

## Final Report - DEMENA Youth Pool

1. General information	
<b>1.1 Name of the implementing and reporting organization</b>	Globale Skolepartnerskaber / Global School Partnerships Denmark
<b>1.2 Contact information</b>	Fælledvej 12, DK-2200 København N Kristine F. Tolborg: <a href="mailto:kt@globaleskolepartnerskaber.dk">kt@globaleskolepartnerskaber.dk</a> , +45 3011 4703

2. Project information	
<b>2.1 Project title</b>	“Youth Dialogue: Denmark / Palestine”
<b>2.2 Project location</b>	Denmark and Palestine
<b>2.3 Project period</b>	August 2013 – January 2015
<b>2.4 Reporting period</b>	August 2013 – January 2015
<b>2.5a The budgeted expenditure</b>	398.738 DKK (funded by DEMENA)
<b>2.5b The total actual expenditure</b>	358.473 DKK (funded by DEMENA)

## 3. Implementation information

### 3.1 Summary

*[Write a short summary describing main achievements of the project related to the project’s objectives and indicators]*

Through the project “Youth Dialogue: Denmark /Palestine” collaboration was established between 4 Danish and 4 Palestinian high schools engaging students in an ongoing intercultural dialogue. Two dialogue projects were completed at 3 of the 4 schools and students produced and exchanged creative work such as essays, photos and videos. 21 Danish and Palestinian students participated in a joint student camp on intercultural dialogue and active citizenship in Denmark and reported back that they found it to be a very positive and eye-opening experience. Furthermore, the involved the Palestinian teachers discovered new talents among their students and got inspiration to new ways of conducting teaching during their visit to Denmark.

### 3.2 Activities

*[List the activities carried out during the project]*

- Partner planning meeting
- Intro meetings for schools
- Dialogue projects
- Student workshops in Palestine
- Visit to Denmark and student camp

- Public afternoon seminar
- Evaluation meetings with schools

### 3.3 Target group

*[Who have been involved in the activities and how were they involved?]*

The schools involved are:

- Arab Evangelical Episcopal School in Ramallah (private) and Sankt Annæ Gymnasium in Copenhagen
- Greek Orthodox Patriarchal School in Gaza (private) and Rosborg Gymnasium in Vejle
- Tira & Beit Ur Mixed Secondary School (public) in West Ramallah and Kolding HF & VUC
- Faqu'a School (public) in Jenin and Nyborg Gymnasium

Both teachers and students have been involved directly in the planning and execution of the project. The dialogue themes were selected by the teachers who also planned with their partner which form the dialogue projects should take. The program for the student workshop in Palestine was based on interviews with teachers and students on their needs and ideas. The students were active in producing and exchanging material and by engaging in online discussions with their peers. Furthermore, teachers and a selection of the students were active participants at the student camp in Denmark and during the visit to their partner schools.

The secondary target groups (other classes at the involved schools) were not actively involved but at the Danish schools the visit from Palestine allowed Danish students from other classes to meet and interact with the visitors, and the involved teachers will be using their experience as a reference in other classes.

*[Indicate the number of people involved from the primary target groups as well as secondary target groups]*

#### Primary Target Groups

Target Group	Number
1. Students in Denmark	100
2. Students in Palestine	60
3. Teachers in Denmark	5
4. Teachers in Palestine	5

#### Secondary Target Groups

Target Group	Number
1. Other students	6000

### 3.4 Results

*[What are the results of the activities? And who have benefited from these results?]*

The activities were key elements in preparing for, establishing and developing the 4 partnerships between Palestinian and Danish schools and the involvement of students in dialogue projects. The main focus has been on developing student skills, knowledge and engagement and all projects entailed student self-expression exercises:

- 2 dialogue projects conducted at the involved schools with the themes "Identity", "Childhood & Youth" and "Lost Land".
- Student productions (essays, photo, video) were developed and examples shared on joint web site: <http://denmarkpalestine.weebly.com/activities.html>
- Strengthened intercultural competences of the students involved
- Enhanced knowledge of the country and culture of the partner school students
- Growing understanding of differences and similarities between Danish and Arab youth
- Especially the Palestinian students found new methods and channels of expression

By engaging in ongoing dialogue and working jointly on projects – either virtually or during the visit to Denmark – students practised intercultural communication and were excited to find that despite their different backgrounds, they had much in common.

A Danish student said:

*"The workshop (in Copenhagen, ed.) was cool. It removed focus from the conflict which usually is all we*

*ever hear about Palestine. It made us find common ground and feel connected across borders."*

Palestinian students said:

*"I improved my English language and learned new communication ways"*

*"I liked it (the workshop in Copenhagen, ed.) so much. We learned new ways to explain our ideas"*

*"I increased my ability to communicate with others"*

### 3.5 Impact

*[Reflect on indications of impact against your development and immediate objectives]*

The project was very successful in establishing intercultural dialogue, creating common ground between the involved students (and teachers) and addressing global challenges especially in terms of peace and justice. Both students and teachers gained experience with new ways of communicating, engaging with people from different cultural backgrounds and addressing global citizenship and interconnectedness in the teaching. Palestinian teachers got inspired to apply educational methods and techniques that enhance student participation. During the visit to the Danish schools, they were eager to observe the classroom interaction and how the student is the center of the educational process. One teacher said:

*"I came back from Denmark with a new attitude for making the classroom more fun and less stressful for the students".*

It was more difficult during the project to promote the action component at the schools – Danish as well as Palestinian. But many of the activities focused on student self-expression and thereby introduced students to promoting and arguing for their own ideas. As a result of the project, some of the Danish students expressed that they had learnt more about themselves or gained interest in getting actively involved in fighting injustice:

*"I have gotten some ideas on what I would like to try or work with"*

The Palestinians that came to Denmark, experienced new perspectives both by meeting the other Palestinian students from different backgrounds and the Danish students, teachers and families. As a response to the question "What would you bring back to your school from your visit to Denmark?", Palestinian students said:

*"Workshops during classes - give us more of that!"*

*"They do research and have many school projects"*

*"The leadership"*

*[Reflect on possible indications of impact to date with regard to the three cross cutting issues]*

*a) Youth participation in democratic reform processes*

As mentioned above, this issue was primarily addressed during the student productions where students were actively involved. The Palestinian students expressed that the project had given them the chance to discover their capabilities especially in presenting themselves and that exchanging their writings showed them their own abilities and improved their self-esteem. One student said:

*"We noticed in Denmark that we are respected for our ideas, although we are still young".*

*b) Cultural exchange and dialogue*

This was a central part of the project. Students in both countries communicated online via Facebook and Google+ and by exchanging videos, photos and writings. During the visit to Denmark, students met face-to-face, participated in a 1½ day workshop on intercultural dialogue, discussed differences and similarities and connected across cultural, religious and language barriers.

*c) Promotion of women's participation*

It has been a priority to include mixed gender schools in Palestine to ensure a high representation of female participants. 3 of the participating schools were mixed and one was a girls' school. Also, half of the teachers involved were women and there was an overweight of girls participating in the visit to Denmark.

### 3.6 Change Stories

*[Give concrete example(s) of change stories, if applicable]*

As a result of the project some of the female students from the Beit Ur school in West Ramallah decided that they would like to have a space for them to meet, read and discuss different issues. They proposed to open a library in cooperation with the village council and their school. Tamer Institute encouraged their initiative by providing the basic needs to the library and some books and on Tuesday the 10th March 2015

the students launched the library in a celebration with their community.

In Denmark, some of the students at Sankt Annæ Gymnasium got motivated to travel to Palestine on their own and visit their new Palestinian friends and volunteer at projects in Palestine as a way to convert ideas into action. They were put in contact with The Danish House in Palestine and Global Contact at MS Action Aid to get assistance with planning the trip.

### 3.7 Difficulties and Adjustments

*[Have you encountered any unforeseen problems (internal or external) in carrying out the activities?]*

The selection of Palestinian schools took longer time than planned as the Palestinian Ministry of Education rejected one of the selected schools and it therefore had to be replaced with another.

The Danish teachers found that writing in English was a challenge for some of the Palestinian teachers and this made the planning of activities and dialogue projects among the teachers difficult. As a result, the project activities ended up to a high degree being defined by the Danish teachers.

Due to the conflict in Gaza, participants from the school in Gaza were not able to come to Denmark and continuing the collaboration with the Danish school was difficult. In reality, the two schools only managed to carry out the first dialogue project and the Danish school has not been able to reestablish contact to the school in Gaza.

*[Have any changes been made to the original strategy or activity plan due to above problems or new possibilities? If yes please explain?]*

The number of dialogue projects was reduced from 2 to 3, as the schools wanted to spend more time on the final one.

Instead of participants from the Gaza school, a project coordinator from Tamer in Gaza was invited to Denmark to assist in the student camp and to guest teach at Rosborg Gymnasium (Danish partner school to the school in Gaza). As a result, 14 Palestinian participants, instead of the planned 16, travelled to Denmark. Furthermore, an extra workshop day in Denmark was added for the Palestinian students in order to prepare them for the cultural exchange and make them feel comfortable in Denmark.

During the visit to Denmark, the border between Egypt and Gaza closed which made it impossible for the Tamer project coordinator from Gaza to return home. He ended up staying 3 months in Denmark (and Norway where he visited another partner NGO). During his prolonged stay he managed to visit and guest teach at a number of Danish schools, thereby enhancing the knowledge about Palestine and living conditions in Gaza for a vast number of Danish students.

### 3.8 Sustainability

*[To what extent is it expected that the partner will continue this project or similar activities independently?]*

Tamer Institute remains in contact with the Palestinian schools and through the collaboration with The Danish House in Palestine other connections and collaborations between Danish and Palestinian schools might arise at a later point.

Some of the Danish schools and Palestinian schools involved might also continue their collaboration after the end of the project and the Palestinian and Danish students that met during the visit to Denmark are still in contact via Facebook.

*[In what way is the project expected to be of continued benefit for the target group after the termination?]*

As mentioned in 3.5 and 3.6, the project has provided inspiration for teachers as well as students, such as new ideas for teaching methodologies, student involvement, student self-expression and initiatives as for example the library at Beit Ur. This inspiration and the improved self-esteem of the students will have a long term effect.

### 3.9 Lessons Learned

*[Please describe lessons learned in bullet points – e.g. reflections on an approach which worked particularly well or did not have the desired effect]*

- The project was designed with a broad framework allowing the involved teachers to negotiate the details of the collaboration with their partner school. Though the teachers appreciated this flexibility in the project, they found that the collaborations could have benefitted from very clear initial expectations to the level of activity, deadlines, hours spent on the project etc.
- In Palestine, the student workshop proved that the students benefitted from the opportunity to meet across geographically disparate schools in Palestine and break down barriers between different people even within the same country. It would therefore be a recommendation for similar projects that more activities and workshops are developed for schools in Palestine to provide those opportunities.
- The dialogue among students and especially the visit to Denmark had a huge effect on students from both countries. The cultural meeting was an eye-opener and the students engaged with great responsibility and willingness to get to know each other. As a natural result of this, both Danish and Palestinian participants expressed that they would have liked for the Danish students to also have the opportunity to visit the Palestinian schools as part of the project.
- Not only the conflict in Gaza but also the closed border between Egypt and Gaza made us realize that it was risky to include participants from Gaza in the project and especially in the visit to Denmark. A significant amount of time was spent by the Danish project manager to assist in application for the necessary visa extension and in finding accommodation for the Tamer project coordinator from Gaza, not to mention the frustrations, confusion and stress the prolonged stay caused the young man himself!

### 3.10 Information activities

*[If applicable, list the main information activities carried out – not mandatory for partnership identification and pilot projects]*

- Project website developed: <http://denmarkpalestine.weebly.com/>
- News distributed via Global School Partnerships newsletter + Facebook page
- Media coverage in local and national media, see: <http://denmarkpalestine.weebly.com/articles.html>
- Public afternoon seminar held in Copenhagen
- Case study published

*[Who and how many were reached through these activities?]*

Global School Partnerships network of teachers, school principals, municipalities, NGOs and international counsellors at Danish Ministry of Education (more than 300 newsletter subscribers).

Local communities

*[What were the results/effects of the activities?]*

Readers of the news and participants in the afternoon seminar gained knowledge about the project and an understanding of how youth from different parts of the world can engage in dialogue and how partnerships and virtual exchanges can promote active citizenship among youth. Furthermore, readers of the newspaper articles were presented with a different image of Palestine than the conflict and victim stories we usually see.

### 3.11 Monitoring and Evaluation

*[What kinds of monitoring and evaluation activities have been carried out?]*

- Evaluation of student workshop in Palestine
- Video interviews with students during the visit to Denmark
- Questionnaires to students and teachers after the visit to Denmark
- Evaluation meeting with teachers in Denmark
- Evaluation meeting with students, teachers and headmasters in Palestine
- Documentation of dialogue projects and project activities at project website
- Development of Danish language case study targeting Danish educational sector

### 3.12 Other remarks

## 4. Documentation

**4.1. List all documents that have been produced in relation to projects implantation and finalisation – e.g. revised project applications, midterm reports, M&E documentation, information material and possibly media clippings.**

- Revised application (May 2013)
- Midterm report (May 2014)
- Case study (March 2015)
- See project website: <http://denmarkpalestine.weebly.com/> for evaluations, video interviews, media clippings and documentation of dialogue projects and other project activities.

## 5. Financial management

### 5.1 Financial Adjustments

*[Explain any possible deviations between budget and final accounts?]*

The budget for the visit to Denmark was changed from DKK 190,000 to DKK 164,600 as participants from the school in Gaza were not invited. But due to the prolonged stay in Denmark of the Tamer project coordinator from Gaza, an additional cost of app. DKK 12,000 was added to the travel expenses to cover his visa extension and accommodation for part of the period.

As it was found possible to do the intro meetings (Activity 2) in house at Tamer Institute in Ramallah, funds of app. DKK 1,200 DKK were allocated to Activity 4 to cover additional transportation costs.

*[List major approved budgetary changes?]*

The changes mentioned above have been approved by DEMENA.

The form must be filled out (not exceeding 12 pages) electronically and emailed to us with all the relevant documents. Furthermore, a signed hard-copy must be sent to:

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