



# **SUSTAINABLE TRUST THROUGH EDUCATION PROGRAM (STTEP)**

**November 26<sup>th</sup> 2013**

**Bryce Dillon, Christopher Millar, Julie  
Dupuis, and Sarah Jansen**

## PALESTINIAN TERRITORIES – POSSIBILITY OF DYNAMIC CANADIAN INVOLVEMENT

- Ripe/Window of Opportunity – Negotiations have been reignited currently allowing micro-Track II capacity building to compliment broader Track I negotiations; possibility to ameliorate currently strained ties\*
- Israel/Palestinian Territories relatively stable in comparison to region – geopolitically important in both the short-term and long-term
- Necessity for future cooperative building blocks – effective functioning of cross communal negotiations between future states + pertinent modern problems which will require cooperative attack



# PROBLEMS IN PALESTINIAN TERRITORIES

- Lack of Trust between communities and within communities
- Entrenched and Counterproductive viewpoints
- Lack of cross-communal coordination and cooperation
- Lack of Capable Future Leaders in both areas
- Increasing Environmental Stress and Food Scarcity issues in the general region and in the urban localities

Therefore: Investment in education to foster cross-communal cooperation and leadership in tackling broader risks and threats, which are held in commune with both groups, is a possibility.



# PRE-PROJECT RISK ASSESSMENT

## Minimally Acceptable Conditions:

- Community Willingness
- Governmental Approval
- A Feasible Degree of Regional and Local Stability
- Negotiations between the Palestinian Authority and Israel must continue

## Requirements on-the-ground:

- Expert availability
- Student willingness to engage
- Operation handbook to be formulated in advance



# PRE-PROJECT RISK ASSESSMENT

- Embracing the mentality of flexibility and interaction with community-specific needs the workshops will have the capacity to evolve and change overtime (ie. based community wishes or expert opinions), will occur in a dialogue fashion but the final go ahead will be given by DFATD
- Threats or Security Issues will be dealt with in a case-by-case basis, if additional expertise or oversight is needed, organizers will engage with local authorities.



## EDUCATIONAL WORKSHOPS - STTEP

- High School-level engagement and focus
- West Bank locale – cluster of communities
- 3 groups of 80 participants (240 total)
- Equitable distribution between Israeli, Palestinian, and other residents (ie. Christian)
- 3-year program which tackles identity, knowledge, and skill-training issues which force students to work cooperatively and in coordination to tackle imminent issues (ie. environment and food scarcity)



## 3-YEAR PROJECT BREAKDOWN

- Year 1: Round One workshops commence with a focus on identity and environmental issues; group cohesion and capacity building in addition to cross-national understanding will be specifically highlighted.
- Year 2: Round Two workshops commence with a focus on environmental, water scarcity, urban agriculture, social justice, gender issues, and public policy development.
- Year 3: Round Three workshops commence with a specific focus on practical capacity development in collaboration with the knowledge and group development already achieved; specific focus on skills training, career counselling, and future planning and coordination will be pursued.



# MONITORING & MEASUREMENT

- Survey measurement before, during, and after program (including control groups)
  - Tolerance, trust, constructive community engagement, environmental knowledge, religious devotion, political views, rates of inter-marriage if married (pre- and post-measurement)
  - Post-secondary enrollment rates (post-measurement)
  - Types of occupations (post-measurement)
- Assessment of police/criminal records of students





## CONSIDERATIONS

- A) Performance Expectations: Increased cross-cultural empathy, professional development, and technical skills of young future leaders of a 'two-state solution'
- B) Programme Assessment: Time Series Analysis w/ control group (surveys and records)
- C) Monitoring Assessment: Partnership w/ local leaders (Canadian focus on coordination and logistics) with opportunity for eventual transition to complete local oversight



## CONSIDERATIONS CONT.

D) Facilitators: Experts from relevant fields, training will be limited; individuals in charge of program support and evaluation will have necessary background and skills to fulfil the position (\*Equitable selection of employees will be pursued\*)

E) DFATD will be the main coordinator with support from Environment Canada and Agriculture and Agri-Food Canada – operationalized by NGO = STTEP

F) Broadening of Workshops – EXPANSION to include more communities and students; LINKAGE creation between educational institutions; future pursuit of other neglect issue areas.

