

External Evaluation of the Project

**“Utilizing and activating media for promoting and spreading children
rights”**

Pro# (EIDHR/2008/156-955)

**The project was implemented by Early Childhood Resource Center
(ECRC) Funded by the European Union**

Final Report

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Jan 2010**



Table of Contents

Executive Summary.....	3
1.0 Project Background	5
2.0 Project Components.....	6
3.0 Terms of Reference of the Evaluation	6
4.0 Methodology	7
5.0 Main Findings of the Completed Interviews	9
5.1 Interviews with Trainees of Children	9
5.1.1 Key Findings:	9
5.1.2 Recommendations to Promote Child Rights.....	12
5.2 Interviews with Program Trainers.....	14
5.2.1 Technical capacity of Trainers.....	14
5.2.2 Recommendations for Improving Similar Training in the Future:.....	17
5.3 Interviews with Trainees (Media Personnel)	18
5.3.1 Profile of Media Trainees.....	18
5.3.2 Key Findings	19
5.3.3 Recommendations to Improve Future Training	20
6.0 The Production of Media Material.....	25
6.1 Key Findings.....	25
6.2 Technical recommendations.....	26
6.3 Role and Capacity of Institutions Involved in the Project.....	27
7.0 Assessing Conference Achievements “Media and Children's Rights”	27
7.1 Key Questions.....	27
7.2 Key issues discussed at the conference	28
7.3 Summary of key Conference Recommendations.....	31
8.0 Individual in-Depth Interviews with Members of the Steering Committee	32
8.1 Key findings	32
8.2 Recommendations	33
9.0 General Conclusions and Recommendations	34
9.1 Impact on ECRC	35
9.2 Sustainability	35
9.3 Lessons learned include:	36
9.4 General Policy Recommendations	37
9.5 Program Recommendations	38
Annexes:.....	40

Executive Summary

The evaluation was done as per terms of reference with focus on interviewing three groups trainers in three regions of the West Bank, three groups of trainees from children and media workers in the three target regions, individual interviews with members of the Project Steering Committee, the project manager and project coordinator reviewing of conference material and medial material produced by media organizations involved on the project. The data was analyzed by responses of each group where groups used as the unit of analysis of trainers and trainees responses. As for the responses of the members of the steering committee common analysis was done based on the common responses expressed by the interviewed members. Data collection was done in the period from 20th of December 2009 and 2nd of January 2010.

The main findings on training indicated that training was relevant to the reality of the children who constitute almost half of the Palestinian society and considered a high risk group given the cultural, economic, social and political challenges. Children face grave violation of human and child rights and thus such kind of project is highly relevant. The media produced and the conference proceedings indicated that issues discussed with focus on promoting child rights and mobilized good support among governmental and nongovernmental institutions and media organizations.

The findings also indicated that the training achieved most of the training and media objectives and provided a notable increase in the capacity of children, trainers, media institutions and ECRC. The project has also improved awareness of the target groups of child rights, child violations, child law and role of the media in promoting child rights. The media production was almost completed but varied from one institution to another in terms of quality, quantity and relevance.

The results achieved in the project helped in promoting the sustainability of the project benefits through the new skills, knowledge gained by trainers, trainee, media workers, policy makers and media material broadcasted and presented. However, the lack of adequate resources in terms of human resources skilled in utilizing media on promoting child rights and dealing with child violations are key challenges to the long term sustainability.

The key recommendation stressed the importance of capitalizing on the results achieved and to continue such project for another one round to create a much more solid training capacity especially dealing with child rights.

However there are things to improve. The training can be improved by involving children in the design and planning of the training, involve more diverse and skilled trainers especially from media specialists, conduct training needs assessment among children and media workers to design more relevant and effective training, shorten the training sessions and improve the selection of children to involve more from rural communities. More practical application and hands on training of children

especially in producing medial material and media presentation. More involvement of key stakeholders in decisions regarding the planning and implementation of the project. However, a more conducive and supportive environment is needed to sustain the benefits of the project which includes commitment at the policy making level such as translating child rights into national implementation strategy and endorsing the child law and implementing its articles.

1.0 Project Background

The project was implemented by Early Childhood Resource Centre (ECRC) over 13.5 months in the period from November 2008 and funded by the EU (European Union). The project was extended as per the request of ECRC at no cost until the end of 2009 for completing all activities of the project; the extension was approved by the EU. The total budget of the project approved by the EU is 237,154 EUROS.

The overall aim of the project is activating media and its personnel and selected group of children at promoting children's rights through the work and the mandate they have. In order to achieve this, such comprehensive training on the convention on the rights of the child and other related issues are addressed to the target group. Increasingly the project trained them how to design and conduct programs, debates, dialogs and articles based, derived and pursuant with children's rights. One of the most important aspects for children care is that the media's approach to be clear in dealing with children's issues. It is clear that there is no clear vision or strategy in the Palestinian media in general about handling children's issues and promoting for children's rights. This project attempted to pave the way to develop such strategies that enable children to enjoy better attention and enforce laws and better policies and programs in the future.

To deal with these problems Governmental and non-governmental organizations were encouraged and motivated by different project activities to coordinate and to open the way for the media to take part in the society's development in general and in putting forth children rights issues in specific in all media communications: read, seen and heard ones. Media's role is so important since it enables us to concentrate on children rights reality, exposes the violations of these rights, helps in knowing the causes, and opens discussions to find solutions for these problems.

Therefore a set of interrelated project objectives had been implemented to serve and ensure the achievement of the overall objective. The broad objectives of the project are to:

- Strengthen media personnel's understanding of children's rights.
- Empower children to become active in issues that concern them by granting them a voice in the media and giving them opportunities to plan and participate in their own programs.
- Increase the number and quality of children's programs that are wholesome, educational and appropriate for Palestinian children.
- Spread awareness of children's issues and their rights to educate the public and influence policymaking.
- Empower Palestinian media channels by increasing the expertise of media employees.
- Support and empowering media personals to create a suitable media environment, and encourage dialogue to prevent all forms of violence within the society.

- Enforce the participation of children in media plans, programs and strategies concerning them.

2.0 Project Components

The following activities were completed by ECRC within the framework of the project:

Activity # 1: Training media personals on children rights issues: Initially the project targeted 50 people but 46 of media personnel completed the training (16 in the north of west bank, 18 in the center and 16 in the south, 26 females and 20 males.

Activity # 2: Preparing and broadcasting TV, radio and journalist programs that promotes children’s Rights. this targeted 13 media institutions. ECRC contracted 13 media organizations working in the north, south and middle of the West Bank. More than 92.3% of the contractual activities were completed except one TV Al-Istiklal TV was closed.

Activity # 3: Training Children to act as “media personals. The training targeted 64 children from different private and government schools in the North, Center and South of the West Bank.

Activity # 4: Holding a local conference entitled (Mass Media and Child Rights. The conference was held and attended by 178 participants out of 220 invitees.

All of the above activities were executed but required time extension from 12 months to 13.5 months. The extension came as a result of lengthy process of building partnership and contracting procedures, recruiting and selecting trainees and trainers, drafting agreements in line with EU procedure and the project being a new pioneering project for most organizations involved prompted a no-cost extension which allowed the completion of all planned activities.

3.0 Terms of Reference of the Evaluation

As per the Terms of Reference (ToR) for conducting this specific evaluation, the overall objective of this evaluation is to assess the effectiveness, impacts, efficiency, outcomes, results and project relevance and its’ main activities, over a period of 14 months (starting of Nov.2008-end of December.2009).The evaluation provides lessons learned and recommendations for similar projects.

The Project Evaluation as spelled out in the ToR addressed the following areas:

1. Assess the efficacy and relevance of the training of the target media personnel
2. Assess the efficacy and relevance of children’s training
3. Assess the Media Programs broadcasted and published
4. Assess the coverage of the conference

To the extent possible, this evaluation is designed to involve key stakeholders and beneficiaries in the Evaluation process". The evaluation employed mix of methods (triangulation) as follows:

- 1- A desk review was done of the relevant and available documentations.
- 2- Focus group discussions were conducted with the project beneficiaries on the process and results of the training activities.
- 3- Key informant interviews were conducted with ECRC director, project coordinator, project steering committee members, selected trainers and trainees from media personnel and children received the training.
4. Discuss the main findings with the project director, coordinator, steering committee and other staff and finalizing the final report.

Expected outputs

Expected outputs from the evaluation are:

- First preliminary report based on desk review and interview with stakeholders in ECRC, including revised TOR, detailed plan and format for final analysis.
- Draft final report including a one-day retreat with participation of ECRC senior staff and with some members of the ECRC Board of trustees.
- Final report with executive summary.

4.0 Methodology

The evaluation methodology utilized individual and group interviews with the target groups to gather data on how the different beneficiaries look at the activities targeted at them or executed by them. The data collection was conducted in the period between 20 December 2009 until 2nd January 2010. Data collection was focused on looking at the relevance, immediate impact and sustainability of the project as expressed by key groups involved in the project with focus on the following areas:

Data collection started on 20 December 2009 and ended on 2nd January 2010 (see the schedule of the meetings in Annex 1. Data collection was performed by trained and experienced researchers under the supervision of the principal evaluator. The selection of children and trainees and trainers was supervised by the principal researcher and facilitated by ECRC. The total schedule of meetings and interviews with the different stakeholders in the project was facilitated by ECRC. Data collected from each group was summarized and sent to the researcher where he analyzed and incorporated results in the evaluation report.

4.1 Interviews with the trained media personnel: Three groups of media trainees were selected from three regions targeted by the project; one group in Hebron (7 trainees selected), one group in Ramallah (5 trainees selected) and one group in Nablus (5). Group discussions including individual in-depth interviews were the most practical and rapid methods that can address the ToR. The interviews utilized open

ended questions by the interviewers and documentation of the responses were recorded during these interviews. The interview lasted on the average 3-4 hours per group. A specific tool with guiding questions was developed (see interview questions below).

4.2 Interviews with selected trained children: three groups of children trained on child rights were selected. One group in Hebron (6 children interviewed), one group in Ramallah (5 children selected), and one group in Nablus (7 children selected). Group discussions were conducted on 20/12/ 2009.

4.3 Assessing the media material published and broadcasted: (Media trainees were interviewed on 25/12/2009 on the media production and its impact on the rights of children (see guiding question below).

4.4 Interviews with trainers conducted the training for children and media workers: Six trainers were selected and interviewed between 20 December 2009 until the 2nd of January 2010.

4.5 Interviews with members of the project steering committee: individual in-depth interviews conducted with 3 steering committee members utilized open ended questions to assess their role and potential impact of the project on ECRC and their recommendations for similar future projects.

4.6 Documenting the process and recommendations of the conference: the documentation available on the conference proceedings was the main source of information for gathering information on the conference proceedings and recommendations. This includes an interview with the conference coordinator (see guiding questions under the conference section).

5.0 Main Findings of the Completed Interviews

After receiving and analyzing the interviews, the findings were aggregated by groups rather than individuals, therefore the responses for group discussions built on consensus among the group members.

5.1 Interviews with Trainees of Children

In assessing the process and effect of the training on the media personnel trained in the programs, the research team prepared a report on the number, locations and institutions they are affiliated with and type of training received and any feedback or recommendations trainees put forward during the training. Then, three focus groups of children who received training were conducted in three main regions (Hebron, Ramallah and Nablus). The selection was done by the ECRC based on criteria set by the evaluator. It is recommended to meet with groups of 6 trainees in each region after training the field interviewers with the following questions.

5.1.1 Key Findings

Three focus groups were conducted in three main regions of program intervention:

1. Hebron: (2 males and 4 females)
2. Ramallah: (one male, 5 females)
3. Nablus: (2 males and 4 females)

Most of the children interviewed were from the cities of the three districts where focus groups took place and represent approximately 28% of the children attended the training offered by the program in these three regions which totaled 64 (36 females and 28 males). The age group ranged from 11-17 years representing school grades between fifth-tenth graders coming from both Government and private schools. Children interviewed indicated that they knew about the training they attended through different means and connections either personal, radio, friends who knew about it and directly from ECRC and its partners. Children attended most of the training since it commenced during the summer break and they felt it was an interesting and important topic for them to learn and also liked the application part especially related to utilizing media to express themselves. Majority indicated that they received encouragement and support from their parents and families to be part of this training.

However, **most motivating factor** to participate in the training as expressed by majority of children was that training provided them with the platform to express their views, to be heard and also learned how to become more skilled in dealing with media and how to influence others in respecting children rights.

Prior to the training, many of the students who attended the training had some knowledge and awareness of child rights and responsibilities such as the right to education, self-expression and other rights. They stated “this training gave us the opportunity to learn more about institutions working with children especially the media, child law, and the role of media in promoting the rights of children and how to notify such violations in schools and outside the schools”. They added that they also learned how to use different media tools such as the camera, using microphones, talking in radio studio, preparing media materials on child rights and issues.

During the training, children participated in the training were given the training and education **material which were clear, useful but they were able to understand it** more after they participated in practical media activities which provided actual experience for children. During the discussion, children expressed different training topics they liked most and this can be related to differences in their personal interests and experiences.

On the question pertinent to trainers’ capability and training environment, children indicated that trainers were friendly and respected them as children, allowed them to participate and express their point of view freely. They enjoyed most the media trainers who used mostly the applied and practical training especially doing radio or TV interviews on child related issues and concerns.

On the training methods used during training, children indicated that they used interactive, participatory and applied training that suits child’s age, interests and motivation. These methods include; class presentations, discussions, and practical applications through activities which were enjoyable by children such as drawings, brain storming, role play, using cameras, microphones, drama, films, flip charts and demonstrations. Most children felt that the place and time of the training were suitable to them except some children in Hebron who came from long distance to participate in the training wished to have the place closer to them. Majority of children however expressed that training required more time especially for applied media training which requires more time and stressed the importance of having follow up training to ensure that children are developing the necessary skills in utilizing media tools.

On the extent of usefulness of the training in understanding and defending children’s rights, the group discussions in the three regions expressed the following benefits:

- Understood the meaning of child rights and its importance to his well being
- Awareness to their rights have increased
- Increased their alertness to problems facing other children especially the disabled.
- They learned more information about children
- They learned how to influence others through media
- They learned signs of abused children and when rights are violated.

- They learned the importance of the role of media in supporting and protecting children.
- They developed skills in dealing with camera, conducting radio and TV interviews
- Increased their ability to observe and criticize their teachers at school when child rights are violated.
- They are able to educate and advise their school peers to stand for their rights; for example one of the students trained in the program managed to convince one of his female classmates (9th grader) to refuse an imposed marriage by her family and explained to her the dangers of early marriage.
- Another example of how training impacted children, one of the interviewed children used to work after school at car mechanics workshop and left this work because he realized the dangers this work could bring to him as a child.
- They became better listener to other children's concerns

As for the topics that children found understandable and useful; several topics were useful to them such as; right to education, right to health, child labor, refugees' right of return, right to be secure, self expression, right to protection, right to play, street children problems and issues, gender discrimination, communication skills and the right of participation. On the other hand, the topic that was difficult to comprehend is "using children in armed conflicts".

On how training helped children in recognizing violations of child rights; they indicated that they became aware of the child rights violations, child labor, street children, early marriage, appreciated the support of the international organizations for child rights.

One of the children interviewed in Hebron stated that "The training has also increased my motivation to participate in issues that are of concern to children in my school". Children also indicated that training encouraged them to express their views on issues with their families and at school especially the rights of female students especially with school teachers. Others indicated that "they started to go to school educational counselors to support their position against teachers who don't allow students to express themselves". Others indicated that "they started to advise other peers on how to voice their position on issues that violate their rights at school". Others started to read more on the rights of the child.

On the impact of the training on children's participation in media programs concerning their rights, children indicated that they had the chance to be involved directly in different media activities and managed to participate in the following media programs:

- Future generation program - Marah Radio
- Hebron Radio concerning small but important program
- Think and win- Palestine Radio
- Meeting and interviewing authority figures program-Alquds Educational TV in Ramallah

- Future is our children-Albalad Radio-Nablus

These activities allowed them to become more confident to face adults and become more confident in expressing themselves.

As for activities at school concerning child rights, children indicated that they participated in the following activities:

- Child day festival
- Established a lobby group at school to detect violations of child rights
- Shared what we learned in the training with our peer at school
- Used the morning school radio to talk about the importance of child rights
- Able to write on child rights and issues face children in their schools' wall magazine (Nablus)

On the question on what children are planning to do to promote child rights:

- Some Children expressed motivation to adopt child rights in their future work.
- Some others expressed the desire to become a joker to make children happier since most of them are not happy and joyful.
- Some expressed interest to become a journalist with international media company to expose Israeli violations of child and human rights.
- Others expressed that they will work on increasing people's awareness on child rights.
- Some wanted to learn different international languages to write in foreign media on what military occupation in violating child rights.
- Others wanted to work on promulgating a law that prevents children from leaving school to work.
- Some others expressed the desire to become an engineer to design a library and child games
- Another child wanted to become a computer engineer to design a website for children
- Another wanted to become a physician to care for sick children

It is clear that these responses reflect that these activities seem to have impacted the lives of children participated in the training which is an indication that the program was effective in this regard. Such impact requires further steps to ensure that these benefits can be sustained.

5.1.2 Recommendations to Promote Child Rights

The trainees of children interviewed expressed interest in continuing media activities concerning issues facing Palestinian children, they also agreed on the following recommendations for sustaining the impact of the project:

- Lobby with government to pass the child law in Palestine

- Put pressure on the president to create a ministry for children.
- Educate teachers on child rights
- Increase programs that target community and families on child rights.
- Lobby to establish an institute that monitor and detect violations of child rights at home and at school.
- Promote further the role of the media in promoting child rights.
- Use drama in increasing people's awareness of child rights.
- Capitalize on the skills developed by children especially in peer to peer child rights promotion.

In summary, **the impact of the project on children** seems to be overwhelming. Majority of children indicated that training was useful in allowing them **to become aware and understand child rights** especially after training. This subsequently enabled them to **observe and detect violations of child rights** and able to **express themselves** when they witness such incidences. This in turn will pressure adults to change the way they deal with children especially vulnerable children (disabled or special needs). They became **aware of the importance of media in lobbying against those who violate child rights**. This motivated them also to **learn new tools or techniques that can be used in the media**. Children felt better about them and channeled their energy from potential violence to other constructive behaviors.

Many benefits were gained out of the training project which include; **learning new skills on using different media presentations** and activities. Also they learned **how to produce media material** with more confidence.

Children in general, became more sensitive, responsive and skilled in promoting child rights despite many challenges and limited resources.

Children became aware of issues facing children in many parts of the world. They learned and understood child rights especially violation of these rights in other contexts.

Children also became more assertive in defending their rights and sensitize people to violations of these rights such early marriage, child labor, street children. They became more vocal and courageous to discuss and differ with adults in their effort to sensitize them of what rights that children should enjoy even under difficult circumstances. Children became natural educators of their peers and families on their own rights especially at home, schools and under occupation.

Children were able also to implement many media programs under the guidance of media experts and media institutions where they had the chance to play the roles of media personnel in different aspects of child rights. They participated in several child related activities such as world child day, morning radio talks at schools, schools' wall magazine and discussions with school teachers and others.

The training had developed participants' future interests in incorporating child rights in their own work and to promote children well being in the Palestinian community.

They pledged to learn international languages, join international efforts especially media and become journalists to expose the violations of Israeli occupation to child and human rights in the Occupied Palestinian Territories (OPT). All of these can reflect how children were impacted by the training and developed a new and future energy to protect them from injustice, harm, humiliation and conserve dignity. The challenge seems to face these children on how such energy can be channeled and institutionalized within a national strategy that can build on such new energy and enthusiasm.

5.2 Interviews with Program Trainers

Eight key trainers participated in conducting the training of children and media trainees. Other media technicians had also participated in the practical training. Six trainers could be interviewed within the time frame of this assessment mainly from ECRC. The interviews were conducted with six trainers (4 females and 2 males) from ECRC out of eight trainers who conducted the training for both media workers and children. Two of the trainers could not attend the interviews for personal engagements and who were hired from outside ECRC.

5.2.1 Technical Capacity of Trainers

At the beginning of the project, the Project Management Team met with the trainers to acquaint them on the objectives and methodology of the training. Trainers from ECRC were mainly qualified and experienced in child education, law, child rights, physical training, psychology, sociology. Five of them had their first university degree except one who has a master degree in child education. The trainers had long experience in training on legal, child rights and child education with training experience ranged between 15-23 years with age ranged between 42-55.

The interviewed ECRC trainers indicated that they could develop their knowledge and capacities in training media trainees and children on utilizing different media channels, and on how to train trainees in media material production through theoretical exposure to the role of media through conferences and readings on child rights and violations of these rights. Moreover, the media component was subsidized by utilizing media personnel in media institutions to train children on how to prepare, present and utilize different media channels on issues pertinent to children's rights and issues.

As for the methods of training used, the trainers indicated also that they utilized interactive training where 2-3 trainers were involved in each session of the training in order to complement each other. Trainers had several meetings with ECRC management to be acquainted with the training objectives, methodology and implementation plan.

Trainers however participated in the selection of media trainees through applications submitted by media organizations or through direct interviews with

interested trainees: The criteria were developed by ECRC for selection of trainees which were based on the following:

1. Media workers with some experience and not those who did not have any experience in media work.
2. Fully employed media worker.
3. Involved in preparing and presenting media programs.
4. Interested in children issues and rights
5. Regional balance (north, middle and south) was taken into consideration.
6. Trainees come from well known and recognized media institution
7. Trainees affiliated with apolitical media institutions
8. Gender balance

As for the selection of children trainees, trainers indicated that it was done through direct interviews and through organizations that work with children. In each region, children from the main cities and surrounding villages were selected. Gender balance was secured

As for the methods of training used, trainers indicated that they employed different methods such as; case studies, experience sharing, drama and role plays, brain storing and practical training children received by media workers in the different media institutions. This is in line with what children interviewed indicated on the methods used in the training.

As for the training aids, visual and audio training aids were used including flip charts, documentary films, transparencies and projectors, DVD, statistical tables, posters, media equipment such as camera in Radio and TV studios, articles of child rights and the Palestinian child law. Children seem to have enjoyed the practical training specially playing the role of media interviewers and presenting media materials pertinent to their rights and concerns. These methods seem to suit the type of skills and orientation that are required to develop major part of these skills.

As for the role of trainers, ECRC trainers played also the role of training coordinators in the three target regions to ensure that training was going according to plan through visiting, talking to trainers and children and observing the training of children in the different media institutions. Trainers indicated that they possess the necessary training skills in aspects related to child rights and education, child growth and development, child law, child rights, child context, advocacy. They also indicated that the purpose is to change attitudes of media workers towards the importance of utilizing media in promoting child rights which they had such skills. As for training them on role of media and media production, they indicated that more trainers should have been added to balance between the knowledge and skills related to child rights and development and with media role.

As for the training facilities, trainers indicated that training facilities were well prepared for the purpose of the training in terms of space, light, ventilation, audiovisuals needed, location except in Nablus where media trainees and children

come from long distance in the surrounding cities and town such as Tulkarem and Qalqilia. The facility had offered coffee breaks, lunches, refreshments, toilet and water facilities.

On the attendance rate of trainees, the trainees from both media and children attended almost all the training days except few from media workers who missed some training days resulted from the pressure of their work load and the request by their institution to perform certain work during the training. This is why media workers felt that training was longer than what they could commit themselves to. While children felt that they enjoyed the training and timing was appropriate during summer, but some felt that 25 training days was also a long time for them. Although attendance was relatively high but better coordination and awareness on the nature and length of training could have been better planned in order to ensure the institutional commitment not only for their staff to attend the program but interact with their staff on how to support and incorporating the new skills gained from the training.

On the most topics liked by trainees in trainers' sessions, they indicated that trainees liked most the following; knowledge related topics such as reality of Palestinian children, violation of child rights, comparative statistical data on children, child growth and development, vitalize the Palestinian law, articles of child rights.

On the question related to the most liked training methods, trainers indicated that training methods they liked most were role playing, drama, work groups, field data collection on issues pertinent to children, working with children, participation and discussion and sharing experiences among media workers. Children enjoyed mostly interaction with media News Media, Audio and visual media.

On the impact of training on trainees, interviewed trainers indicated that training helped significantly in increasing their interest in child related issues, used to prepare media programs during training before it was requested by trainers, increased their awareness of child rights while others started to involve children in media programs before the completion of the training. Trainers also indicated that training had increased awareness of media workers on child reality and rights, changed their views and attitudes to be more supportive in tackling children issues and concerns. These are in line with the objectives of the training and in line with the project objectives. In other words the trainers' responses were consistent with trainees from children and media workers who were interviewed.

Interviewed trainers indicated also that training had also helped children **gain more self confidence** in working with media channels and equipment and developed skills of presenting and expressing selves on issues that affect them. Children became **better skilled in producing different media material** (TV, Radio, newspapers) for promoting child rights, improved capability of understanding the guidelines that govern conducting interviews with children especially those facing sensitive problems. Media workers also appreciated the sense of responsibility they developed towards children's issues, opened the door for them to expand their

media domain to include children and sharing experiences among media personnel during and after training. Finally, trainers indicated that children became more responsive and sensitive in handling sensitive child issues.

As for the impact on children, trainers indicated that children had also benefited from the training in the following areas:

1. Increased awareness in child rights
2. Became empowered by the commitment to promoting and implementing child rights.
3. Appreciated their role as defendants of child rights.
4. Informed of the issues that face children.
5. Prepared and implemented groups of media programs directed towards children.
6. Became more responsive on issues pertinent to children.
7. Created and developed a website link with peers to lobby for their rights.
8. Developing skills in media promotion and production such as using cameras, microphones, others.

These are again in line with responses of interviewed children who indicated similar gains they obtained from the training and in line with project objectives of creating skilled children who can be involved in promoting the role of media through their active involvement and participation.

On how the training impacted the trainers themselves, they indicated that they gained the following;

1. Increased awareness and knowledge on the role and function of the media,
2. Introduced to the world of media and improved their skills and capacities.
3. Deepened their experience.
4. Developed professional and human relations with the media community and institutions.
5. Increased their interest in supporting children.
6. Improved training skills on how to influence positively the attitudes of trainees towards safeguarding children's rights.
7. Improved skills in presenting statistical data on the status of children on Palestine in comparison with children of other countries.
8. Skills of using the articles of child rights in defending children.
9. Improved skills in preparing the training material and prioritizing presentations of topics.

5.2.2 Recommendations for Improving Similar Training in the Future

Interviewed trainers expressed high satisfaction with the training provided, but they indicated that this is the first time they are involved in media training and they recommend the following for future similar projects:

1. Provide more time for the preparation of the training.

2. Increase the time frame of similar projects from 12 months to 18 months since it was difficult to complete activities of the project in 12 months given that this is a pioneering project
3. Simplify the EU procedures to sign contracts sooner than practiced during the project which helped in the delay of implementing these contracts.
4. Continue the support to developing specialized skills of trained media trained personnel.
5. Support another project that exclusively focuses on producing media material pertinent to children's rights.
6. Involve media experts in media promotion and influence on public opinion in training other media personnel.
7. Include the legal dimension for the training in accordance to the Palestinian law.
8. Improve awareness of other sectors such as in education, health, economics and other sectors on children rights and their role in embracing these rights in practice.

5.3 Interviews with Trainees (Media Personnel)

5.3.1 Profile of Media Trainees

50 media trainees targeted but 46 received the training (22 males and 24 females). The distribution of the trainees was as follows: 16 trainees from Hebron district, 18 in the middle region and 16 in the north. The selected trainees were interviewed utilizing three focus groups; one focus group of 5 trainees (3 males and 2 females) in the north, one focus group of 7 (3 males and 4 females) in the middle) and one focus group of 7 trainees (4 males and 3 females).

These selected media trainees represent different media organizations in the respective regions including some media specialized university students. They also come from different disciplines; radio broadcasting, journals and newspapers, TV stations, national media organizations, and a university media student. The selection also took in consideration the different titles and positions of media work ranged between program presenters, reporters, director generals, coordinators, editors of journals. Almost all except one was nominated by their organizations and one received an official invitation.

The rate of attendance of media trainees in the training program as indicated by the interviewed trainees was above 95% of training hours which reflects an institutional and individual commitment and interest in this type of training. All of them attended training and three quarters of them participated in the production of media material pertinent to the rights of children.

The discussion was documented and responses that reflected consensus among members of the groups were considered as group responses to these questions.

5.3.2 Key Findings

After analyzing the responses, responses were categorized and written as it shows below.

On the question of the motivation to attend the training by media workers, many of them indicated that the topics of the training is new of its kind and helps in understanding children's rights, ability to present media programs on child rights, training is relevant to the roles of media workers, interested in child rights as a human right, to be able to train children on their own rights, to enrich radio programs with children's issues, to increase people's attention to rights of children and to help in encouraging the authority to pass the Child law. Responses indicated that participants had active interest in attending such training programs as a new field for them and in line with the objectives of the training.

Many of them also were informed generally about the training program and how it is relevant to promoting children rights and problems and role of media in promoting child rights. Trainees had different expectations as they have different specialties and different work settings. Some of them expected to learn more on the role of theatre and film making on promoting child rights, learning about experiences of other countries in this regard and to gain insights on the international laws and agreements ratified in the field of child rights. Other trainees, expected for the training to deal with difficulties facing Palestinian children, understanding the nature and the articles included in the Palestinian law and how they can play better role to deal with children issues through different media channels.

On being oriented on the training program before the training, most of the trainees received the program and training material with great clarity but some material related to children's problems were not as clear during the training but clarified further after the training.

On the question of relevance of training to trainees work, majority indicated it is relevant especially to Radio and TV trainees while some indicated that it is relevant but difficult to implement given the limited capacity of some media organizations in terms of availability of adequate quantity and quality skilled staff.

As for the most important topics they felt provided in the training, the scale of importance of issues tackled by training varied from one participant to another. The group interviewed in Hebron indicated that child problems during the war, child labor and street children, right to education and self expression, and right to obtain basic health services were perceived as most important. While the group interviewed in Ramallah, indicated that international law and agreements, right to play and recreation, participation, and domestic violence were most important for them. The third group in Nablus, indicated, children with special needs, child law, and stages of child development and violation of children' rights under occupation were perceived as most important.

Again these variations are not severely diverse but reflect their personal and professional interests as they vary within groups and across. These are motivating factors for them to attend the training.

The groups interviewed in Hebron and Ramallah indicated that training had a balance between awareness rising of child rights and role of media workers to promote these rights. As for Nablus group, they indicated that they had more knowledge oriented training than skills-based training as participants had different levels of knowledge and skills which created a challenge for trainers in dealing with training needs of each trainee's interests. They indicated that training should have focused more on the awareness raising and less on skills development, which needs further investigation and explorations.

On the topics they recommend to have been included in the training, the Hebron group suggested to increase applied training and presentation of films, involving children in some of the training. As for Ramallah group, they suggested to have a mix of more and less experienced media workers and not mainly those with limited experience as well as more attention to how to enable media workers to employ knowledge and skills received in the training on promoting child rights. As for Nablus group, they preferred to have more statistics that compare child rights in Palestine with those in other countries.

Media trainees indicated also that trainers of Nablus group (2 trainers) were more specialized in childhood and child rights, Ramallah group (2 trainers) specialized in child rights and Nablus group indicated that they had 4 trainers specialized in child rights. The three groups indicated that trainers had different training skills in presenting the topics, used ice breaking techniques, utilized group work, brain storming, respecting trainees, used role plays, utilized interactive training and involving trainees in the discussion and had a balance between theory and practice. They used also projectors and LCD, documentary films, group work and flip charts. The timing and place of training were perceived as suitable by all groups interviewed in the three regions. These methods seem to have enabled trainees to enjoy training and also internalize many of the topics covered in the training and helped them to appreciate the importance of these topics for the well being of children.

5.3.3 Recommendations to Improve Future Training

Interviewed media trainees also felt that training could have been better should ECRC took into consideration the following:

- Involve all trainees in the field training and applied work
- Bring more diversified trainers in terms of specialty and skills which can include also legal experts, and media experts.
- Had better and balanced mix more trainers from ERRCR and outside
- Some of the produced media material should have done during the training.

- Include trainers specialized in all types of media (Newspapers, Radio and TV)
- Change the training place to suit those who live far away from the main cities where training took place.

On the question about the new things that trainees gained from the training; the Hebron group learned new things about child labor, street children, children with special needs, types of violation of child rights, child rights as expressed in international agreement and law. Ramallah group expressed that they learned new things concerning role of the child in formulation of laws of concern to them and appreciating the shortcomings of media organizations in dealing with children's issues, correcting misconception about children and their capabilities. Nablus group indicated that child growth and development, learning more of the status of Palestinian children, learning about international organizations working on children's rights were among the new things they learned.

On the question how the training influenced positively the trainee's attitude towards the issues of the training, the following responses can be summarized from the three groups:

- Became more attentive and supportive of children
- Become more interested in listening to children's songs
- One of the trainees changed his mind in forcing his daughter to marry a rich man that she does not like.
- Opened a new field for writing more creatively about children's issues
- Became more active in supporting the passage of child law
- Supportive of efforts to develop a national media strategy dealing with children's issues
- Changed trainee's views on children status.
- Became self critical of what and how to talk and behave with children
- Interested in defending children in different aspects of life
- Motivated to give more space in media for children
- Appreciated the power of media in changing people's positions and views on children.
- More sensitive to different levels of violation of child rights
- More dedication to look for opportunities to discuss violations of children's rights in TV programs.

On the skills learned from the training program, groups interviewed expressed the following;

- Ability to facilitate discussions on children related issues
- Ability to lead a dialogue and interview with children
- Ability to deal with sensitivity and clarity of language that suit children
- Listen to children's expressed needs and concerns.
- Ability to be more objective (not emotional) when dealing with children's issues
- Learned to be enthusiastic and critical media person
- Ability to identify violations of child rights

- Ability to prepare and execute child media programs
- Developed skills in asking in-depth questions with TV child programs
- Improved ability in writing professional reports pertinent to children
- Improved skills in dealing and managing press writing

These gained skills are considered significant to developing better understanding of child rights and violations and to develop some practical skills in utilizing the media for addressing these rights and violations.

Topics that need more training

Interviewed media trainees indicated that other topics should have been included which can help them in their own work, these include the following:

- How to develop national media strategy pertinent to children
- How to address children in NEWS media.
- How to develop community-based media awareness programs
- How to produce effective media programs that can have better impact.

On the question of how the training was useful to children and society, responses varied from one trainee to another and from one region to another. The Hebron group indicated that children became more confident in expressing themselves, became aware of their own issues and sensitized them to children with special needs. Children also found new material for their writings and able to transfer these new learning to other peers.

Children and media personnel paved the way to educate teachers and school principals on many issues which help to create better understanding of children and respect their needs and concerns. The confidence gained among children allowed them to discuss and challenge “not to accept” passively adults’ point of view and allowed them to be able to utilize the articles of child rights in a more convincing way.

Children gained more leverage by having several media organizations focus on issues of concern to them and facilitated more support and increased awareness of child rights and issues facing their peers. One of the most important benefits that children gained is the involvement of children in child to child educational and problem solving activities which will help develop more effective approaches to engage children. The training had helped also in putting the child law on the agenda of policy makers and created lobbying groups to pressure decision makers to pass and implement this law.

Media trainers felt however that training objectives were achieved in great extent. In their words “it achieved more than 95% of the objectives of the training” which reflects high satisfaction with the results of the training.

On the impact of training on the sustainability of the benefits of the training, trainees and trainers indicated the following:

- Trainees gained skills, knowledge and connections that will help us expand our work in the future to include media programs that tackle children's issues.
 - It helped them to help children through helping other child institutions to integrate media in their programs.
 - Increased our production of media material as reporters and editors of newspapers and journals.
 - Started to pay attention to how occupation impact the lives of Palestinian children
 - Became aware of different internet resources that deal with children and media as well as child rights.
 - Became assertive in supporting children complaints against wrong doing. For example one of children complained about one supermarket which sells outdated product, and he managed to force the supermarket to get rid of these harmful products.
 - Became critical of any violations of child rights especially physical, sexual and psychological abuse in school, home or other community settings.
 - Became resourceful of material that can be used in future media programs.
- On the question of how the training was useful to trainers and trainees institutions they work for, responses of the three groups indicated the following:
- It helped to reshape institutions' mission and agenda to include children as part of their plans.
 - Children issues are incorporated in our current programs, for example, a women newspaper designated a special corner for female children. In another newspaper called (Alhaya Aljadeedeh), a new page was designated to children's issues.
 - Some Institutions developed plans to utilize the material and issues provided in the training.

On the question of the type of media productions resulted from the training of media workers; several examples were mentioned such as follows:

- In Hebron, one of the radio stations broadcast a program called "the right is ours" invites a decision maker to discuss issues pertinent to violations of children rights" where children are among the interviewers.
- A program called "Children are tomorrow's adults" entertains different issues that are pertinent to children imprisoned in Israeli jails and those of fetuses that are not yet born.
- A program called " the future generations"
- News reports on street children and beggars.
- Press reports on the status of children in settlement areas confiscated by Israeli settlers in Hebron.
- The Voice of Palestine (Radio station) produced three rounds of discussions on children's rights especially child labor, bullying, physical punishment in schools and within families and sex education.

- A news paper called (Alhaya Aljadeeda) specially dealing with child law, violence and child participation in decision making at home.
- In the Educational TV-AlQuds University; produced three programs that deal with international agreements and laws that deal with children's rights and the possibility of implementing this law
- In Nablus, a program called "in the heart of the incident" produced four programs that deal with childhood issues
- Several other programs were produced and some are still running that deal with child issues including role of the media in defending these rights.

This variety of media production may have created the sense of achievement, relevance and created an atmosphere for directing media towards paying more attention to children. These media productions are considered as an important reserve that can be used by different media organizations and workers.

On the main obstacles that challenge the sustainability of the benefits of the training;

- In the Hebron group, they indicated that children may be interrupted to continue in their participation in these programs.
- Institutions may not continue such programs if they don't have the necessary funds.
- Decrease in the funding and support they get for these programs.
- In Ramallah; The absence of media network that can combine efforts and sustain support
- Lack of clear policy and role of Palestinian authority in this field.
- Lack of media strategy at the national level for children.
- Lack of coordination among media institutions which leads to negative competition
- In Nablus, the group indicated that lack of funding, lack of clear commitment and lack of policy among media organizations pose great challenges for sustaining such programs.
- They also indicated that weak technical and management capacity of media organizations and personnel are major obstacles in sustaining the program benefits.

Many of these concerns are valid since that this project uncovered the weaknesses and challenges facing Palestinian media in dealing with different issues that confront Palestinians including children. Building capacity of media organizations and creating a national media strategy need longer term plans which can build on achievements that have been paved by the project.

However, media trainees **suggested strategies to promote the sustainability of these programs;** In order to sustain program benefits, the three groups responses can be summarized as follows:

- Establish a coordinated media network of TV and Radio stations (public and private) that can share and sustain the national programs including child related issues.
- Support cooperation between children and media organizations through creating shared incentives for both parties.
- Continue efforts to build the technical skills and capacity of media institutions and media workers on different issues pertinent to issues of concern to children.
- Create a mechanism to integrate the role of media, ministry of education and ministry of culture as well as human rights institutions to be more effective in sustaining the benefits of the program.
- Design much more focused and in-depth skilled training for media workers while taking in consideration the level and specialty of target groups.
- Involve the Palestinian authority in efforts of passing the child law and the implementation of such law and child rights for the protection of children.
- Develop and integrate educational courses on children's rights and development in different disciplines such as education, health and law.
- Increase awareness of all media (TV, Radio and magazines) on issues face children in the context of child rights.
- Continue to support financially the role media in promoting child rights and dealing with issues facing Palestinian children.
- Maintain the moral and humanitarian dimensions when working with children and not to shift of using this for financial and personal gains.

6.0 The Production of Media Material

In meeting with some of the trainees in the three regions, the researchers explored the type of different programs implemented during the project framework which resulted as part of the technical and financial support provided by ECRC to these trainees and their institutions.

During focus group interviews with media trainees who completed the training, the following key questions were used as guide for group interviews conducted in Hebron, Nablus and Ramallah. The list of programs/materials produced by trainees is shown in Annex 2.

6.1 Key Findings

In interviewing the media trainees, they indicated that training helped them in producing different media materials and programs. 13 media organizations were planned to produce 3 programs in each radio and TV and 3 articles each newspaper and magazine, in total of 39 program and article, whereas one TV withdrew and was not contracted due to internal reason that made them close the station, which made the total contracted is 12 media organizations that prepared and broadcasted 36 programs and articles.

They also indicated that training provided them with material, statistics and issues relevant for their type of work, sensitized them to their role in integrating the media production pertinent to children, equipped us with some tools of how to promote child rights. The training motivated them to work on material that also not given enough attention and the media trainees thought this work can also make them known and pioneers.

However, while working on the different productions, trainees faced different obstacles; difficulties in communicating with children needed for the production of the material, female participation was more difficult for cultural reasons, institutional bureaucracy of government and nongovernmental organizations, scarcity of resources and poor technical skills in different areas of media specialties, weak support from managers of the institutions as they support more income generating programs, weak response from governmental organizations, legal institutions and Palestinian Bureau of Statistics in providing the necessary data and material especially the child law and violations related material. Many of the media trainees tried to overcome such challenges through their good connections with different available resources.

These responses reflect achievements but again highlight the challenges that face designing and producing media material and programs. It is mainly lack of skills, resources, lack of adequate management capacity if media organizations including cultural and lack of awareness pertinent to the role of media in promoting and working with children. Based on their experience during the production of the media material, they expressed the need for improvements and support in the following areas:

6.2 Technical recommendations

1.1. Prepare technical experts in the TV and Radio material/program production through including focused and specialized training on media production in the different types of media. The training uncovered the media workers weakness in this field and training could not bridge this gap in one shot training.

1.2. Although playing a role in the media for supporting children was perceived as an opportunity nevertheless it exerted additional pressure on the limited human and technical resources and capacities available in these organizations. Thus, such programs should have tackled only those who are already working on children issues and not impose this on those who are not experienced to do it. This can help develop already existing child media programs.

1.3. Better coordination among media organizations to complement technical and financial resources.

1.4. Awareness and training should include all institutions dealing with children in different sectors and not only in the media.

1.5. Extend this experience to other media organizations but taking into account the lessons learnt.

1.6. The training should have helped in providing financial, experts (media and educationists) from outside ECRC and guided the institutions on developing such resources. Also, training should have been given more time for applied and skills development training and on site supervision. Although there is still a need for financial and skilled technical human resources to produce quality media programs, yet they indicated that they will continue to do what they can since this can invite opportunities for attracting funds and national and international interest to promote child rights. The impact of such productions on issues of concern is not within the scope and resources of the evaluation.

6.3 Role and Capacity of Institutions Involved in the Project

Not all organizations have had experience, resources and skills in producing and designing media programs on children related issues including promoting child rights. The project has uncovered such incompetence and motivated these organizations to develop plans to build such capacities in the future. Few organizations had more technical and human expertise pertinent to child media and child rights. Even these organizations need further capacity and development to be able to produce more effective programs. Several institutions continued to broadcast some of the material produced in the training and others incorporated such programs in 2010 plans, such as in Hebron, Nablus and Ramallah. Some are planning to continue such programs and they are planning for exploring the possibility of support from the private sector or other international and national sources.

7.0 Assessing Conference Achievements Entitled: “Media and Children's Rights”

In assessing the relevance of the conference the following key questions were used to guide the assessment:

7.1 Key Questions

- What were the main objectives of the conference
- Who were the main target groups?
- Total and type of people participated in the conference, how many?
- What were the main issues that were raised during the conference that require follow up and further work?
- Based on the discussions and evaluation of the conference, what were the key recommendations in promoting child rights, influencing policies and laws, building local institutional capacity to monitor violations of child rights, increasing awareness of people and empowering children to be more vocal on issues of their concern?

It was difficult to assess the impact of such conference given the limited scope, resources and time. Only general descriptions and recommendations that were obtained from the proceedings of the conference.

7.2 Key issues discussed at the conference

The conference was conducted in Ramallah 23-24 November 2009. The conference was attended by approximately 176 participants from wide and diverse audience mainly education, media, law and human rights organization. The purpose of the conference was to provide the legal, educational and intellectual platform for building a specialized media strategy for defending and promoting child rights and detect violations committed against children. The conference was held under the patronage of the MoED and funded by EU and attended by media, legal and educational entities and personnel.

The conference covered the following topics:

- Role of media in creating a supportive and protective role against negative media.
- Mechanisms of involving children in media programs of concern to them.
- Role of media in promoting child rights and monitoring child right violations.
- How children see their rights in the eyes of the media
- Ingredients of developing media strategy for children that tackle their issues.

Conference participants were divided into three groups representing different components of the media (read, seen and heard) and then one group was responsible for developing methods, mechanisms to build a media strategy and put forward important recommendations. The papers and workshops were relevant to the objectives of the project and focused on role of the media in empowering children to express themselves and to influence decision makers and key players in putting children's issues and rights on the agenda.

The conference program covered opening remarks from ECRC, MoED and EU. The first session of the First day covered the presentation of the legal and rights framework for developing mechanisms and procedures that protect children. The second session covered the need for coordination among media institutions to facilitate creating an educational and media environment that support children's rights. Then the role of education in creating a supportive environment for child rights was presented. At the end of the session it was covered the importance of involving children in press and media activities. In the third session, real experiences of read and seen media were presented.

In the second day, the first session covered different topics including the role of media in promoting child rights and detecting violations of these rights; a strategic vision on promoting and defending child rights and issues. The second session

covered different topics including; "how children see their rights" which was presented by five children representing different regions.

Finally the conference was divided into three groups to come up with recommendations. The first group tackled recommendations of the read media; the second one tackled recommendations of the seen media, and third group worked on recommendations of the heard media.

ECRC stressed that the conference is an extension of previous and current projects aimed at utilizing media to promote children rights and publicize violation of child rights and adopting laws and regulations to protect children.

Most of the papers revolved around the importance of working together in an interdisciplinary way by involving key stakeholders in education, media, law, human rights, service providers, economic development and art developing comprehensive strategies and programs that deal with children holistically. They stressed the importance of education that put children at the center and also role of media in promoting child rights and well being. They also mentioned that 60% of children watch TV, 54% had access to internet, 60% had computers and majority of families have no mechanism and knowledge to monitor and protect children from its negative impact. They stressed the importance in promoting partnership among all concerned to work together in detecting and addressing such issues with sense of responsibility. Also it is important that such partnership uncover and expose violation of Palestinian children rights under Israeli occupation.

Other papers addressed the Palestinian child law and detecting and reporting violations of child rights at the different levels. They also discussed the importance of involving children in designing and implementing programs that are of concern to them such as media and education.

Another paper stressed the importance of producing relevant media material by involving colleges, and universities in such efforts and the need to support such initiatives by local and International donors. This will encourage local, sustainable and effective media programs that can be more useful than programs imported from outside.

Another paper addressed the role of education in developing a more innovative and responsible generation through training teachers on child rights, growth and development and respecting children's peculiar stage and needs. They also stressed the importance of encouraging critical thinking and reform education to suit children and not to suit adults. Parents, NGOs and government institutions need to support the development of a national strategy for children that involve different sectors.

Another paper addressed real experiences from the different types of media. One of the studies presented talked about how media covered children issues during Al Aqsa uprising. The study recommended that media should be concerned with all issues of concern to children and not only that related to Israeli occupation. Also

there is a need for the international media to cover violations against Palestinian children during confrontations and otherwise. It stressed the need to develop the capacity of Palestinian media workers in writing skills to best serve the messages intended.

Then media strategy related papers were discussed and provided the following recommendations:

1. To adopt all media organizations children issues
2. Participation of children in developing the strategy
3. Bridge the gap in certain media specialties
4. Integrate the moral and ethical guidelines in dealing with children issues

Finally 5 children expressed their views and experience in attending the training and how this changed their views towards themselves and others. They also expressed the importance of continuing the support from media and other institutions to help children become more active in issues of their concern.

Then the conference discussed in group workshop the role of the NEWS media for promoting child rights and agreed to the following recommendations:

1. Written material should come from credible sources and seek the attention of positive readers.
2. Provide specialized child libraries with support from governmental and nongovernmental organizations.
3. Allocate adequate space for children issues on regular basis.
4. Organize more child conferences that deal with their rights, issues and concerns to follow up on other conferences and make use of their recommendations.
5. Involve children by choice and not by obligation and should be allowed to express themselves freely without directions and control of media personnel and institutions.
6. Prepare qualified media personnel skilled in dealing and working with children at different ages.
7. Integrate child rights in the written and broadcasted material.
8. Develop code of ethics for the media field to be adopted and enforced by all types of media groups.
9. Differentiate among child news, child rights news and child friends' news.

As for the visual media group, after lengthy and in-depth discussions, they were able to agree on the following recommendations:

1. Reactivate the constitution and child law.
2. Disseminate children's rights in the different media channels.
3. Develop a clear media message for the children.
4. Provide financial support for child related media.

5. Involve as core experts psychologists, educationists and media in a concerted manner.
6. Media should try to think of solutions instead of only diagnosing children conditions.
7. Community awareness on child rights.
8. Deal with children holistically.
9. Change the pattern of the way we perceive and work with children and look at them as capable and intelligent players.
10. Involve children in all stages of media program development.

As for the Audio media group, the following were the most important recommendations:

1. Promote awareness of national media organizations of the relevance and significance and potential benefits on focusing on children.
2. The presence of a coordinating body to compliment the work of each other.
3. Conduct regular training programs for children to become better aware and skilled in dealing with issues if their concerns.
4. Deal with child rights as an integral and inseparable from human rights.
5. Educate media workers on avoiding the harmful effects of the modern technology used with children...
6. Timing of conferences should suit most children themselves.
7. Involve parents, education and decision makers in issues of concern to children.
8. Design proactive media program they can address children issues proactively.

Assessing the impact of the conference in terms of achieving its objectives is beyond the scope and resources of this evaluation, but trainers and trainees who attended the conference indicated that it was successful in bringing people from different sectors to discuss how they can help in promoting child rights and build better national strategies to make children the focus of Palestinian development as they represent the future.

7.3 Summary of key Conference Recommendations

From the conference proceedings the following recommendations were put forward by the conference workshops:

1. Establish a media council specialized in child rights.
2. Establish a legislative body to help in networking among the different institutions to serve as an integral body for the best interest of the child.
3. Activation and dissemination of child law that can address children's issues.
4. Make available child library within media institutions.
5. Organize several conferences that can address their concerns and needs.
6. Increase awareness of national companies on the importance of child rights to support children's initiatives.

7. Continue the rehabilitation of media personnel in the area if reproductive health
8. Integrate children's in clubs, programs, conferences that address their needs and concerns.
9. Intensify the development and broadcasting episodes and media personnel.
10. Support inspiring and talented children in utilizing media for promoting their rights.

8.0 Individual in-Depth Interviews with Members of the Steering Committee

Interviews were conducted with three members of the steering committee except one who could not for his busy schedule. The three of them have had qualifications and experience in the field of media. The three members represented important institutions relevant to the objectives of the project. One represented Ministry of education, another ministry of media and one represented media institute in Birzeit University. The private sector and NGOs are not adequately represented. The members attended 3-5 meetings and played more of advisory group and not making decisions regarding the project implementation. They all were selected by their institution.

8.1 Key findings

The criteria used for selecting the members of the steering committee is their relevant experience and qualifications, interest in media and child issues, availability and ability to have time to attend the meetings. These are relevant to the selection of steering committee members but did not have enough time to attend the necessary steering committee meetings and lack some specialties such as education, law and human rights.

The role of the steering committee was intended to be a decision making body with authority to influence the implementation plan. However, their role was limited to providing advises especially selecting media organization and occasionally influence some decisions related to the training and conference.

On the obstacles for performing the duties of the steering committee, the interviewed members indicated that there were no major obstacles in the way roles are set, however the war on Gaza, lack of coordination among the members of the steering committee, lack of time to meet and lack of clarity and authority were main obstacles.

The steering committee received regularly feedback of the implementation of the project and they had no influence or power on how things are implemented since this is complying with the approved plan of the original proposal. The main thing that the steering committee could help with is the recruitment of media institutions and

trainees. They also helped in the preparation of the conference, involving the media in the participation and coverage of conference activities especially in the local newspapers as well as presenting papers at the conference and one of them helped in setting a website on the rights of children.

They indicated also that the project was useful experience for them especially the training and benefiting from the conference outputs and recommendations.

On the role and capacity of ECRC to implement similar projects, all indicated that ECRC is a reputable organization that has long experience and credibility in working with children. Also they possess the basic human, technical and other resources that enable them to implement similar projects. ECRC should have also brought more trainers from outside and not to rely largely on ECRC trainers ECRC should have involved media and legal experts in the planning phase as they could enrich the implementation of the project. They also indicated that the conference could have had greater coverage and influence than what could be achieved.

On the sustainability of the project benefits, the interviewed members indicated that the project had multi-faceted positive and lasting impact on ECRC including;

- Equipped trainers and trainees with skills and experience in media related work and became better advocate of child rights and importance of media in promoting these rights.
- The project was an inspirational framework for ECRC and other media organizations in terms of integrating media in social change especially related to children.
- The wealth of experience and network, ECRC gained will help in developing its capacity for similar future projects.

8.2 Recommendations

At the end and, and on the question: what other recommendations they like to put forward, they expressed the following:

- Continue the support and follow up on the media productions to further utilize them in promoting child rights.
- Continue the support and lobbying for implementing the child law an in promoting child rights through different channels including media.
- Expand the media training while incorporating the lessons learnt.
- Involve the official media channels in promoting child rights and violations of these rights.
- Coordination between legal, educational and human rights organizations in dealing with child rights and law.
- Involve sports clubs, schools and other youth organizations in this type of work.

9.0 General Conclusions and Recommendations

There is a consensus among all interviewed groups that the project was relevant for the following reasons:

There is in general low awareness among the media organizations and personnel, children and their families, schools and general public about children and their rights and thus this project was highly relevant to promote the rights of children especially by the powerful tools of media. This gains additional importance and relevance since children face multiple challenges in the different fronts culturally, politically and institutionally. The project was able to address these issues in its different activities during training and media production and at the conference proceedings.

Media organizations lacked skills and capacity and the training and media production sensitized them and became better skilled on issues facing children. In building a civil society Palestinians need to prepare children that enjoy better rights, opportunities and skills. In this context this is a very relevant area that the project addressed and helped in sensitizing the community to be more responsive and supportive to children. Children make almost half of the Palestinian society and protection of their rights serves to promote their health and well being.

As for the effectiveness of the program, the project has managed to achieve several outcomes after completing the training program. Most of the objectives were achieved through completing the training of 64 children, 46 media workers, produced several media material on children, created better communication among 12 media organizations, build the capacity of ECRC as a national organization that became better equipped in working with media and provide training on child related issues including children's rights.

The program was also effective in involving 12 organizations and helped them in uncovering their weaknesses and strengths in dealing with children issues.

Needless to say that response from different sources brought the voices of children to the surface and allowed children to become players rather than recipients of programs. Despite challenges and limitations, the different responses indicated that the project had managed to a greater extent to achieve its objectives. The project was able to sensitize experts and workers of media organizations and key ministries such as Ministry of Education, Ministry of Media, human rights organizations, legal institutions, international organizations to continue support this initiative and bring better coordination. The project media activities sensitized their management and staff to the importance and benefit of integrating children rights and issues in their programs which broaden their scope and improve their relevance to the biggest layer of the society "the children".

Off course more rigorous evaluation can be employed to look at the long term impact of the project especially on the institutions involved in the media production and integration of child issues in their programs. Also, more evaluation is needed to

see if any of the training skills gained by trainees can be transferred to other organizations and that more media personnel are becoming better educated on the role of the media in dealing with children related programs.

At the policy level there is still the need to see if child rights, child law and national media strategy will progress further as a result of the achievements of the project. This needs more follow up and longer term evaluation. It will also be important to assess how project media productions and institutional and public awareness and empowering of children in the project will affect the size of reported violations against children be it from Israeli or local sources.

9.1 Impact on ECRC

Based on the interview with project director and project coordinator and trainers and trainees, they indicated that the project has contributed to the capacity building not only to the partner organizations who participated in the different project activities, but helped in developing further the capacity of ECRC in the following:

1. It was an opportunity to learn more about child rights and its implementation challenges in the occupied Palestinian Territories.
2. It gave ECRC the opportunity to become better known in terms of mission, capabilities, roles and contributions it makes to local community which increased the scope of the institution's network and potential partnership.
3. ECRC became aware of the role of Media, strengths, opportunities and limitations in playing a role in promoting child rights and producing media material that serves the best interests of children.
4. ECRC and partner organizations have gained a tremendous knowledge and skills in training others on issues pertinent to child rights and role of media in this regard.
5. ECRC became resourceful on material pertaining to child rights, training, role of media, effective partners working in the field, improved the management especially in becoming better acquainted with EU procedures and have now better capacity to plan follow up projects that can build on achievements of this project.

9.2 Sustainability

Sustainability on the other hand is very much challenged although there are achievements in that regard. Many challenges challenged the likely continued and long term sustainability of project benefits. These include; lack of coordination among media institutions, lack of policy and law that can protect rights of children and bring violations to justice. The other challenge is the lack of technical and

managerial capacity among governmental and nongovernmental media organizations to integrate children's issues in an effective and sustainable way.

This is exacerbated by the lack of skilled media personnel who are skilled in working and reporting and understanding children's world and issues.

The project however managed to create enthusiasm and energy that can be built on by local and international organizations. Based on the feedback from the different players in the project (ECRC director, project coordinator, steering committee members, trainers, trainees and conference material), the following achievements can help in the sustainability of the project benefits:

1. The project was able to build resource trainers in applying media for promoting child rights and can help build the capacity of their own and others in promoting child rights and monitoring violations of child rights utilizing the local media.
2. The development of training material and resources gathered can be developed further and shared with other organizations interested in similar training and media production.
3. ECRC capacity has further developed in this field and became part of national resources for training and promoting awareness of other organizations on child rights and to continue related activities with more confidence.
4. The project had developed and promoted successful partnership and coordination among local organizations that will help in other projects in this field or other fields.
5. The project helped to develop the capacity of more than 60 children to become leaders in issues pertinent to their concerns where they can empower other children around them and to serve as media agents.
6. ECRC became better known nationally and internationally in this field which can be a positive factor in attracting more support from local government and international community.
7. The produced material by local partners are long term resources that can be used by ECRC and other partners in promoting Child rights and influencing policies and laws to serve the best interests of children.
8. Many media organizations became better prepared and skilled in promoting child rights, address issues facing children such as street children, child labor and sensitive issues that were not addressed prior the project.

9.3 Lessons learned include:

From analyzing the responses from the different groups interviewed in this exercise, the following lessons can be drawn for future purposes:

1. Better analysis of the context (opportunities, threats, strengths and weaknesses) including our own organizations to design more realistic and well thought of plans that take into consideration the difficulties facing us within the political context. The project was more demanding in terms of activities and partner organizations took

more time and effort to fulfill their duties. Better analysis of project stakeholders can play an important factor for developing better informed relationship.

2. Better understanding of the EU procedures and negotiate the adaptation of these procedures to the local context in terms of contractual procedures, timelines, and financial arrangements as the project experienced delays in transferring the money.

3. Policy context does not absorb the need to implement laws and programs that tackle children's rights and effective programs that monitor violations and harm inflicted on children from external and internal sources.

4. Lack of coordination among media organizations requires selecting carefully those that have previous records of credible performance and not on the basis of regional or specialty alone.

5. Children appreciate programs that allow them to express themselves and children have greater potential in becoming advocates, trainers and educators than it was anticipated. Children can be trusted with doing more work more effectively than adults in dealing with issues pertinent to their interests and concerns. Children appreciate people who trust them and recognize them as players and not recipients.

9.4 General Policy Recommendations

1. Develop a national strategic plan for activating the role of the media organizations in defending and promoting Palestinian child rights. This strategic plan should engage different stakeholders that have stake in supporting, protecting and caring for children including government, nongovernment, private, international aid community and humanitarian organizations.

2. Develop national monitoring, documentation and reporting system for the violations of child rights at different fronts; homes, schools, labor, child care providers, legal system, rehabilitation centers and other child related. Also, violation of child rights by Israeli military occupation, incursions, imprisonment, detention, humiliation at check points, barriers to access schools, services and other social and educational activities, isolation by walls and barriers.

3. Activation and implementations of Palestinian child law while mobilizing the necessary resources for comprehensive and active implementation of the law. This would necessitate building the capacity of different stakeholders to enable them to play the needed roles for successful implementation of the child law.

4. Allocate adequate annual budget that can be used for addressing the needs and priorities of children delineated in the strategic plan.

5. Develop national human resource policy that ensures adequate expertise in child media, research, child rights, psychosocial, legal, and educational and child development to be able to have more effective human resources working with children.

9.5 Program Recommendations

1. In forging partnership relationship concerning promoting the role of media in child rights, a more diverse types of organizations need to be included such as legal, educational and human right organizations of government, nongovernment and private sectors to have a more effective and sustainable benefits of similar projects.
2. Capacity building should aim at including media program managers, trainers and educationists and those specialized in media production.
3. Capacity building of media institutions on designing, producing and executing media materials especially dealing with children to improve relevance, quality and effectiveness.
4. Establish a wider membership of project steering committee that involve different institutional affiliations with better involvement in decision making at all stages of project development and not only in playing an advisory role.
5. Involve media, legal, human rights, psychosocial and educational experts that can help in the production of media programs that tackle issues facing children.
6. Prepare skilled children in media production that allow them to express themselves and represent voices of children's concerns that face them in the different developmental spheres.
7. It is recommended that quality rather than quantity of media personnel and organizations should be selected in future follow up projects since some of the selected organizations were not up to the expectation and proved to be a burden not of help as expressed by some trainers and trainees. The selection of those of good potential organizations who have put children as part of their media program with highly committed management can improve the effectiveness and efficiency of the project outcomes.
8. Better selection and involvement of multidisciplinary trainers and trainees who are able to deal with children by involving trainers from legal, psychosocial, education and media experts. It is also recommended that trainers should undergo more in-depth training of trainers involving experts from different fields and utilizing a more comprehensive training manual that spells out the different skills and methods and topics needed to gain these skills. In other words, training of trainers should include competency based training approach to advance the skills of trainers from different fields.
9. Prepare a training program that are built on careful training needs assessment of potential trainees to help better design relevant and more effective training in the future.
10. Prepare a more specialized training material in different types of media production where it can be used to extend training to all media organizations.
11. Involve a multidisciplinary team of experts in planning and designing intervention plans that can target media and non media personnel working with children and promoting child rights.
12. Utilize existing media material and programs for future plans in mobilizing media institutions in promoting child rights.
13. Capitalize on the trained children and involve them in training other children on issues pertinent to their rights and in mobilizing children to become a force in future related programs.

14. Prepare trainers that can understand, deal and work with children as players and not recipients of services.
15. Promote and integrate child rights in the different aspects of programs (health, psychosocial, education, legal system, child research and other development efforts in Palestine
16. Build a more rigorous monitoring and evaluation systems in evaluating the different schemes of planning and implementing different types of media programs that promote child rights.

Annexes:

- 1- Annex 1: Schedule of meetings**
- 2- Annex 2: List of media programs implemented**

Annex 1: Schedule of meetings

Date	Location	Task	Hour	Description	Participants name/function	Organisation & Contact details
20 Dec	Ramallah	meeting with the project steering committee in Ramallah ECRC office	10:00	The role of steering committee in project how did they affect the project implementation or any other issue that might be raised by the monitor	Steering committee (Mr. Khalil Al Assali - AL Quds Educational TV general Director/ Mr Abdul Hakim Abu Jamous- Ministry of Education / Mr. Attallah Shaheen - the director of Child Media directorate, Ministry of Information / Ms. Maral Quttieneh - Radio Unit Coordinator, Birzeit university	AL Quds Educational TV: tel. 02 2959274 Fax 02 2959274 / Ministry of Education : tel 02 2893254 Fax.02 2983299 / Ministry of information Tel. 02 2954042 fax. 02 2954043 / Birzeit university Tel 02 2982979 Fax. 02 2982180
22 Dec	Hebron	meeting with project beneficiaries South Area	10:00	every beneficiary experience in project (Media Personals) , what they are saying about the project? What kind of value did the project contribute in , or any question raised by the evaluator		
			12:00	media personals worked on the subgranting action (Programs evaluation)	Al Amal TV. / Hebron fm radio / Marah Radio	
			2:00	every beneficiary experience in project (Children) what new information did they know, what had been added to them , how would they implement their experience and protect themselves and others, or any other question or issue raised by the evaluator .		
23 Dec	Ramallah	meeting with centre area beneficiaries	10:00	Media personals experience		
			12:00	media personals worked on the subgranting action (Programs evaluation)	AL Haya AL Jadedah Newspaper/ Voice of Women Magazine / Voice of Palestine Radio / Al Quds Educational TV	

			2:00	Children Experience		
24 Dec	Nablus	meeting with project beneficiaries North Area	10:00	Media Personals experience		
			12:00	media personals worked on the subgranting action (Programs evaluation)	Al Quds Newspaper / Nagham Radio / Al Balad Radio / Asia TV. / Nablus TV.	
			2:00	Children Experience		
2-Jan	Ramallah	meeting with the Project team	10:00	feed back on : - the implementation - the challenges encountered - lessons they learnt - future recommendations - any other question raised by the evaluator	Bayan Bakri - Project Coordinator // Nihaya Hamed - Ramallah coordinator and trainer // Liana Habash - Nablus coordinator and trainer // Fayez Al Fasfous Hebron coordinator and trainer // Abla Mahroum - trainer // Saeed Abu Kishek - trainer // Nabeela Da'na - trainer // Basem Hassouneh - trainer	Jerusalem office tel.02 6567043 / Nablus Office telefax. 09 2344032 /Hebron office telefax 02 2225246 / Ramallah office 02 2980222

Annex 2: List of media programs implemented

No	Program	Name of Media organization	Region	Completed\not completed
1	Children But	Nablus TV	Nablus	7/12/2009
2	Right to health Righ to protection School safety Right of refugee children	AlAmal TV	Hebron	21/11/2009
3	•We need to know	AlQuds Educational TV	Ramallah	23/11/2009
4	Future Children	Albalad Radio	Jenin	24/11/2009
5	Early marriage Free movement Education Child rights within families	Marah Radio	Hebron	13/11/2009
6	Early marriage	Radio Marah	Hebron	2009/10/30 -2009/11/06 -2009/11/13
7	when we were children Our neighborhood children We want to talk openly	Radio Nagham	Qalqilia	-2009/11/15 -2009/11/22 -2009/12/06
8	Rights of fetus Right of Not to be detained Child rights agreement	Alkhalil radio	Hebron	-2009/11/7 -2009/11/14 -2009/11/21
9		Voice of Palestine	All	
10	Child labor Early marriage Children with special needs	AlQuds Newspaper	All WEST BANK and Gaza	2009/11/19 2009/11/23 2009/12/5
11	The Palestinian child amended law	AlHayat AlJadeeda	All West Bank	-2009/10/30 -2009/11/06 -2009/11/13
12	Family conflicts and its impact on child development Child protection Children talk	Women voice magazine		-2009/11/15 -2009/11/22 -2009/12/06