model.

The short trainings of the exchange model certainly did not influence the teachers as much as the standard training did in regard to their perception change about FoE and reflective process. This became apparent both from the interviews and from the teacher survey. The reason, of course, is that such deep and reflective process requires time, and cannot be achieved through short preparatory meetings.

However, three major expected results were identified among the participants of the exchange model. First, the entire process, as expected, had a positive influence on teachers, mainly in regard to their increased ability to implement activities in the field of FoE and increased motivation to do so. Second, the meetings had highly important and largely positive effect on the students. From a starting point where Jewish students hadn't even known that Bedouins are Israeli citizens, the students ended up with various and richer points of views on the Bedouin society. The third result brings us back to the above discussion concerning relations between Arab and Jewish teachers. While it was mentioned above that the standard model did not produce such relations, the exchange model did so. Such relations were established between teachers and between managements of the two pairs of schools too. These relations were the sole results of the ongoing encounters, without additional involvement of the facilitators. A good example demonstrating the strengths of these new relations is the initiative of a joint ceremony for the Jewish and Bedouin students for receiving their identification cards together in the Israeli Knesset. Teachers and managers from these schools stated that they are interested in furthering these relations also in the future and establishing sustainable collaboration between the schools for the long term.

The description of the exchange model was brought here because of its strength and success in generating meaningful multinational encounters between Arab and Jewish students and promote sustainable relations between Jewish and Arab teachers and managers. These objectives were not fully met in the standard model, while the transformative process of teachers in the standard model did not fully occur in the exchange model. Hence, ideally, some parts of the exchange model could be incorporated into the standard model. This, however requires additional resources. The only reason the exchange model could be realized as described above, is thanks' to the external support provided by the Jerusalem Foundation, which sponsored the initiative with 148 extra training hours. With the current project budget of about 30 training hours available per school in the standard model, it would be difficult to take over elements of the exchange model.

We must also note that the success of the exchange model doesn't solely depend on the availability of additional resources but also on the openness of participating schools. As mentioned in Chapter 3 when we described the hardship of the recruitment process, there are schools where the management is reluctant to introduce bi-national or other activities viewed as controversial out of fear for being seen as too political or enflaming tension among the

students. There are also schools that would be fond of attending large-scale bi-national meetings (such as the student seminars in the standard model) along with a number of other schools, but would be unwilling to build one-on-one relations with a particular school out of the too high risk of potential discordance.

Still, we believe the analysis and lessons learnt from the exchange model is highly relevant for the future, especially when the continuation of the current project or a similar initiative is planned and budgeted for. Moreover, it may also be relevant for the coming implementation year. First, regarding the student seminars, while implications and considerations of these seminars were discussed in detail above, another suggestion would be that more emphasis is put on the creation of ongoing encounters between two schools only – as it happens in the exchange model – instead of gathering dozens of schools for a single large-scale event with lower levels of impact on the participants. Second, implementing partners may consider investing only in the ongoing encounters of Arab and Jewish teachers, without the costly engagement of students. This could be part of the 30-hour in-service training, or in the price of smaller student seminars.

Alternatively, the exchange model could also be introduced gradually. The training could start as a uni-national meeting with the participation of one school only, and when the school is ready to move on and after a substantial part of the training is completed, it could expand into a bi-national event. Such gradual training and meetings could be provided to the teachers only, or – if the schools are interested – they could also involve the students.

5.1.2 Individual support and accompaniment

A major comment that the evaluation team encountered during the interviews with staff, management and teachers, and which was mentioned numerous times in the survey was the teachers' need for additional individualized support, in the form of accompaniment. Currently, most teachers go through in-depth 30-hour training, in which large amount of the content is discussed. Although the process is inherently reflective, teachers do not always have the opportunity to discuss their day-to-day problems with the trainers: Their problems may not be related to a specific training topic, time is not enough for everybody to raise individual issues, training participants do not feel comfortable to discuss their problem in front of the group, and more. Though it is much needed, tailor made support is not systematically available to the teachers engaged by the project.

In light of these repeated requests, and thanks to specific circumstances described below, three trainers – one of Bedouin schools, one of Arab schools and one of Jewish schools – did have the possibility to accompany teachers individually, in what we call here the *accompaniment model*. In this model facilitators accompanied teachers, and assisted them in going through the

reflective process, implementing the curriculum in their classrooms, and coordinating the students' activism initiatives. Facilitators were also there to liaise with the school management in cases when the managers raised their dissatisfaction or disapproval with the work of trained teachers. This support system, tailored to the needs and specific circumstances of each teacher, proved to be a fundamental asset, and a key driving force behind putting the concepts into practice. Both implementing partners and teachers interviewed confirmed the relevance and benefits of this support.

In order to understand the importance of this accompaniment, one must go back to the introductory section of this report, which describes the difficulties teachers face with in their work (Chapter 1) and the fear they have as a result of recent and prevalent scandals in the educational system, such as Adam Verte's case (see Chapter 3). Teachers face pressure by their managers, by their colleagues and even by their students. Teaching about sensitive topics, such as the issue of FoE, is not only complex, but also risky and scary. In the Arab and Bedouin schools, where values of FoE may also collide with tradition, pressure by the surrounding communities is even higher and the situation is even more complex. Accompaniment, therefore, is needed first and foremost to deal with these internal and external sources of pressure which may hinder or entirely jeopardize the teachers' work. Furthermore, accompaniment is needed in order to professionally support activities, as teachers often find themselves lost and without clear ideas of how to mobilize the students for action.

Interviewees mentioned that the accompaniment, when given, successfully addressed these necessities. The accompaniment given to the Arab, Bedouin and Jewish teachers was described as highly successful, and as one interviewee put it: "*Without the accompaniment, the follow-up and the personal assistance, there is simply no way that any Bedouin school would successfully perform projects".*

The way that the accompaniment model could be achieved without increased budget in the Bedouin schools, was that five schools received their training together, in the form of condensed one-day trainings. In cases of joint trainings, training hours available for teachers of each participating school are added up, allowing the trainers to dedicate the extra time to follow up and accompaniment. In the discussed Bedouin case, the trainer had a surplus of more than 100 training hours available for accompaniment, which he used for bi-weekly meetings and visits to each teacher. As mentioned, this model proved to be extremely effective: Most teachers were able to implement several classroom activities related to FoE and their students completed meaningful and successful activism projects. Moreover, joining up schools together also contributed to strengthened relations between the teachers coming from the different schools. In the case of the Jewish schools, a similar model has been established, but between two schools only, both located in Kfar Saba. Although only two schools teamed up for common training

seminars, already this model proved to be sufficient to generate some extra training hours which the coordinator used for some sort of accompaniment.

We recognize that joining up schools for a common teacher training seminar may be challenging and a difficult task, especially in light of the hardships in the recruitment process. Nonetheless, for the significance of the accompaniment, implementing partners should try to insist on joint trainings when marketing the project to schools as much as possible. We recommend that during the recruitment process the recruiters present the two models to potentially interested schools: The standard model in which the school receives the training alone, and the accompaniment model in which joint trainings are included. Clearly, the interest of the project – and that of the participating schools as well – is to conduct joint training seminars and save training hours for additional support.

Another suggestion is quite the opposite of the above. Instead of aiming to train and guide more than 300 teachers (as it has been the case in the first year), a drastic decrease in the number of trainees can be considered in each training. In a training of 30 hours for two or three teachers per school, more personalized support could be provided to each participant throughout the reflective process. The logic here is that quality may be more important than quantity, if the final goal is to create change agents, and lasting change in the teachers' perceptions and behaviour. The effectiveness of this latter model is not equivalent to that of the long-term accompaniment, and of course, this suggestion has its own disadvantages, such as lower levels of group dynamics in training courses, less potential for a large scale organizational change and the ability to reach out to less students (through the training of less teachers) than in the standard model. However, this model may still provide the much needed individual support to the trainees, in a cost-efficient manner without additional resources.

A further recommendation in this direction is the creation of a virtual community for trainers and teachers, used for consultations, knowledge-sharing and providing professional assistance. In such community, teachers could help other teachers, and trainers would be able to share the workload between themselves to address discussions about certain topics. This solution is not equally effective as direct accompaniment, but it could respond to some of the most pressing needs of the teachers.

While we chose to present two main alternative models, various other models can be created adapted to the participants' requests and interests. An example is to start the training jointly for a range of teachers from one or more schools, and following the introductory meeting, divide them into groups according to the subjects they teach (History, Literature, Science, etc.). These subgroups could then go through a deep and subject-specific training experience focusing more on the teachers' background, and offering particular ways to the teachers to implement FoE-related activities in their classwork. This model recognize the differing needs of teachers and

educators of different subjects. It also increases the utility and effectiveness of the WMC, in which subjects-specific chapters and topics are already available to the reader. In practice, subgroups would then get to know better the relevant chapters and activities to their fields of interest and teachers could thus feel that they get more hands-on tools and concrete ideas for their FoE-related classwork in the frame of the training.

As stated above, the various models should be presented to managers during the recruitment process with their advantages and disadvantages. Because schools have different approaches, interests and needs, presenting the program as a multiple-model opportunity may be appealing to a range of schools in Israel. The different models may also make the recruitment process easier and less time-consuming, so that implementing partners can focus more on the actual implementation of the activities. The above analysis demonstrated that the new educational program is flexible and adaptable, and can be suited to a variety of institutions, in various ways.

5.1.3 Aligning the project with the school year

This final section considers a problem that was raised by every single interviewees: The delayed start of the project. We do not foresee that this problem will reoccur next year, as both implementing organizations are aware of the problem and its setbacks. However, this is a crucial aspect for future projects, and hence will be shortly described in this report.

In Chapter 3 the complex recruitment process was described, emphasising the hardship of recruiting schools in general, and the Jewish schools in particular. These hardships are intensified during times of escalations in the Israeli-Palestinian conflict and during worsening political situations. For ACRI, which has less previous connections with schools, this process was even more difficult than for Adam.

The hardship in the recruitment was combined with the (trivial) desire to finalize the project framework and implementation plan, which together largely delayed the kickoff of the training activities. These challenges appeared parallel to the ongoing process of developing the final version of the WMC and translating it. These preparatory activities ended at around Christmas 2015, deep into the school year. As a result, training seminars started and finished later than expected, and teachers had only few opportunities, if at all, to conduct activities to their students during the first year. No surprise, therefore, that the delayed start was considered as a key problem by all of our interviewees.

Since all management and staff members are aware of the need to start the recruitment process earlier, and as the partnership is already functioning and written materials are ready (aside to suggested changes above), we expect that next year's activities will start in the beginning of the coming school year.

For future programs, however, it is recommended that recruitment of schools start as early as possible, even before the project framework and implementation plans are entirely ready. This should be the case also for the training itself. Since the manual was meant to complement the training experience, the fact that it was not fully finalized on time shouldn't have influenced the kick start of the training courses. Even if the material is not fully ready, an early start for the training is worth the price. Moreover, facilitators are expected to be experienced enough to start a training with initial tools and some exemplary activities available.

5.2 Collaboration and networks

The final part of this chapter analyzes the types of collaboration between the partners. In addition, out of the scope of this evaluation, Section 5.2.2 supplies some general information about the efforts made by the partners to create networks and influence decision makers in Israel. This part is based on in-depth interviews with ten managers and staff from the two implementing organizations.

5.2.1 Cooperation, coordination and collaboration between the implementing partners

The concepts of coordination and collaboration have several meanings, mainly as a result of confusion among scholars and practitioners about what it actually means (Mandell & Steelman, 2003; Moran, 2013). In this evaluation we approached it, similar to other network theory experts (e.g. Gajda, 2004; Frey, Lohmeier, Lee & Tollefson, 2006; Keast, Brown & Mandell, 2007; Mandell & Keast, 2008) as a continuum. Such a continuum starts with the concept of *cooperation* as the establishment of short-term, often informal and largely voluntary relations between people or organizations (Cigler, 2001). Under *cooperation*, participants may agree to share information, space or referrals; however, organizations remain independent and little effort is made to establish common goals (Voets, Mandell & Keast, 2013). Advancing in the level of co-ness, *coordination* implies the use of mechanisms that more tightly and formally link together different components of a system (Voets et al., 2013). It requires information-sharing as well as joint planning and decision-making, joint policy, projects and funding initiatives (Lawson, 2002). Therefore, coordination essentially occurs when there is a need to align people, tasks and systems better. Finally, *collaboration* is the most stable and long-term relationship and is characterized by high levels of interdependency and denser relationships beyond only resource exchange. Collaboration often involves intuitions for decision making based on consensus, shared resources and visible leadership (Frey et al., 2006).

As understood from the above short review and as experience shows, organizations mostly start on the cooperation side of the continuum and advance towards coordination and collaboration. Such advancement depends on the interests of management, actual willingness to increase the

con-ness level, and finally on the ability to do so. Often, even after several years, managers prefer to stay only with cooperation elements, and choose not to advance relationships despite strong and beneficial ties between the partners and the ability to move forward (Agranoff, 2007).

In the case of the current project, coordination elements were achieved faster than usual, already during the first year. All interviewees mentioned their very high satisfaction with this joint work. Both Adam and ACRI have major experience with cooperation with other organizations, and this perspective allowed both sides to conclude that the relationship under Words Matter exceeded all expectations. Interviewees stated that taking into account the complexity and hardships involved with the topics, this is an important achievement.

The main reason behind the successful partnership is the very high trust and mutual confidence between the organizations and between specific employees, as described by the interviewees. When asked to rank the level of trust between employees with work relations, most interviewees ranked it as very high. This is uncommon in newly-formed partnerships (Torfing, Peters, Pierre & Sørensen, 2012).

One of the results of the high trust level is the efficient work division between the organizations. Geographically, ACRI focused on the northern and central parts of the country, while Adam on the Jerusalem and southern areas. Efficient work division also developed in other directions. For example, during the project planning and initiation Adam took a sheer part of the work of their expertise in similar programs and writing process. Therefore, although officially not required to do so, ACRI took the responsibility over the organization of the opening conference at the University of Haifa (see below) – a task that required much work and effort. Other examples for the successful work division appeared in the implementation of the training seminars and in the fields of translation and adaptation of the manual to the needs of the different Arab groups.

This division was combined with joint direct work on some topics – a healthy practice for partnerships (Agranoff, 2007). While the plan was mostly to perform tasks separately (cooperation type network), many tasks became a joint work requiring personnel from the two organizations to interact more often and complement each other's work (coordination and collaboration type network). This is exemplified by the fact that when problems arose, implementing partners considered them as mutual problems, and not and individual ones of one organization.

An important result of a partnership is a positive influence on one or more of its members (Kooiman, 2003). While this may take a long time, interviewees from ACRI mentioned that as a result of the Words Matter project, the organization started addressing the topic of FoE in schools more often, and include this topic in its other programs.

Despite these high levels of satisfaction with the partnership, some **points for consideration** should be raised. The first is that some interviewees mentioned that while individuals from the two organizations work together efficiently and effectively, joint meetings at the management level should be organized more often, including all the management teams from both organizations.

The second point regards the joint training of the coordinators and facilitators of the two organizations. Although the partners tried the joint training, we understood that its coordination was challenging as facilitators came from all over the country. Budgetary constraints also made the realization of the joint training difficult. Therefore, in most cases each organization trained and prepared its own facilitators. This practice, however, created lack of standardization and differences between the ways trainers facilitate training courses and workshops. The differences in the trainers' capacities then contributed to the students' lower levels of satisfaction with the activism seminar. Therefore, **we would recommend** that despite the challenges in the coordination the facilitator trainings are organized jointly, and the two organizations invest in creating shared standards for the facilitators for the purpose of quality assurance. If a full joint training to all the facilitators is impossible, implementing partners can consider that at least parts of the training – perhaps the most meaningful ones – will be carried out jointly.

5.2.2 Reaching out and building networks

One of Words Matter's objectives, as stated in the project logical framework, is that "*Decision makers and central actors in the Israeli education system will become better informed about legal and pedagogical aspects of FoE, as well as the importance and need for education about it*". Although outside the scope of this evaluation, we find it important to mention shortly the work done by the partners in this regard, in front of decision makers and civil society organizations.

The first and major activity performed by the implementing partners under this objective, was to conduct an academic conference at the University of Haifa. The conference was arranged together with the Faculty of Education at the university, under the title "*Freedom of Expression and Racial Incitement in the Education System*". The conference, which also encompassed the annual conference for lecturers of the Faculty, received high exposure and recognition at the university. Prime speakers included the Duke of the Faculty and other senior faculty members.

As a result of the high academic level of the conference and the positive impressions it made, the personnel from the Faculty of Education at the University of Haifa stated that the conference was important for them and may function as a platform for future engagement in the topic of FoE in schools in general, and with the implementing partners in particular. A final result of the conference was the official launch of the Words Matter curriculum to the public, including

practicing teachers, managers and students of Educational degree programs attending the event.

Aside to the conference, the implementing partners reached out to various decision makers, opinion shapers and civil society organizations as part of their advocacy work. The prime activities during the first year of the project included:

1. Meeting with Prof. Yuli Tamir: Former Minister of Education and Board Member at the Darca Network, which aims to strengthen the schools in Israel's geo-social periphery
2. Establishing ongoing contact with Ms. Daniela Freedman, a Senior Manager at "Joint Lives" at the Ministry of Education, a program which aims to promote tolerance and decrease racism in Israeli schools
3. Meeting with Ms. Eti Edri, Manager of Central County for Civic Education
4. Meeting with personnel responsible for education at the Municipality of Tel Aviv-Yafo
5. Organizing a lecture based on the Words Matter approach and curricula for 300 education practitioners at the conference of the Psychological Advisory Service of the Ministry of Education
6. Carrying out ongoing activities in national forums of education and civil rights, including the Presidents' forum of Israeli Hope
7. Participation in a nation-wide initiative of the Presidency, promoting the project and attending discussions and workshops with other professionals
8. Organizing lectures in teacher seminars in Israel

While this is not an exhaustive list, it shows that the top-down dimension of the project is functioning, and far from being neglected. After the establishment and stabilization of the project during the first year, it is **recommended** that the implementing partners will widen the top-down activities and deepen them throughout the next year.

PART III. CONCLUSIONS AND RECOMMENDATIONS

Chapter 6. Conclusions

6.1 Methods and tools used for engaging teachers: relevance, satisfaction, effectiveness

Teacher training seminars

The project has engaged teachers through teacher training seminars.

- The training seminars are highly relevant to the teachers. Trained teachers are largely satisfied with the training seminars' content and methods.
- The teacher training seminars are an effective method to raise the teachers' knowledge and awareness and increase their motivation to integrate FoE into their work.

The Words Matter curricula (WMC)

The WMC is designed as the main educational tool assisting teachers in the implementing of the project in classrooms.

- The content of the WMC is relevant to the teachers to teach about FoE. However, in their current form a few specific topics are considered as less relevant to middle and high school students (the primary target audience). At the same time, teachers requested that other topics are added to the WMC.
- Although only a few of the teachers implemented activities from the manual in their classrooms, teachers consider the WMC as an effective and useable tool to teach about FoE.

The project's overall effect on teachers

Teachers have been positively influenced by the project in various ways, and at various levels:

- At the personal level – most of them have increased their knowledge, awareness and motivation, and learnt how to manage their preconceptions.
- At the level of their class work – some of them have changed practices and introduced activities from the manual to their students.
- At the level of their peers – some of them have passed on the knowledge and experiences from the training seminars to fellow teachers not being trained, a few others went a step further and promoted a "new language and attitude" among their colleagues vis-à-vis the issues of FoE. Others included the concept in their courses taught in higher learning institutions.

- At the level of the schools – few teachers initiated and implemented FoE-related activities addressing their entire schools.
- Across schools – few of them established relations with fellow teachers from other schools they met during the joint training courses; in one example the schools also launched joint activities (though additional funding was available from other sources).
- Within their communities – few teachers initiated or took part in activities promoting the notion of FoE in front of the local municipalities or among other community members.

Although these effects might seem to form a logical sequence (effect chain), in reality no clear model has emerged. Positive change at the personal level occurred in most of the teachers, regardless of their professional background or levels of teaching experience. Higher level changes were influenced by numerous external factors and appeared unsystematically. In a few cases teachers prepared activism projects targeting their entire schools or the wider communities, which are among the most effective and sustainable outcomes of the Words Matter project.

6.2 Students exposed to the new educational program

Student activism seminars

Students were targeted by the program through two activism seminars.

- Activism seminars provide a good platform for Jewish and Arab students to actively engage with each other.
- The first two activism seminars were moderately relevant to the students. A number of students found it difficult to fully understand and relate to the goals of the seminars.
- Students were the least satisfied with plenary lectures. Students were the most satisfied with the workshops where they could actively participate and engage with each other. This may be accounted for their increased interest in more dynamic exercises and in getting to know each other (the Arab students the Jewish ones and the Jewish students the Arabs).
- The success of the workshops is dependent to a high degree on the facilitators, on their facilitation skills and capacity to engage the students. A dissatisfactory workshop experience can influence the students' overall opinion about the seminar as a whole.
- It is vital to keep the seminars balanced, provide equal space and opportunity to Arab and Jewish students to express their views, and pay more attention to the issue of language barrier.
- The seminars have the potential to positively influence the students. The first seminar mostly influenced the students' motivation to act in the field of FoE, however, it is too

early to say whether this motivation is sustainable. Students' knowledge and awareness with new tools have only been moderately effected by the event. Although implementing partners had been aware of the students' interest and planed the content of the seminar accordingly, the structure of the event and the actual activities could not adequately highlight the issues of interest and transfer sufficient amount of new knowledge to the participants.

Classroom activities (including the WMC)

It is too early to draw overall conclusions about the class activities' impact on the students. Actual examples of class activities we have gathered indicate positive change in the students' knowledge and perception of FoE and its violations. This information, however, is partial because it primarily reflects the teachers' opinion as not enough students were fully exposed to the project's activities during the first year. As a result, the Hebrew and Arabic monitoring and evaluation tool (the second student survey) developed by the evaluators could only be piloted and tested. Sufficient amount of information from the students themselves was not available.

Student activism projects

Student activism initiatives are an effective tool for engaging students, and among the most sustainable products of the project. The success of these initiatives was dependent on a number of factors, among them on the tailor-made support available for the teachers to facilitate the realization of the student projects. When provided with additional support (in the form of accompaniment) teachers were able to counter the critical voices in theirs schools, follow up with their students and maintain their motivation throughout the process.

6.3 The project level and implementing partners

Sustainability

Although it is too early to assess the overall sustainability of outcomes at the project level, the new relations formed between some teachers and schools, the initiatives started in the various schools (either by the teachers or by the students), the tangible products of these initiatives (movies, social media campaign documents), the WMC, the CMC and any other written materials, as well as the various levels of change the teachers report on, carry the potential for sustainability.

The standard vs. the exchange model of implementation

There have been different implementation models identified with distinct characteristics. In the standard model, the main emphasis was put on the training of teachers. In the standard model, however, sustainable relations between Arab and Jewish teachers and schools could not be

formed. The exchange model functioned exactly the opposite way: Arab and a Jewish schools formed strong partnerships, and the main emphasis was on facilitating joint gatherings between the teachers and the students of these two schools. Teachers did receive training in the topics of FoE, however it was much shorter than in the standard model. Preparatory trainings before the joint meetings were offered instead to the teachers and students from both sides. The short trainings of the exchange model certainly did not influence the teachers as much as the standard training did in regard to the perception change and reflective process. However, the exchange model did produce two major outcomes: Highly positive effect on the students (their increased knowledge and awareness of each other), and strong and – seemingly sustainable – interrelations between the teachers and managements of the two schools. The implementation of the exchange model required additional resources, covered by third parties. Without such support the model is not achievable. Although the exchange model may not be a suitable option to all the schools, lessons learnt from this model can be relevant for the way how cooperation between participating schools is developed and how the student seminars are implemented in the project's second year.

The accompaniment model of implementation

As mentioned above, accompaniment and individual support has been identified as a method which was used in a few occasions to better engage the teachers in the program. Such individual support is much needed by the teachers for continuous empowerment, for sustaining their motivation in an often hostile environment, and for the successful implementation of activities and student projects. Integrating accompaniment into the program would require additional resources, or creative solutions, such as joint trainings for two or more schools. Decreasing the number of trainees may also be solution, so that there is enough time available for individual assistance as part of the teacher training. Alternatively, a virtual community of practice involving the teachers and the facilitators could also be created. Finally, providing a more tailor-made training experience to specific groups of teachers (grouped according to their similar professional background) may equip the participants with more relevant knowledge and tools, thereby making them more confident and less in need for intense follow up and accompaniment in the long-term.

Aligning the project with the school year

The delayed start of the project – posing challenges throughout the implementation – resulted from the hardships in recruiting schools, as well as from the delay in finalizing the project plans, and the educational manual (WMC). The hardship in recruitment is intensified during times of escalations in the Israeli-Palestinian conflict and during worsening political situation. Implementing partners are aware of the setbacks of the delay and the need to start the recruitment process earlier in the second year.

Relations between implementing partners

On the cooperation, coordination and collaboration scale, elements of *coordination* between implementing partners appeared faster than expected and usual. Both implementing partners are highly satisfied with the joint work. The successful partnership is based on the high level of trust, mutual confidence, and efficient work division between the organizations and between specific employees. Moreover, when problems arise on one side or the other, implementing partners consider them as mutual problem, and not as individual ones of one organization. The two organizations were also able to positively influence each other: ACRI, for instance, as a result of the Words Matter, has started addressing the topic of FoE in schools more often, and in the organization's other programs.

Despite the successes in the partnership, some lessons can be learnt:

- Increased number of joint meetings at management level are needed
- The internal training of facilitators lack standardization and quality assurance

Outreach and network building

Words Matter is aimed at targeting decision makers, opinion shapers and central actors in the Israeli education system in order to inform them about the legal and pedagogical aspects of FoE, its importance and the need for integrating the topic into the educational system. A number of activities have been performed in the project's first year under this objective:

- The project's annual conference was held at the Faculty of Education, at the University of Haifa. The conference received high exposure and recognition.
- Implementing partners have reached out to various decision makers and civil society organizations promoting the issue of FoE. Among the decision makers are the Former Minister of Education, agents of the Ministry of Education, and prominent leaders of educational networks.

Chapter 7. Recommendations

7.1 Methods and tools used for engaging teachers

Teacher training seminars

1. We recommend that the project continues with the teacher training seminars without major changes. One recommended change may be to address the respondents' request to include more practice, and hands-on activities in the training.
2. To provide teachers with ample time to go through this process and get the most out of the training experience, we recommend that training courses start early in the school year, are stretched out throughout the year, and more time passes between training days.

The Words Matter curricula (WMC)

3. We recommend that some additional topics and activities are included and elaborated on in the WMC. Among these topics are information about the complexities of FoE online, more especially about bullying, shaming and verbal abuse spreading through the social networks, and affecting a large number of students. We also recommend that implementing partners will use the CMC materials to develop more specific tools in relation to these topics.
4. Moreover, we recommend including in the manual a short section with tips and instructions for teachers on how to prepare the students for meetings with their Jewish and Arab counterparts, and how to debrief with them following such a meetings.
5. We recommend that the topic of "*FoE in the academia"* is rephrased in the manual, as in its current form it is less appealing to middle and high-school students. Specifically, it is important to clarify that this chapter doesn't solely focus on the academic institutions but higher learning spheres in general, to which middle and high schools also belong. Alternatively, for the sake of improved understanding of the topic, the chapters on *"education and the FoE"* and *"FoE in the academia"* could be merged.
6. We recommend that more explanation is provided in the manual on the "*unilateral and principal approaches to the limit FoE"*. This elaboration should reflect on the importance of the discussion on the one hand, and the possible antagonism that it may generate, on the other.
7. We recommend further consultation with representatives from the Bedouin community about how best to align the WMC to their needs.

7.2 Students exposed to the new educational program

Student activism seminars

8. We recommend that student seminars start with a plenary session explaining the objectives of the event to everyone. Additionally, we recommend that the goals of the seminar are repeatedly spelled out throughout the day, and interrelations between the activities and the day's overall goal is continuously emphasized.

9. We recommended that the preparatory (internal) training of facilitators receives a greater emphasis in the project. We suggest that facilitators are not solely trained in the content of the new educational program, but also receive skills development. Facilitators' skills development should become a continuous activity throughout the year, and the quality of their work should be monitored by the implementing partners and constantly assured.

10. We recommend that coordinators and facilitators consciously keep a balance between the groups of Jewish and Arab students during the seminars. We suggest that activities are scheduled in a way so that the two groups can regularly alternate, and each group gets the opportunity one after the other to express their views, and reflect on the views of the other.

11. We suggest that more attention is paid to the issue of language barrier, and ample time is put aside for translation, so that both sides can feel that they are heard and understood. As a low cost solution to overcome the language barrier, we suggest that implementing partners engage with university students learning languages or interpretation and looking for practical training during the academic year, or team up with local NGOs that can allocate experienced volunteers for this purpose. It is important to point out that the translators themselves also play a crucial role in intergroup meetings, and as such it is vital that they are trusted and accepted by group members. Therefore, when looking for alternative low cost solutions, implementing partners should aspire for finding volunteer translators sympathetic to the issue of coexistence.

12. We recommend that the seminars become better structured and include more dynamic activities and group work which can bring the issues of interest closer to the students and provide more suitable platforms for active knowledge acquisition.

Classroom activities (including the WMC)

13. With the continuation of the activities during the next year according to this reports' suggestions for improvement, we recommend that more data is gathered on the classroom activities' overall effect on students. We suggest that for the collection of this data implementing partners use the student survey developed and tested by the evaluation team this year.

Student activism projects

14. We recommend that additional support is made available to the teachers supervising activism projects, so that they can counter the critical voices in theirs schools, follow up with their students and maintain their motivation throughout the realization of the students' initiatives.

7.3 The project level and implementing partners

The standard vs. the exchange model of implementation

15. For generating meaningful multinational encounters between Arab and Jewish students, and promoting sustainable relations between Arab and Jewish teachers and managers, integration of elements of the exchange model into the standard implementation model of the project should be considered.

16. Instead of gathering dozens of schools for a single student seminar, implementing partners may consider forming relationships between pairs of schools. Alternatively, the gradual and flexible implementation of the exchange model can also be considered, where parts of the trainings and seminars are first organized separately, then later on jointly, when the schools feel prepared for joint encounters.

17. Alternatively, for the sustainability of the project, implementing partners may consider investing in increasing the encounters between Jewish and Arab teachers only, without the costly engagement of students.

We must also note here that some members of the implementing organizations expressed their reservations towards these recommendations. In their opinion, there are a number of other initiatives running already in Israel aiming at strengthening relationships between pairs of Arab and Jewish schools. According to these staff members, the added value of the Words Matter project lies in the large-scale joint events of various schools (Jewish, Bedouin and Arab). Large-scale events – they believe – can leverage the potential of joint meetings as they bring together a critical mass of student and their teacher activists from all around the country committed to working with one another and to the promotion of FoE.

The accompaniment model of implementation

18. We recommend that accompaniment is fully integrated into the project, and offered to trained teachers in a systematic manner. If additional resources cannot be mobilized for the provision of accompaniment, we recommend that joint training seminars, or condensed training courses are offered for a number of schools at once, and surplus training hours are used for individual support. Matching schools for joint training activities is also recommended as it creates more sustainable relations between the teachers. As it is not

always easy to receive the agreement of schools for such an arrangement, we recommend that during the recruitment process both the accompaniment and the standard models will be presented to school managements, and the flexible nature of the project is emphasized.

19. Alternatively, if schools are not interested in taking part in joint training courses, it can be considered that only two to three teachers are trained per school, as it has been the case in some specific schools. That way, with fewer participants, teachers could potentially receive more personal attention by the facilitators during the training. This solution, though not equally effective as long-term accompaniment, it may allow implementing partners to provide additional support to the trainees in a cost-efficient manner, without additional resources.

20. We recommend the creation of a virtual community of practice bringing together trainees and facilitators for online consultation, knowledge-sharing and assistance. In such a community, teachers can help other teachers, and trainers can share the workload between themselves to address discussions about certain topics. This solution is not equally effective as direct accompaniment, but it could address some of the most pressing needs of a large group of teachers in a cost-efficient manner.

21. Finally, we suggest that participants with similar professional background (teaching similar subjects) form sub-groups and for some sessions they receive more specific training in the topics and tools relevant to them. With a more tailor-made training experience, it might be that long-term accompaniment becomes less necessary.

Aligning the project with the school year

22. For future programs, it is recommended that recruitment of schools starts as early as possible, even before the project is entirely ready. This is true also for the teacher training itself. Even if the material is not fully ready (designed or printed), and even if not all content is in place, an early start with experienced facilitators and exemplary exercises would be possible and would be worth the price.

Relations between implementing partners

23. To further improve the coordination between the two implementing organizations, we recommend that management-level joint meetings are organized more often, including all the management teams from both sides.

24. With regards to the internal training of facilitators, we would recommend that shared standards are prepared for quality assurance. In addition, we recommend that the facilitator trainings are organized jointly, fully or partially.

Outreach and network building

25. Although a lot has already been done with regards to advocacy and outreach work, we recommend that implementing partners widen the top-down activities and deepen them throughout the second year.

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Annexes

Annex 1: Words Matter School Activity Report for the 2015-2016 school year

<p style="text-align:center">Quantitative data[9]</p>

		Total number of students				Total number of teachers			
	Type of Schools	Male	Female	Total	Seminars	Male	Female	Total	Seminars
	JEWISH SCHOOLS								
1.	Rabin High School; Kfar Saba	42	48	90	10+26	7	8	15	3
2.	Yarkon High School; Nave Yarak[10]	11	14	25	0	2	1	3	0
3.	Darca High School Ramon; Gedera	0	9	9	9	6	7	15	1
4.	Hrtuv High School; Tsor'a	62	58	120	27	3	5	8	2
5.	Maxim Levy Darca High School; Lod	45	34	79	8	5	10	15	0
6.	Ziv Makif School; Jerusalem	94	70	164	0	4	6	10	0
7.	Alon High School; Ramat HaSharon	3	0	3	3	2	0	2	1
8.	Jerusalem Hadassah Ein Kerem High School	0	0	0	0	7	23	30	0
9.	Ironi Hey; Haifa	24	26	50	39			20	3
10.	Ort Holon	12	12	24	16 + 8			40	1
11.	Ben Zvi; Kiryat Ono			0	0			30	0

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[9] This list is not fully exhaustive. Further activities in the schools are described under the qualitative description below.

[10] A day for the entire school.

12.	Darca Danciger; Kiryat Shmona			0	0			40	**0**
13.	Young Cinematographers Group; Tel Aviv			10	0	0	0	0	**0**
	Total # of Jewish students and teachers			**574**	**146**			**228**	**11**
	ARAB SCHOOLS								
14.	Branco Weis; Ein Rafa	22	27	49	5 + 16			4	**3**
15.	Dar Al Kalam; Rahat	82	81	163	14 +11	3	2	5	**2**
16.	Alhaia; Hura	10	20	30	8	3	2	5	**2**
17.	Multidisciplinary Rabin; Hura	30	40	70	12 +10	3	2	5	**2**
18.	Alnour; Hura	35	35	70	10 + 9	2	3	5	**2**
19.	Alsalam; Hura	70	50	120	9 + 8	2	3	5	**2**
20.	Meftan Junior High + High School; Tamra	0	0	0	0	6	9	15	**0**
21.	Hisham Abu Rumi High School; Tamra	0	30	30	7 + 9	2	3	5	**2**
22.	Ibn Khaldun Junior High; Tamra			25	15 +10	3	4	7	**1**
23.	Makif Ibn Sina; Baqa al-Gharbiyye			13	13	0	4	4	**1**
24.	Ein Mahel High School			60	10	1	3	4	**1**
25.	Kfar Kanna High School			12	12	2	0	2	**2**
26.	Zarzir Junior High			40	15+17	3	3	6	**3**
27.	Al-Risala Junior High; Nahaf	0	0	0	0	10	12	22	**0**
28.	Afaq High School; Kfar Manda	0	0	0	0	6	16	22	**0**

29	Pisgah; Baqa al-Gharbiyye	0	0	0	0	10	10	20	**0**
30.	Pisgah; Sakhnin	0	0	0	0	20	8	28	**0**
	Total # of Arab students and teachers			**682**	**220**	**76**	**84**	**164**	**23**
	TOTAL # OF JEWISH AND ARAB STUDENTS AND TEACHERS			**1,254**	**366**			**392**	**34**

Qualitative descriptions

School Name	Description of activity: Adam Schools
1. Rabin High School; Kfar Saba	**Teacher training:** 30-hour training for school teachers, recognized by the Ministry. Teachers submit a final paper and receive a grade. Papers of project description submitted. **Teaching in classes:** Teachers performed workshops in classrooms as part of classroom education hour. Next year they plan to implement Words Matter for the whole school. **Student seminars:** Students participated in two meetings, 36 students in each, from tenth, eleventh and twelfth grades. **Project:** Teachers chose to implement projects that they planned in the school following their training. They developed contents that link between the subjects of the trainings and the Jewish and Civil holydays in the school year calendar. These contents are models for future activities that will be included in the curriculum next year. This year, two models were implemented: 1. Independence Day activities: A discussion that enabled the presence of the different marginalized and usually unheard groups in the Israeli identity discourse for ten graders. 2. "Beit Midrash" activities in the context of Tu B'Av holiday: A roundtable discussion for groups that are studying together about religious stories and current events that caused destruction and rupture in the state. The idea was to turn this holiday, which is usually manifested by religious people, to a holiday that also seculars can identify with, and also to encourage a discussion between the various groups in the Israeli society.

2. Yarkon High School; Nave Yarak	**Teacher training:** Three teachers participated in the training.
	Teaching in classes: Workshops from the trainings will be performed in classes next year. This year some workshops on topics related to the trainings themes were performed – activities on freedom of expression for all students in school.
	Student Seminars: Did not participate.
	Project Implementation: Teachers chose to implement projects that they planned in the school following their training. They developed contents that link between the subjects of the trainings and the Jewish and Civil dates in the school year calendar.
	One activity was performed in all 30 classes (seventh-twelfth grades) in the school on the Holocaust Memorial Day - Led by the coordinating teacher for the eleventh grade. The activity includes a dual educational message and a school ceremony. The purpose of the activity was to connect between the humanitarian lessons to be learned from the Holocaust and between making the youth believe in their ability to create social change on the basis of freedom of expression, and pluralism that allows different voices to be heard in the public sphere.
	1. Holocaust Memorial Day school ceremony: The whole process was led by a group of eleventh graders who volunteered for the project. The project started with a brainstorming meeting that included a decision on the annual theme, the ceremony, and a very long discussion on the significance of rituals. As one participant described:
	"During the first meeting each participant talked about a personal positive experiences in ceremonies (and why the experience was positive - or in other words, what makes rituals meaningful), the reason they want to take part in the ceremony, and what their goals are. We decided together to use the annual theme, which fits our views on the lessons that should be learned from the Holocaust. This group was a direct continuation of the discussions we had during our trip to Poland, during the preparations and afterwards".
	After setting the initial plan, follow up meetings were held with all the subgroup to evaluate the progress.
	2. Education class for the whole school: All members of the educational staff and the teachers received the contents of the lessons about two weeks in advance, studied it, and changed it slightly according to the specific class. Teachers then conducted the lesson in their classes. The content of the lessons includes references to texts and materials that were in the ceremony itself. Creating the linkage between the lesson and the ritual allows greater involvement of the students in the contents and also in the implications of the values addressed on this memorial day. As one teacher described:
	"I tried through the whole activity to create a different discourse, a little more layered and varied, more pluralistic, broader cultural-wise, and which allows more voices than I personally heard so far. In addition, this activity gave me, sometimes, hope for a better future, that we can create the basis of mutual

	respect and freedom of expression. I tried during this activity to create the basis for this: To listen a bit more, get to know a bit more, and to encourage students to believe in their ability to change, even if they are part of a minority, or disadvantaged for some reason. The human spirit rise to its ultimate glory when it emerges from the bottom. In the examples we gave, we chose characters that are not the classic heroes, and we chose those who managed to do something that helped to change the world, who weren't pictured as weak, but as working to change their situation. Our purpose was to encourage solidarity and empathy among the students for those characters, and thus allow the expansion of cultural heroes, the expansion of tools to change reality and expansion of pluralistic views. "
3. Darca High School Ramon; Gedera	**Teacher training:** In-school training, 8-hour, training will continue next year. **Teaching in classes:** No **Student seminars:** Students participated in the second seminar 24.05.2016. **Project implementation:** Next year.
4. Hrtuv High School; Tsor'a	**Teacher training:** Tenth grade teachers participated in training against racism. **Teaching in classes:** Teachers performed workshops in classes. **Student seminars:** 27 students, 18 in the tenth graders project + 9 in student council. **Project:** 1. A Series of student meetings: Five meetings between tenth graders with students from Branco Weis Ein Rafa High School. Preparations for the meetings started in October 2015 and focused on getting to know the other and clarifying the concepts of freedom of speech and racism. The meetings were held in January, February, March and May 2016. Each meeting included one activity on processing the meeting and preparing for the next meeting. 2. General School Day: Tenth graders performed the program in the school classrooms. During this day a short movie was screened documenting the process and the meetings between students from the cinema class "Maher Tov" and students from Branco Weis Ein Rafa high school.
5. Maxim Levy Darca High School; Lod	**Teacher training:** 30-hour training for teachers. **Teaching in classes:** No **Student seminars:** Students participated in the second seminar 24.05.2016. **Project implementation: F**reedom of expression debate. Urban debate on freedom of expression and incitement.
6. Ziv Makif School; Jerusalem	**Teacher training:** For eleventh grade teachers. **Teaching in classes:** Teachers taught some of the contents to eleventh grade classrooms. At the same time, activities days were held as part of the project below. **Project:** There were two projects:

	1. Students meeting for personal and cultural introduction: The students and the teachers worked together on planning and preparing the content of the meeting. It was important for them to meet inside the schools in order to know each other personally and socially, and to know the environment in which they live. Meetings with Dar Al Kalam Rahat took place on: 31.01.2016 + 03.02.2016 + 07.02.2016 + 10.02.2016 (Meetings were held in Dar Al Kalam and Jerusalem) 2. Activity days for eleventh graders, held at the Museum of Islamic Art: focused on the issues of multiculturalism and majority-minority relations and familiarity with Islamic culture and art. Some of the contents of this activities were also reflected in students' meetings.
7. Alon High School; Ramat HaSharon	**Teacher training:** Next year teachers will participate in school training. **Teaching in classes:** One Civic Education and Arabic teacher initiated the joining of the school to the program and performed a number of workshops during his civic education classes, and during Arabic classes for tenth graders. **Student seminars:** Three students from the school who are interested in promoting joint projects with Arab students participated in this first seminar on 23.02.2016. **Project:** Haven't implemented a project yet. Eleventh graders who participated in the program are supposed to introduce a school or class initiative.
8. Jerusalem Hadassah Ein Kerem High School	**Teacher training:** School to children who are hospitalized in Hadassah Hospital. Special training for 25 Jewish and Arab, religious and secular, teachers. No project done.
9. Branco Weis; Ein Rafa	**Teacher training:** Teachers participated in the training. **Teaching in classes:** No **Student seminars:** participated in both seminars, 23.02.2016 + 24.05.2016. **Projects:** 1. A Series of student meetings: Five meetings between tenth graders with students from Branco Weis Ein Rafa High School. Preparations for the meetings started in October 2015 and focused on getting to know the other and clarifying the concepts of FoE and racism. The meetings were held in January, February, March and May 2016. Each meeting included one activity on processing the meeting and preparing for the next meeting. 2. General School Day: Tenth graders performed the program in the school classrooms. During this day a short movie was screened documenting the process and the meetings between students from the cinema class "Maher Tov" and students from Branco Weis Ein Rafa High School.
10. Dar Al Kalam; Rahat	**Teacher training:** Participated in 30-hour regional training, in addition to 34-hour training on implementing the program the school. **Teaching in classes:** The teachers taught some contents of the program in all the 5 eleventh grade classrooms.

	Student seminars: Participated in both seminars, 23.02.2016 + 24.05.2016.
	Projects:
	1. Students meeting: Meetings with students from Ziv Makif Jerusalem. Meetings included personal and cultural introduction and mutual activity. They addressed issues of multiculturalism and gender. Both the students and the teachers took part in preparing and planning the meetings. Meetings took place on: 31.01.2016 + 03.02.2016 + 07.02.2016 + 10.02.2016 (Meetings were held in Dar Al Kalam and Jerusalem)
	2. Activity day organized by eleventh graders: Title of the day "Racism based on difference does not exist in our school." Eleventh graders organized four workshops for each classroom that participated in the program. Students say that the level of violence have decreased after the school activities and cases of racism based on gender or ethnic background had disappeared. One girl said that she was bullied and harassed because of her freckled skin. During the workshops she had the opportunity to speak and prove to others that it is equal to them in every way despite her different skin color, and following the activity she received great support and the attitude towards her completely changed. The activities received many positive feedbacks inside the school and from the parents of the students.
11. Alhaia; Hura	**Teacher training:** Participated in 30-hours regional training, in addition to 34-training on implementing the program the school. The process inside the schools is led by 5 teachers who participated in the training.
	Teaching in classes: Teachers taught about freedom of expression and gender equality in tenth and eleventh classrooms.
	Student seminars: participated in both seminars, 23.02.2016 + 24.05.2016.
	Project: School Day with parents:
	The entire day was organized by 8 female students who participated in the seminars. The subject was racism on the basis of gender or tribal affiliation. The goal of the day was to create a campaign which message is girls and women are equal to boys and men – Girls are entitled to full freedom of choice in all areas of life equal to boys.
12. Multidisciplinary Rabin; Hura	**Teacher training:** Participated in 30-hour regional training, in addition to 34-hour training on implementing the program in the school. The process inside the schools is led by 5 teachers who participated in the training.
	Teaching in classes: In tenth and eleventh classrooms
	Student seminars: participated in both seminars, 23.02.2016 + 24.05.2016.
	Project:
	School Day for tenth and eleventh graders under the title 'Our Differences Do Nott Justify Racism':
	The project was led by students who participated in the national seminars. They entered classes and held activities and discussions. One student said that "this

	was the first time that we seriously discussed the issue of racism in-depth and through a process of practical learning. We had an interesting experience. Each of us was touched by it personally, and through hearing others we learned things and tools with which we can use to deal with racism. We have learned that freedom of expression does not have to harm others because everyone has the right to express his opinion without insulting others."
13. Alnour; Hura (Kamel)	**Teacher training:** Participated in 30-hour regional training, in addition to 34-training on implementing the program in the school. The process inside the schools is led by five teachers who participated in the training.
	Teaching in classes: Teachers taught about freedom of expression and gender equality in classrooms of tenth and eleventh grade students.
	Student seminars: Participated in both seminars, 23.02.2016 + 24.05.2016.
	Project: School Day for tenth and eleventh graders:
	The activity was led by female students who participated in the seminar and addressed the issue of cultural and democratic values that allow the acceptance of the other and the different. The emphasis is on appropriate responses to racism and social injustice, and on the fact that freedom of expression is a basic human right as long as it doesn't violate equality and the right for dignity. Workshops were held for all the students in the school.
14. Alsalam; Hura	**Teacher training:** Participated in 30-hour regional training, in addition to 34-training on implementing the program in the school. The process inside the schools is led by five teachers who participated in the training.
	Teaching in classes: Teachers taught about freedom of expression and gender equality in classrooms of tenth and eleventh grade students.
	Student seminars: participated in both seminars, 23.02.2016 + 24.05.2016.
	Project: School Day for tenth and eleventh graders:
	Included workshops on the subject of freedom of expression and the right for dignity. Following the activity, students spoke about the new experience that they had. Teachers said that following the activities, the level of violence in school has decreased.

School Name	Description of activity: ACRI Schools
1. Ironi Hey; Haifa	**Teacher training**: A group of teachers participated in two facilitated meetings on freedom of expression and racism. **Teaching in classes:** One workshop in two eleventh grade classrooms. **Student seminars:** 39 students participated in a seminar in Nordia. **Project implementation:** No
2. Ort Holon	**Teacher training**: Two groups of teachers participated in seven meetings (15 hours each group). The subject was racism and some contents on freedom of expression were included. **Teaching in classes:** No **Student seminars:** Participated in both seminars, 8 students in the first and 16 in the second. **Project:** No
3. Ben Zvi; Kiryat Ono	**Teacher training:** Two groups of teachers participated in seven meetings (15 hours each group). The subject was racism and some contents on freedom of expression were included. **Teaching in classes:** No **Student seminars:** No **Project:** No
4. Darca Danciger; Kiryat Shmona	**Teacher training**: Two groups of teachers participated in 2 meetings on freedom of expression and racism. Examining the possibility of continuing. **Student seminars:** No **Teaching in classes:** No **Project:** No
5. A Group of Civic Teachers	**Teacher training:** 20 teachers met as a part of the project of supervision on civic education for a workshop on teachers' freedom of expression. **Teaching in classes:** No **Student seminars:** No **Project:** No
6. Young Cinematographers Group; Tel Aviv	**Annual group:** Ten students from several schools in the city met every week during the past year in the framework of a facilitated group on freedom of speech and theater. **Teaching in classes:** No **Student seminars:** No **Project:** Content of the meetings were the basis for creating short films on the subject. The group worked in collaboration with Cinemateque Tel Aviv and Tel

	Aviv-Yafo Municipality. The short movies were presented in an event in the Cinemateque.
7. Meftan Junior High + High School; Tamra	**Teacher training**: 30-hour training. Weekly meetings were held in Meftan Tamra. 15 staff members from Meftan Tamra participated in the meetings, 12 of them completed the whole program. The learning process was meaningful for the participants, and this could be seen through the active participant of the school staff during the meetings, and their willingness to share issues and dilemmas that they deal with at Meftan in general, and inside the classroom in particular. One of the strongest achievements of this training was bringing the discourse on rights and encouraging freedom of expression in the school context, and emphasizing on the importance of dealing with cases of racism and/or violence inside the school. More important, promoting an atmosphere of solidarity and strengthening the capacity for dialogue and consultation between teachers as a supporting tool in a complex and challenging reality. The teachers' ability to express themselves, and listen to each other and to practice giving feedback and reflection to each other, has been positive and has allowed a significant learning process for all group members in an pleasant and open atmosphere. **Teaching in classes:** Teachers performed some workshops in classes during classroom teacher classes. **Student seminars:** No **Project:** No
8. Hisham Abu Rumi High School; Tamra	**Teacher training**: Exposure training for the program was held. **Teaching in classes:** N.I. Next year they are planning to implement the program in the whole school. **Student seminars:** Participated in both seminars. **Project:** Made a movie: Here
9. Ibn Khaldun Junior High; Tamra	**Teacher training**: Exposure training for the program was held. Worked with high schoolers. **Teaching in classes:** N.I. Next year they are planning to implement the program in the whole school. **Student seminars:** Participated in both seminars 23.02.2016 + 24.05.2016. **Project:** Made a movie (here) Screened during a general school day on the subject.
10. Makif Iben Sina; Baqa al-Gharbiyye	**Teacher training**: Started training in the school. **Teaching in classes:** No. **Student seminars:** Didn't participate. **Project:** No.
11. Ein Mahel High School	**Teacher training**: Training preparing teachers to work with students.

	Teaching in classes: Workshop were performed in classrooms in civic education classes. Next year they are planning to implement the program in the whole school. **Student seminars:** Participated in the first seminar students from three tenth grades, four eleventh grades and five twelfth grades. **Project:** No
12. Kfar Kanna High School	**Teacher training:** Training preparing teachers to work with students. **Teaching in classes:** Workshop were performed in classrooms in civic education classes. Next year they are planning to implement the program in the whole school. **Student seminars:** Ten eleventh graders participated in the first seminar on 23.02.2016. **Project:** No
13. Zarzir Junior High	**Teacher training:** Trained teachers about racism. In addition to training preparing teachers to work with students. **Teaching in classes:** No **Student seminars:** 12 tenth graders participated in the first seminar on 23.02.2016. **Project:** No
14. Al-Risala Junior High; Nahaf	**Teacher training:** 11-hour training for teachers mainly on freedom of expression for women. Active teachers who encourage active participant of student. **Teaching in classes:** Workshop were performed in classrooms in civic education classes. Next year they are planning to implement the program in the whole school. **Student seminars:** Participated in both seminars 23.02.2016 + 24.05.2016. **Projects:** **"Your voice is a revolution: The struggle for freedom of expression and equality for women:** 1. The school campaign on "your voice is a revolution": Here 2. Starting the Facebook "your voice is a revolution": Here 3. Lecture by Parliament Memeber Aida Toma. Photos here. The school hosted Ms. Aida Touma (joint list), Chairman of the Committee on the Status of Women and Gender Equality in the Knesset. Aida spoke about the importance of freedom of expression and the challenges facing women in exercising the right for freedom of the expression. 4. Students initiated a Q&A meeting with MK Aida Toma on freedom of expression and the right of women for freedom of expression. They recorded and published it in the local newspaper here and the interview was broadcasted: Part One: here, Part Two: here, and part three: here

	5. A movie about the importance of the freedom of expression: not uploaded on YouTube yet
15. Afaq High School; Kfar Manda	**Teacher training**: Meetings were held at Afaq and Kfar Manda. 22 staff members participated in the meetings and 20 of them took active part in and completed the training (9 female teachers, and 12 male teachers).
	The learning process was meaningful for the participants, and this could be seen through the active participant of the school staff during the meetings, and their willingness to share issues and dilemmas that they deal with in the school in general, and inside the classroom in particular. The group went through two significant events: 1. A retired staff member passed away. 2. There were elections in the village this year, and one week before the elections the villagers split between two sides and there were some violent incidents and some were also wounded. The next day the school principle called the teachers to an urgent meeting and decided that they are not allowed to talk with the students about the elections and the violent incidents. During the meeting, teachers spoke about the importance of freedom of expression not only for the students, but also for them as teachers. The group talked about the teacher's role as an educator who should allow freedom of expression and how this affects students.
	One of the strongest outputs of this training was raising the discourse on the role of teachers in school and their right and need to teach about FoE in a way whih they see appropriate. The teachers' ability to express themselves, and listen to each other and to practice giving feedback and reflection to each other, has been positive and has allowed a significant learning process for all group members in an pleasant and open atmosphere.
	Teaching in classes: No
	Student seminars: No
	Project: Made a movie.
16. Iben Sinna; Baqa al-Gharbiyye	**Teacher training**: Short teacher training
	Teaching in classes: No
	Student seminars: No
	Project: No
17. Pisgah; Baqa al-Gharbiyye	**Teacher training**: 20-hour Regional training for civic education teachers in Baqa al-Gharbiyye. The meetings were held at Pisgah in partnership with civic education supervision. 20 civic education teachers (10 males, 10 females) from different places in the Triangle area.
	Teaching in classes: No
	Student seminars: No
	Project: No
18. Pisgah; Sakhnin	**Teacher training:** 28 teachers from different places in Northern Israel participated in the training (17 male teachers and 8 female teachers attended all

	meetings), teachers worked on the theme of freedom of expression in their school and profession. **The output of the training** was a decision on the importance of civic education teachers to be heard in the system and in the monitoring committee. Therefore, they decided to initiate a forum for civic teachers, in which they have already met once to formulate the idea. **Teaching in classes:** No **Student seminars:** No
19. Deir al-Asad Junior High and High School	**Teacher training:** Village teacher training: 8-hour training was held for 6 civic teachers from the village who teach in two different schools. At the end of the two meetings (4 hours each), they decided that each teacher will try the program as a pilot for 30-students. **Teaching in classes:** No **Student seminars:** No **Project:** No
20. Nazareth	**Teacher training:** 8 teachers participated including the facilitator who is a teacher herself, and they decided to teach the program as a pilot in their classroom. **Teaching in classes:** No **Student seminars:** No **Project:** No

Annex 2: Words Matter Logical Framework

<table>
<tr><td colspan="5" align="center">LOGICAL FRAMEWORK FOR THE PROJECT</td></tr>
<tr><td></td><td align="center">Intervention logic</td><td align="center">Objectively verifiable indicators of achievement</td><td align="center">Sources and means of verification</td><td align="center">Assumptions</td></tr>
<tr>
<td>Overall objectives</td>
<td>O1 – Promoting the right for freedom of expression (FoE) in Israel in general and for minorities in particular.
O2 – Preventing hate speech and incitement in Israel.
O3 – Fostering a democratic and respectful culture of public discussion in Israel through education.</td>
<td>1) Increased recognition within the Israeli public and education system of the importance of FoE and of its limits. 2) Decrease in instances in which people (especially of minorities) face attacks via traditional/new media and/or in their workplaces, schools and social environment as a result of expressing opinions.
3) Decrease in instances of hate speech and incitement in traditional/new media channels and social networks.</td>
<td>Please list the sources of verification for each indicator.

What are the sources of information for these indicators?

1) The Education system will recognize the program and include it in the pool of recognized curricula Ministry of Education's internet site
2) Analysing media reports on the issue
Information disseminated by NGO's like JPWatch and the Israel Democracy Institute
3) Data collected by different organizations monitoring social network like The Coalition Against Racism In Israel and the Knesset's research unit.</td>
<td></td>
</tr>
</table>

	What specific objective is the action intended to achieve to contribute to the overall objectives?	*Which indicators clearly show that the objective of the action has been achieved?*	*What are the sources of information that exist or can be collected? What are the methods required to get this information?*	*Which factors and conditions outside the Beneficiary's responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?*
Specific objective	SO1 – Promoting recognition of the importance and need for education for and about FoE among decision-makers and actors in the Israeli education system. SO2 - Increasing awareness and knowledge among educators and young school student leaders as regards FoE (especially for minorities) and the dangers inherent to incitement, hate speech, and silencing others' opinions (even and especially in times of conflict/war), and empowering them to address these issues in their communities. SO3 – Fostering a democratic culture of discussion in school communities, including reduction of hate speech and incitement, both on- and offline.	SO. Indicator 1: No. of relevant decision-makers in support of FoE education. SO. Indicator 2: Improved awareness and knowledge among participants and school communities of FoE and the dangers of silencing others, incitement and hate speech. SO. Indicator 3: Improved ability and motivation among participants and community members to engage in respectful, democratic public discourse and denounce incitement and hate speech, both within the school and online, after school. SO. Indicator 4: Decrease in instances of silencing, hate speech and incitement within participating school communities.	*SO1*- Number of policy papers written and number of following discussions with policy makers Number of participants in the conferences *Co-directors reports and attendance sheets in conferences.* *SO2*- Increase in students' knowledge of democratic principles and FoE and its limits Increase in positive attitudes of students toward universal FoE Increase in positive attitudes towards combating incitement *Measured in a pre and a post program questionnaire)* *SO3* Increase in student-leaders ability to initiate projects combating incitement *evaluated in reports by students leaders, supervising teachers, observations of projects by Adam staff, Evaluator* *SO4*- positive change in school atmosphere, tolerance to different views	Necessary conditions: support from Ministry of Education, local education authorities and local communities. Risks: 1) Political upheaval that could change related legislation and Ministry of Education agendas. 2) Violent events such as the outbreak of war or riots related to the Israeli-Palestinian conflict, which could affect public and media opinions and reduce support for tolerance and FoE among certain communities.

			- Decrease in verbal violence and incitement in schools - Increase in incitement combating messages posted by project participants on social networks *Evaluated in reports by students leaders, supervising teachers, observations of by Adam staff, Evaluator*	
		What are the indicators to measure whether and to what extent the action achieves the expected results?	*What are the sources of information for these indicators?*	*What external conditions must be met to obtain the expected results on schedule?*
Expected results	R1 – Decision makers and central actors in the Israeli education system will become better informed about legal and pedagogical aspects of FoE, as well as the importance and need for education about it. R2 - A large cadre of educators and student leaders will be empowered to promote FoE in Israel, with increased ability and tools/materials provided by the program R3 – Participating educators and student leaders will implement in their schools, communities, and/or online networks projects they will devise to promote awareness of and respect for minority rights, FoE, and/or a democratic culture of discussion; and/or to combat silencing of others, hate speech and	Indicator 1.1: At least 20 related decision makers will attend program conferences (R1) Indicator 1.2: Decision makers (e.g., Ministry officials) will help promote the program (R1) Indicator 2.1: At least 250 educators and 250 student leaders (male and female, Jewish, Arab and other) from ~50 schools and communities country-wide will receive training, tools and ongoing support to promote FoE and a democratic culture of discussion in their communities (R2) Indicator 2.2: At least 70% of participants will report on improvement in: a) their knowledge and awareness of FoE issues; and b) their motivation and ability to promote FoE and combat hate speech	*1.1* Attendance sheets *1.2* The program will be embraced by the Ministry of Education and included among its recommended programs *2.1* Attendance report *2.2* measured in a pre and a post program questionnaire *2.3* Teachers' reports	Accreditation for the teacher-trainings by the Ministry of Education

	incitement. This will be done either via existing channels for activity within the education system or through other, informal channels	and incitement in their communities. (R2) Indicator 2.3 At least additional 500 teachers will use the activities offered in the periodical "Current Matter" to additional 15,000 students (R2) Indicator 3.1: At least 250 teachers will teach the curriculum in their classes reaching 15,000 students. (R3) Indicator 3.2: At least 50 projects will be implemented in schools, communities and on-line	3.1Teachers' reports 3.2 Students' reports	
		Means: *What are the means required to implement these activities, e. g. staff, equipment, training, studies, supplies, operational facilities, etc.*	*What are the sources of information on action progress?* *Costs* *What are the action costs? How are they classified? (Breakdown in the Budget for* the Action)	*What preconditions must be met before the action starts? What conditions outside the Beneficiary's direct control have to be met for the implementation of the planned activities?*
Activities	A1 Development of bi-lingual tter" (R2) A2 Training seminars for Coordinators and Facilitators: creating common language amongst joint staff. Preparing them to facilitate "Words Matter".(R2) A3 Recruitment of schools and educators (R2) A4 Preparing the conference (R1. R2) A5 Conferences: for policymakers, educators researchers and journalists,	A1. A13 Curriculum developers, editing, graphic design, printing A4. A5. Staff to organize the conference (coordinators), conference hall, advertising A6. Co-directors *cum* Curriculum developers will be responsible for writing the policy papers and the ongoing dialogue	*Sources of information:* Evaluator, Action staff Costs A1. A10. A13.Development and distribution of educational materials Half of Co-directors' salaries + ADAM's co director travel expenses + 5.2 producing study material + 5.4 Translation =53000 EUR	1) Approval of the program and its activities from the Ministry of Education and principals of enough schools (and parents, in the case of young students). 2) Availability of willing and motivated teachers.

	to launch program, raise public and media awareness (R1. R2) **A6** Ongoing Dialogue with Decision Makers; Production of Policy Papers. (R1) **A7** Teacher Training Seminars. Support in Implementation of the Program: distributing educational materials and building educators' capacity to use them. (R2) **A8** Student Peer-Leader Activism Seminars: building student leaders' capacity to implement action projects. (R2) **A9** Student action projects in schools and communities (R3) **A10** Online materials for implementing educators and students: in Hebrew and Arabic – "Current Matter" (R2) **A11** Summation meetings in schools (R3) **A12** Monitoring, Evaluation and Submission of Final Report (R2. R3) **A13** Preparing second edition of manual, integrating educators' and evaluator's feedback (R2)	**A2. A3. A7. A8.** Coordinators and facilitators, meeting halls, transportation for participants **A9. A10. A11.** Coordinators, transportation for coordinators **A12.** Co-director and representatives of all program staff, teachers and students	**A4. A5** Conferences 5.1.2 conferences costs + 5.3 Lecturers + 2.3 (half) + 5.5 PR = 22468 EUR **A6.** Dialogue with decision makers Half of Co-directors' salaries + ADAM's co director travel expenses = 40,000 EUR **A2. A3. A7. A8. A9. A11.**Training seminars and ongoing guidance and pedagogical support for teachers and students 1.3.1 -1.6.2 + 2.2 + part of 2.1+ half of 2.3 +5.1.1 123,108 EUR **A12** Monitoring, Evaluation and Submission of Final Report - 5.6 Cost of External Evaluator = 3000 EUR	