

PROTECTION, PRESERVATION AND PROMOTION OF GAZA STRIP HISTORICAL ARCHAEOLOGICAL SITES

Assessment vis-a-vis SDGs with Actionable Recommendations



Socio-economic Development Program for the Protection of Palestinian Cultural Heritage
برنامج التنمية الاقتصادية والاجتماعية لحماية الموروث الثقافي الفلسطيني

Cristina Mosneaga, April 2021

INTIQAL 2030 is funded by the British Council's Cultural Protection Fund, in partnership with the Department for Digital, Culture, Media and Sport.

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THE PROJECT

“Protection, Preservation, and Promotion of Gaza Strip Historical Archaeological Sites” is a project funded by the British Council Cultural Protection Fund from February 2017 to February 2021. The project is implemented by *Première Urgence Internationale* (PUI), in partnership with The French Biblical School of Archaeology of Jerusalem (*École biblique et archéologique française de Jérusalem*, EBAF), The Islamic University of Gaza and The University of Palestine, and in collaboration with the Ministry of Tourism and Antiquities (MoTA). This project rehabilitates two heritage sites in the Gaza Strip: The Saint Hilarion Monastery and a Byzantine Church in Jabaliyah.



Trainees doing restoration work on the walls of the bath area.

This project combines the strengths of PUI and EBAF to achieve protection and

promotion of Palestinian cultural heritage while providing humanitarian assistance to a vulnerable population. In 2020, in consultation with the youth of Gaza, and transitioning from a project-based to a programme-based approach, PUI initiated INTIQAL¹ 2030 thus aligning itself with the nexus approach on Resilience and Humanitarian-Development-Peace².

INTIQAL 2030 is a socio-economic development initiative leveraging protection, preservation and promotion of cultural heritage by involving communities and local civil society stakeholders, and encouraging their interaction on archaeological sites. With the support of the British Council Cultural Protection Fund and the ALIPH Foundation, INTIQAL 2030 creates and runs a safe space in which girls, boys, young people and families engage in concrete actions and express their fears and hopes in a protective environment while developing their resilience following violent or traumatic experiences.

The INTIQAL 2030 programme implements protective measures on the two archaeological sites in the Gaza Strip, both of which have been directly affected by conflict. In partnership with the two universities, the programme delivered a

¹ The word *Intiqal* in Arabic means “transition, transmission” in English. This term has been carefully chosen in consultation with the youth to express the moving forward from only maintaining the Palestinian legacy to benefiting from it socially, spiritually and economically.

² The [nexus](#) approach is a collective effort of the EU, its Member States, and its partners to address protracted and predictable crises, to help people recover and to avoid unnecessary suffering.

series of practical trainings on a variety of conservation and archaeological techniques to students and skilled workers. The programme also runs a wide array of community engagement activities attracting significant numbers of Gazans to visit the site.



Two trainees worked during one week on finalizing the restored walls in the corridor of the monk's living quarters.



Together with the Architectural engineering department at the University of Palestine, PUI organized a freehand drawing day to draw the ruins of the Saint Hilarion Monastery, 2019.

Collaboration with Authorities

PUI identified the two sites as potential future tourist sites that need restoration and protection works. This identification was done with the Ministry of Tourism and Antiquities (MoTA), as well as archaeologists and university professors. The programme builds MoTA's capacities in promotion and management of cultural heritage. In close collaboration with EBAF, MoTA staff were trained on various archaeological techniques including digitalization, cataloguing, record keeping, marketing, business planning, management and cultural heritage tourism.

MoTA has a key role in maintaining the outcomes of the programme. It bears overall responsibility for the management of the two sites by providing guards and a supervising manager. MoTA is expected to ensure maintenance through its own funds and thanks to potential income from visitors and/or donations. It will be responsible for running costs and will explore innovative solutions for providing electricity to the sites (e.g. by using solar energy).

MoTA is equally an important partner in advocacy and education activities, which feed directly into sustaining both sites. MoTA's website and publications are featured in fundraising events and in promoting visits among international community working in the Gaza Strip. MoTA gives priority to pupils and students in raising public awareness about national heritage.

THE REPORT

The purpose of the assignment³ was to assess the level of alignment of INTIQAL 2030 indicators to the Global Goals for Sustainable Development (SDGs) and to analyse how the initiative can better contribute to the SDGs. The report recommends how to embed SDGs in the delivery of INTIQAL 2030 and how to measure their impact.

The consultant reviewed an extensive list of programme documents (concept notes, pre-feasibility study, RF, progress reports, evaluation report) and by interviewing programme staff (PUI and EBAF) and programme donors (the British Council and the *Agence Française de Développement* (AFD) – French Agency for Development).

This assessment falls into the broader effort by international partners to strengthen the narratives that connect culture and development⁴. The cultural sector has long embraced many of the SDGs. However, cultural heritage organizations and professionals do not always associate their work with the language of development and the ambitions of agendas such as the Agenda for Sustainable Development. This disassociation results in a lack of understanding of the value and impact of

cultural heritage work on social, economic and environmental development. It also creates a divide between policy and practice that can limit the achievement of the SDGs.



Stone cutting took place in October. In November, the team worked on shaping the stones into their final shape.

Furthermore, people-centred development includes participation in cultural life, the safeguarding and renewal of heritage, creative expression, and the celebration and discovery of diversity, among others. This, in turn, contributes to the achievement of policy goals in areas such as economic development, social inclusion, and environmental sustainability.

Therefore, this report aims to increase the understanding of the role of cultural heritage across the SDGs, to build and strengthen the evidence base around its contribution to the SDGs.

³ The assessment was conducted remotely in March 2021. Due to Covid-19 travel restrictions a country-mission and in-person interviews were unfortunately impossible to organise.

⁴ See, for example, "[The Missing Pillar. Culture's Contribution to the UN SDGs](#)" (British Council, 2020), "[Reflection Papers on](#)

[Culture and Development](#)" (Swiss Development Agency, 2020) and Labadi, S., Giliberto, F., Rosetti, I., Shetabi, L., Yildirim, E. (2021). "[Heritage and the Sustainable Development Goals: Policy Guidance for Heritage and Development Actors](#)". Paris: ICOMOS

SDGs, CULTURE AND PEOPLE-CENTRED DEVELOPMENT

The SDGs are part of a wider global Agenda for Sustainable Development⁵. The SDGs set out to tackle a whole range of issues, from gender inequality to climate change, with target indicators to be achieved by 2030 (and beyond). What really sets apart the Agenda and the SDGs is their bold vision of a transformed world with a much greater commitment to social and political justice, a recognition of the need to adapt development strategies to the constraints of the planet, new forms of social and political accountability, and a focus that seeks to “reach the furthest behind first” and pledging to “leave no one behind”⁶.



During November and October 2019, the Saint Hilarion Monastery received 3,232 visitors, including 460 during planned visits.

The UNESCO Thematic Indicators for Culture in the 2030 Agenda⁷ (Culture|2030 Indicators) is a framework of thematic indicators whose purpose is to measure and monitor the progress of culture’s contribution to the national and local implementation of the SDGs. The framework assesses both the role of culture as a sector of activity, as well as the transversal contribution of culture across different SDGs and policy areas.

INTIQAL 2030 approach is based on the concept of people-centred development, which integrates a variety of concerns about the lives of people and their well-being in the specific context of the Gaza Strip. Rather than focusing only on traditional measures of progress (e.g. GNP per capita), *people-centred development* brings a multidimensional conception examining various aspects of human life and development (education, culture, employment opportunities, etc.) Such a concept requires an overarching framework, cogent and coherent, that does not look for one measure of success and failure, or one single response to all concerns. The merit of the people-centred development approach lies in the multidimensional attention it brings to understanding and evaluating development as opposed to a mere analysis of statistical data⁸.

⁵ [UN Agenda for Sustainable Development](#)

⁶ Idem

⁷ [UNESCO Thematic Indicators for Culture in the 2030 Agenda](#)

⁸ Sen A., *A Decade of Human Development*, *Journal of Human Development*, Vol. 1, No. 1, 2000

Figure 1. The Global Goals for Sustainable Development⁹



⁹ <https://www.globalgoals.org>

MEASUREMENT CHALLENGES

The Gaza Strip is a fragile and conflict-affected territory and its population is struggling.¹⁰ In addition to security issues, the territory faces economic, political, social and environmental shocks. INTIQAL 2030 interventions in the area of cultural heritage contribute to understanding and improving the ability of people and institutions to absorb, adapt and deal with shocks in a manner that reduces vulnerability and facilitates growth not just immediately but also in the long term. INTIQAL 2030 efforts are linked directly to local development plans and policies and reflect national perspectives and priorities. Pilar 3 of the State of Palestine’s National Policy Agenda, identifies “resilient communities” as a national priority (priority number 10) and includes “preservation of national identity and cultural heritage” as one of the policy priorities for achieving this objective¹¹.

An essential problem of people-centred interventions like INTIQAL 2030 is that the project logical framework (LF) or results framework (RF) take highly dimensional phenomena and represent them in a low-dimensional way. Complex systemic outcomes like “capacity” or “resilience” or “well-being” are collapsed into a single

dimension, which are sometimes then measured in rudimentary ways because of data collection limitations.

An approach based on LF or RF assumes that resilience and well-being characteristics can be appropriately selected, then measured adequately and interpreted unambiguously. This method also assumes linearity, monotonicity and separability. These assumptions are problematic:

1. Resilience and well-being characteristics are not easily measured or interpreted.

How do we measure resilience (sub-outcome 3¹²), well-being (sub-outcome 7) or educational advancement (sub-outcomes 3, 4 and 6)? Frameworks often do so based on a set of simple-to-track indicators, but investigation of these reveals that this may often lead to erroneous conclusions. Capacity building, for example, requires more than simple-to-track inputs like the presence of school buildings or training facilities, teacher-student ratios, computers in the classroom, electricity access, and air condition systems for the summer. This is only the start, and in fact is often a misleading one. Practice shows how despite high

¹⁰ In the Gaza Strip, the two million Palestinians who have been living under intensified access restrictions for over 13 years, have been further isolated from the external world by COVID-19 related restrictions. 70% of the 417m USD required Humanitarian Response Plan in the oPt are related to needs in the Gaza Strip.

¹¹ [State of Palestine’s 2017- 22 National Policy Agenda: Putting Citizens First](#)

¹² All references here are to the project Results Framework outcomes and sub-outcomes, see Table 1

investment across the developing world in educational inputs such as school buildings, textbooks and teacher salaries, the crucial outcome indicator, student’s *learning*, has often failed to improve.¹³ Form often trumps function, and like in nature, low-capacity organizations *camouflage*: pretending to meet requirements instead of actually meeting them. Thus, educational quality does not make improvements despite investment.

2. Resilience and well-being characteristics are built based on judgement.

The problematic nature of measuring and interpreting resilience and well-being indicators sheds light on an important issue: how are they selected in the first place? Different resilience indices have been created by various development actors that differ based on their choice of indicators and the ways in which these are combined to create resilience scores¹⁴. How are these choices made? Models use judgement, rather than empirical evidence. Such judgements can be problematical. Beyond the choice of indicators, the credibility of judgements may be further undermined as they tend to introduce a sense of certainty and precision that may actually be illusory given the multi-dimensional, context-specific nature of resilience or well-being.

3. Resilience and well-being characteristics are typically complements, not substitutes.

The linearity assumption makes all the dimensions of a RF into substitutes. Take, for example, sub-outcome 4: “Local people have developed skills, potentially leading to increased professional or other opportunities”. Project indicators such as ‘Number of students trained’ becomes averaged with ‘level of skill or education’ as part of the ‘adaptive capacity’ aspect of resilience, which in turn is averaged with characteristics like ‘increased professional opportunities’ (higher number of students trained => higher level of skill or education => more professional opportunities). This assumption is problematical. In real life, these elements are more likely to be complements than substitutes. But how do we measure the ability to meet demands of the local labour market? A multitude of challenges exist which inhibit some persons versus others from meeting the skill demands of the local labour market. Education, of course, is one key aspect, which relies on a whole system. Moreover, even if high quality education is met, for a person to be able to meet the skill demands of the local labour market, more obstacles must be overcome. Thus, for a person to meet the demands of the local labour market, a combination of inputs and factors must come together, including: a suitable teaching facility, relevant educational and skills curricula, appropriately trained and paid teachers, and coordination mechanisms that help match skills to labour. Absent one of these complements and the person is likely unable to meet the labour market’s demands: just one missing element from the system, and the system is unable to function.

¹³ See, for example, Pritchett, L., *The Rebirth of Education*, Centre for Global Development (October 7, 2013). See Chapter 2, ‘More Schooling Alone Won’t Necessarily Give an education’ and Chapter 3, ‘More of the Same Is Just More of the Same’

¹⁴ See, for example, Schipper, L., Langston, L. [A comparative overview of resilience measurement frameworks: analysing](#)

[indicators and approaches](#), Overseas Development Institute (2015) and Sturgess, P. [Measuring Resilience. Evidence on Demand](#), Department for International Development (2016)

SDG MAPPING OF PROGRAMME INDICATORS

The degree of alignment of programme indicators was determined using judgment and divided into three broad colour-coded categories:

- **Exact match with SDG goal, target, indicator**
- **Closely aligned to SDG goal, target, indicator**
- **No SDG target, indicator, but broadly aligned with SDG goal**

Of the 20 programme indicators in the Results Framework, the majority match (10 indicators) or are closely aligned (4 indicators) to an SDG goal, target and / or indicator, reflecting the strong relevance of INTIQAL 2030 to the 2030 Agenda.

Table 1 lists all programme indicators under each outcome and sub-outcome in the RF and links them to the most relevant SDG goal, targets and indicators. In addition, the table identifies several SDG goals that are exceptionally relevant to measuring INTIQAL 2030 although they are not currently gauged by any existing project indicator. The table also provides recommendations for adjustments or additions to be made to the project RF to better reflect the alignment with SDGs.

Table 1. Alignment of Programme Outcomes and Indicators to SDGs, Comments and Recommendations

Outcome 1: Heritage¹⁵

Sub-outcome 1: Cultural heritage at risk is safeguarded for future generations

Programme Indicators ¹⁶	SDG Goals, Targets and Indicators ¹⁷	Level of alignment	Comments & Recommendations
<p>1.1 Mukheitim Byzantine church 1.1.1 Restore partially the volume of the Baptistry at the Byzantine church. 1.1.2 Strengthening the restoration and protection of mosaic at the Byzantine church 1.1.3 Restoration and development of the cistern and the adjoining tomb in the western side of the Byzantine church</p> <p>1.2 Tell Umm ‘Amr /Saint Hilarion 1.2.1 Consolidation, restoration of all the pavements of the ecclesiastical set (atrium, churches, chapel, and baptistry) with marble pavements, white limestone</p>	<p>Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>Target 11.4 Strengthen efforts to protect and safeguard the world’s cultural and natural heritage</p> <p>Indicator 11.4.1 Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public,</p>	<p>Goal 11. Exact match with SDG goal</p> <p>Target 11.4 Exact match with SDG target</p> <p>Indicator 11.4.1 No SDG indicator, but broadly aligned with SDG concept</p>	<p>Outcome 1 and Sub-outcome 1 contain six programme indicators, three for each archaeological site. These indicators are output indicators and quantify progress towards completion of restoration & preservation works on both archaeological sites.</p> <p>The programme indicators are measured in “% progress” referring to the amount of works carried out, the baseline at the start of works (in 2017) being 0% and the final target is 100% (the end date is presumably February 2021, when the current phase of the project came officially to an end. However, given delays because of Covid-19 and the nature of works, the end date is not fixed).</p> <p>The programme indicators are aligned with the BCCPF outcome and sub-outcome areas. They are also aligned with SDG 11. The alignment with SDG 11 is an “exact match” as shown by the goal</p>

¹⁵ Outcome and sub-outcome areas as defined by the British Council Cultural Protection Fund (BCCPF)

¹⁶ Indicators as defined in the Results Framework updated quarterly in progress reports (latest progress report: January 2021)

¹⁷ Source: Global [indicator framework](#) for the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development

<p>and mosaic, which were not part of the initial intervention at Saint Hilarion Monastery.</p> <p>1.2.2 Consolidation: sustaining the remains of the crypt, which were not treated in the initial intervention at Saint Hilarion Monastery.</p> <p>1.2.3 Consolidation, restoration of soil and masonry coatings of the bath and “hôtellerie”, which were not considered in the initial intervention at Saint Hilarion Monastery.</p>	<p>private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal)</p>	<p>definition. The project indicators are also an “exact match” to Target 11.4. However, the project indicators are not matching Goal 11 indicator, which measures “per capita expenditure”.</p> <p>Measuring % of progress towards accomplishing works is a useful indicator for programme partners and donors from an operational point of view. Given the current state of affairs in the Gaza Strip (in particular, the lack of capacities, human, financial and material resources at MOTA) it is difficult to envisage how PUI (or any other organisation) could calculate their project’s share of financial contribution to the total per capita expenditure (SDG Target 17.9.1). This obligation would fall onto the national authorities during the voluntary SDG reporting.</p> <p>At the programme level, no changes are recommended. These are operational indicators that allow donors, partners and stakeholders to track progress of works. They can also be used as impact indicators if the total volume of works required for restoration and preservations of both sites were known (e.g. programme interventions represent 50% of the total volume of works required/estimated at each site).</p>
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Outcome 1: Heritage

Sub-outcome 3¹⁸: Local organizations and communities have increased capacity and/or resilience to care for and protect cultural heritage

Programme Indicators	SDG Goals, Targets and Indicators	Level of alignment	Comments & Recommendations
<p>3.1 Organize onsite visits for pupils and general public (1800 visitors by the end of the project)</p> <p>3.2 Raise the awareness of the general public on cultural heritage in the premises of local associations in the Gaza Strip (25 awareness sessions conducted with the participation of local community-based organisations)</p>	<p>Goal 12. Ensure sustainable consumption and production patterns</p> <p>Target 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products</p> <p>Indicator 12.b.1 Implementation of standard accounting tools to monitor the economic and environmental aspects of tourism sustainability</p>	<p>Goal 12. Not a match, but broadly aligned with SDG concept</p> <p>Target 12.b Close match with SDG target</p> <p>Indicator 12.b.1 No SDG indicator, but broadly aligned with SDG concept</p>	<p>The programme’s two indicators are output indicators tallying the number of visitors (indicator 3.1) and the number of awareness sessions (indicator 3.2). They are somewhat aligned to sub-outcome 3, which gauges capacity and / or resilience of local organisations and communities to care for and protect cultural heritage. It is unclear to what extent the number of visits and awareness sessions contributes to increasing the actual ‘capacity’ and ‘resilience’ (see section 4 Measuring Challenges).</p> <p>Measuring basic programme statistics such as number of events or number of visitors / participants is certainly useful (for transparency and accountability, for determining trends, for gauging level of interests in types of activities implemented by project / per category of beneficiaries). However, PUI is encouraged to employ the MSC approach for measuring ‘increased capacity’ and / or ‘resilience’ (see sections 6 and 7 of this report) for guidance and specific steps).</p>

¹⁸ The numbering of outcome and sub-outcome areas is not sequential as the project is only reporting on those that match its activities. The numbering in this report has not been changed so as to reflect the order indicated in BCCPF guidelines.

Outcome 2: Society

Sub-outcome 4: Local people have developed skills, potentially leading to increased professional or other opportunities

Programme Indicators	SDG Goals, Targets and Indicators	Level of alignment	Comments & Recommendations
<p>2.1 Build the capacity of 12 new female and male students from architecture and archaeology departments in 2 universities in restoration and preservation techniques.</p> <p>2.2 Develop further the skills of 5 skilled workers in different restoration, preservation techniques and blacksmithing related to stone cutting and masonry (51 participants who gained knowledge through participation in different training topics).</p> <p>2.3 Strengthen the capacity of 7 new young women and men</p>	<p>Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</p> <p>Target 17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation</p> <p>Indicator 17.9.1 Dollar value of financial and technical assistance (including through North-South, South-South and triangular cooperation) committed to developing countries</p> <p>Goal 5. Achieve gender equality and empower all women and girls</p>	<p>Goal 17. Exact match with SDG goal</p> <p>Target 17.9 Exact match with SDG target</p> <p>Indicator 17.9.1 No SDG indicator, but broadly aligned with SDG concept</p> <p>Goal 5. Exact match with SDG goal</p>	<p>The four indicators in the RF are closely aligned with BCCPF outcome 2 and sub-outcome 4. The programme indicators also contribute to three SDGs: Goal 17, Goal 5 and Goal 8.</p> <p>The programme combines the strengths of PUI and EBAF (i.e. the North) to achieve protection and promotion of Palestinian cultural heritage while providing humanitarian assistance to a vulnerable population (i.e. the South). The project's capacity building activities are an example of effective and targeted capacity-building and North- South cooperation (Goal 17).</p> <p>Goal 5 is a cross-cutting horizontal goal running through all programme activities. The capacity building component of the programme is particularly relevant to SDG Target 5b as it focuses on training women in specialized archaeological software. Although there is no match at the SDG indicator level (because this SDG refers mostly to such technology as mobile phones and internet access), it is safe to assume</p>

<p>graduates trained during the initial intervention.</p> <p>2.4 Build the capacity of 4 new young women and men graduates in 3D skills in relation to cultural heritage.</p>	<p>Target 5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women</p> <p>Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>Target 8.9. By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p> <p>Indicator 8.9.1 Tourism direct GDP as a proportion of total GDP and in growth rate</p>	<p>Target 5.B Exact match with SDG target</p> <p>Indicator. No match.</p> <p>Goal 8, Target 8.9, Indicator 8.9.1. Broadly aligned with SDG concept</p>	<p>that overall the project indicators are broadly aligned with the SDG goal.</p> <p>The programme is indirectly contributing to Goal 8. Although promoting sustainable tourism to the heritage sites in The Gaza Strip is the ultimate goal, such links are not feasible currently given the situation in The Gaza Strip.</p> <p>PUI is encouraged to employ a different approach for measuring ‘skills’ in particular when the link is made to ‘increased professional opportunities. It is unclear at the moment how the trainings provided link to professional opportunities (see sections 6 and 7 of this report) for guidance and specific steps).</p>
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Outcome 2: Society

Sub-outcome 5: The profile of people engaging with cultural heritage is more diverse with respect to gender imbalances, age, ability, sexuality, ethnicity and social/religious background

Programme Indicators	SDG Goals, Targets and Indicators	Level of alignment	Comments & Recommendations
<p>2.1 Increasing women participation in restoration and preservation work, through giving women with related education the opportunity to be involved in diverse training programmes (34 young women participated in the project activities)</p> <p>3.1 Organize 2 onsite visits for pupils and general public</p>	<p>Goal 5. Achieve gender equality and empower all women and girls</p> <p>Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>Indicator 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education</p>	<p>Goal 4. Close match with SDG goal</p> <p>Target 4.3 Close match with SDG target</p> <p>Indicator 4.3.1 Close match with SDG indicator</p> <p>Target 4.7 Close match with SDG target</p>	<p>The programme has two indicators listed under outcome 2, sub-outcome 5. It is difficult to establish the level of alignment with the sub-outcome as it is formulated at a high all-encompassing level. These are output indicators gauging the number of women participating in various project activities (no disaggregation per type of activity) and the number of pupils and general public visiting the sites. It is unclear why indicator 3.1 has been added to this sub-outcome as it already features under sub-outcome 3. It is recommended that the project remove this indicator in order to avoid duplication.</p> <p>Indicator 2.1 is a close match to SDG 4 (two targets and two indicators). However, the indicator is not disaggregated enough in order to be able to report on specific SDG targets and indicators. It is also true, though, that the SDG targets and indicators themselves are not very precise (for example, “extent” is not defined or quantified).</p>

	<p>for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>Indicator 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>	<p>Indicator 4.7.1 Close match with SDG indicator</p>	<p>PUI is encouraged to disaggregate this indicator by type of training programme or works to be able to track progress and act in a more nuanced way (for example, are there more women involved in training than restoration works? Why? What can we do to change this?)</p>
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Outcome 2: Society

Sub-outcome 6: Local communities have a better understanding of their cultural heritage and value it more

Programme Indicators	SDG Goals, Targets and Indicators	Level of alignment	Comments & Recommendations
<p>Setting up two small interpretation rooms (for educational activities) in the Saint Hilarion site Implement one national cultural day in the Saint Hilarion Monastery and invite four cultural</p>	<p>No match.</p>	<p>No match.</p>	<p>The programme lists five indicators associated with outcome 2, sub-outcome 6. The numbering of indicators in the Results Framework is confusing. The first three indicators have no numbering, and the last two appear to be mis-numbered.</p> <p>These are output indicators measuring the number of participants in events or followers on Facebook. As discussed above (see section 4 Measurement</p>

<p>associations and at least 100 children and youth Engage public digitally through social media platforms mainly project's Facebook page and conduct online awareness raising campaign (10,000 Facebook followers)</p> <p>3.6 Produce 1 digitization program of the remains in 3D at given periods.</p> <p>3.4 Organize creative drawing and expression competition targeting architecture students in Gaza universities (50 students)</p>			<p>Challenges), such output indicators make it difficult to gauge the intended outcome. How do we know that the online awareness campaign on Facebook has increased the value local communities attach to their cultural heritage?</p> <p>Although the programme indicators are broadly aligned to several SDGs (for example SDG 5 and SDG11), it is impossible to establish a clear alignment with any one SDG given the fragmented nature of programme indicators (ranging from interpretation rooms to organisation of cultural days or online awareness campaigns).</p> <p>PUI is encouraged to revise the indicators linked to sub-outcome 6. The wording of indicators needs to be reviewed in order to better reflect how they will measure the levels of 'community understanding' and 'value attached to cultural heritage'. One option would be to have an on-site questionnaire and Facebook poll/survey to measure how and why such events contribute to 'better understanding' and 'more value'.</p> <p>PUI is also encouraged to employ the MSC approach for measuring 'increased capacity' and / or 'resilience' (see sections 6 and 7 of this report) for guidance and specific steps).</p>
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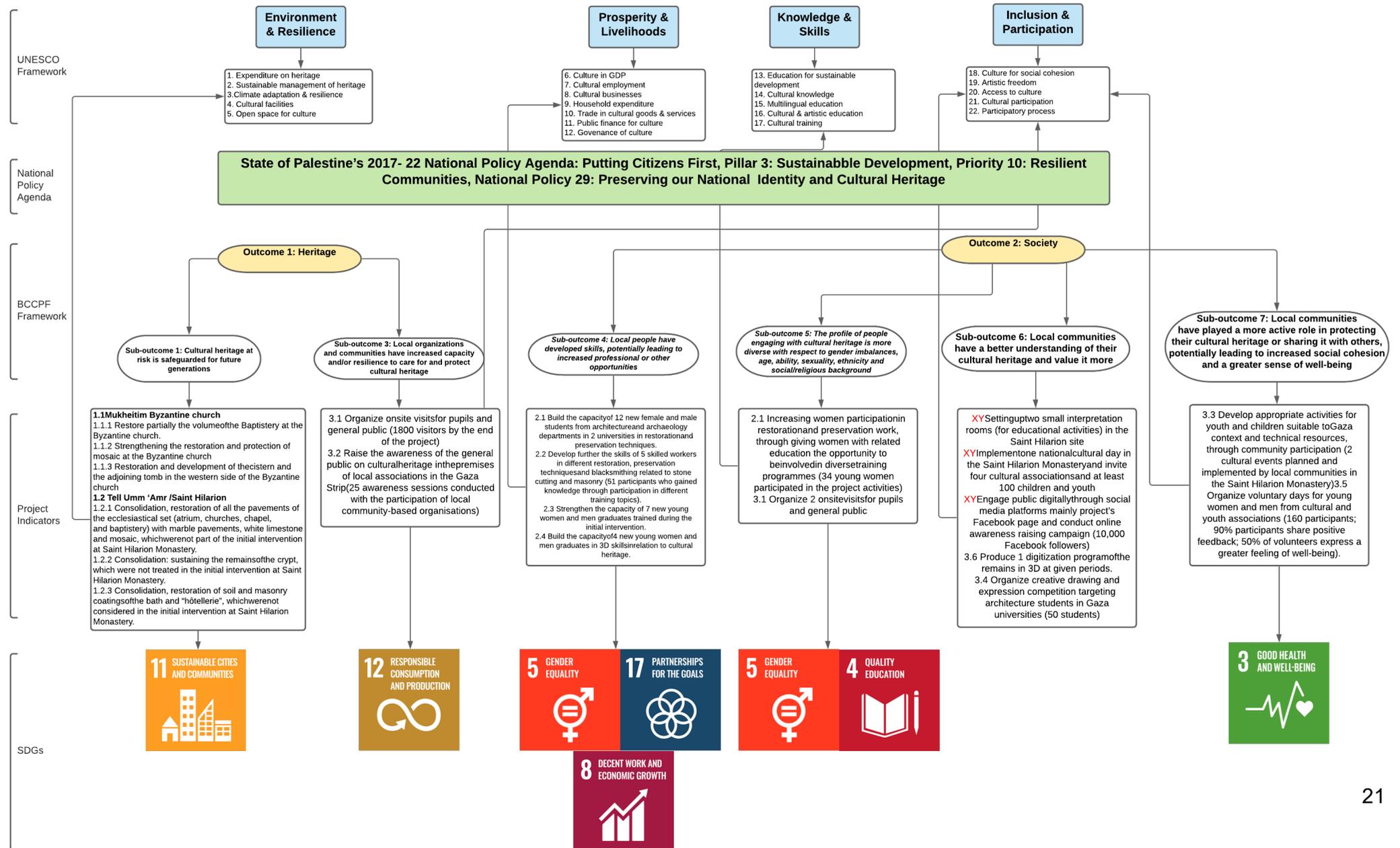
Outcome 2: Society

Sub-outcome 7: Local communities have played a more active role in protecting their cultural heritage or sharing it with others, potentially leading to increased social cohesion and a greater sense of well-being

Programme Indicators	SDG Indicator	Level of alignment	Recommendations
<p>3.3 Develop appropriate activities for youth and children suitable to Gaza context and technical resources, through community participation (2 cultural events planned and implemented by local communities in the Saint Hilarion Monastery)</p> <p>3.5 Organize voluntary days for young women and men from cultural and youth associations (160 participants; 90% participants share positive feedback; 50% of volunteers express a greater feeling of well-being).</p>	<p>Goal 3. Ensure healthy lives and promote well-being for all at all ages</p>	<p>Goal 3. Broadly aligned with SDG concept.</p> <p>Target and Indicator. No match.</p>	<p>The programme lists two output indicators under this sub-outcome area. Indicator 3.5 is more useful in making the link to a “greater sense of well-being” as it looks at the level of positive feedback from participants, and asks participants whether they experience a “greater feeling of well-being”. While this may not be a full proof way of determining someone’s well-being, it has a better chance of doing so compared to indicators that only tally the number of participants or events.</p> <p>At first glance, there appears to be an exact match to SDG 3. However, a closer look reveals that Goal 3 is capturing all sorts of physical health / medical indicators (such as prevalence of TB, HIV/AIDS, mortality rate in different age groups, etc.) None of the targets and indicators attached to Goal 3 look at well-being from a mental / physiological point of view. Therefore, the programme indicators are broadly aligned with the SDG goal and concept, but there is no match to SDG 3 targets and indicators.</p> <p>However, as a result of Covid-19 pandemic, the programme is undertaking actions that makes alignment with Goal 3 even more relevant. In co-operation with the WHO, the programme distributes messages on</p>

			<p>preventive measures (hygiene measures, physical distancing, etc.). This allows the youth to stay actively involved (in Gaza a lot of people lost their income and jobs due to Covid) while combating the spread of misinformation and rumours linked to the pandemic.</p> <p>PUI is currently exploring several ways of gauging impact of activities implemented under this sub-outcome. These options should be incorporated into the programme indicators:</p> <ul style="list-style-type: none"> • Visitors' book; • Pre and post-activity questionnaires to participants; • On the spot interviews with visitors and participants. <p>PUI is also encouraged to employ the MSC approach for measuring 'increased capacity' and / or 'resilience' (see sections 6 and 7 of this report) for guidance and specific steps).</p>
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Figure 2. Mapping of Programme Indicators and Their Alignment to SDGs, the National Policy Agenda and UNESCO Framework



RECOMMENDATIONS FOR PUI

One major recommendation arises for PUI as a project leader and promoter of resilience and well-being through cultural heritage in connection with people-centred development and SDGs.

Ultimately, the problem with measuring ‘resilience’ and ‘well-being’ comes back to the broader problem of reporting on impact. How do we link results and achievements to a programme whose aim is to increase resilience and well-being of a community? This is especially challenging for programme with long-term horizons (as opposed to

emergency response where the impact and results are quick and more quantifiable).

It is recommended that PUI adopt a twin-track approach to monitoring and reporting. This connects monitoring the quantitative results and contributions of the Results Framework (Track 1) to monitoring the overall long-term outcomes (Track 2), which are often qualitative or narrative-based. Track 1 will be monitored through the indicators in the Results Framework, while Track 2 will be monitored through the application of the Most Significant Change (MSC) methodology, in particular, to learn about the similarities and differences in what different groups and individual value. It provides some information about impact and intended / unintended change but is primarily about clarifying the values held by different stakeholders.



Female trainees restoring the ancient walls of the Saint Hilarion monastery, 2019.

Table 2. Qualitative vs Quantitative Approaches to M&E

Quantitative	Qualitative
<ul style="list-style-type: none"> • Focus on measurement • Closed questions • About ‘proving’ • Easy to aggregate • Deductive • Static • Goal displacement can be a problem 	<ul style="list-style-type: none"> • Focus on questioning • Open questions • About learning • Hard to aggregate • Inductive • Dynamic • Goal displacement is not an issue

For Track 1, the mapping exercise reveals that the project is aligned with SDGs. The level of alignment varies, but the main conclusion boils down to the measurement challenge explained in Section 4. The stated goals and expected outcomes of the programme are complex processes involving many moving parts. A list of quantitative indicators (no matter how well formulated) is never going to gauge such complex processes and will always tend to collapse multiple aspects into simple-to-track numerical indicators.

Therefore, the recommendation is to introduce a Track 2 following the MSC methodology. The MSC approach involves generating and analysing personal accounts of change and deciding which of these accounts is the most significant – and why. MSC is not just about collecting and reporting stories but about having processes to learn from these stories. MSC can be very helpful in explaining HOW change comes about (processes and causal mechanisms) and WHEN (in what situations and contexts). It can therefore be useful to support the development of programme theory (theory of change, logic models).

As such, Track 2 will capture stories of progress and results – that is, qualitative demonstrations of the impact that INTIQAL is having on the ground, to ensure a holistic picture of progress is received over time. These stories could be collected via the project Facebook page or website, creating an open call for members, trainees and visitors to submit narrative examples of how INTIQAL had an impact.

ANNEX 1. STORIES FROM THE FIELD¹⁹

SDG 5. Gender Equality. “Cultural Heritage Preservation Opens Doors for Palestinian Women in the Gaza Strip”

Women in Gaza comprise less than 15% of the local work force²⁰, which is already suffering from a 50% unemployment rate²¹, one of the highest in the world. In Gaza, it is extremely difficult for women to find work to support themselves and their families.



Archaeology graduates during their practical training at Saint Hilarion Monastery, 2019

INTIQAL 2030 uses an inclusive hiring system that extends opportunities for employment to men and women, not just those with the ‘right connections’. The programme uses a publicized and unified wage scale to ensure equity among all of its workers. So far, the programme, which runs from 2017 to date, has created 87 temporary jobs and 39 are held by women. The

programme trained a total of 62 university graduates, including 36 women and 26 men on archaeological techniques. All of those trained are under the age of 30. Furthermore, 3 women (and 1 man) were trained on 3D modelling on the Byzantine Church site.

Women generating supplementary income have strengthened their position in their families and earned greater respect from their husbands. Becoming involved in income-generating activities helped women be understood and get affirmation within their communities as the capable, talented and resourceful individuals that they are. *“Yes, I feel empowered. For me, this means that I can finish my university studies because now I can pay for them. Working on the site not only allowed me to apply what I have studied so far, but also to earn a living from it. I can take my decisions now”*, says a female student and now skilled worker in the programme.



Four Architecture graduates following a 3D Modelling and Photogrammetry training at Saint Hilarion Monastery, 2021

¹⁹ All photos in this report were taken by PUI programme staff on-site with permission from concerned beneficiaries.

²⁰ [Palestinian Central Bureau of Statistics, 2020 Q2.](#)

²¹ According to the Palestinian Central Bureau of Statistics, the percentage of women in Gaza’s workforce stood at 14.7% in the second quarter of 2020, compared to 18.4% in the first. The actual number of women employed in Gaza dropped from

some 41,000 in the [previous quarter](#) to less than 29,000 in the second quarter – a 30% drop. The rate of unemployment among young women (15-29) is particularly stark, reaching 92%, compared to 63.2% unemployment among men in the same age group. The overall rate of unemployment among youth in Gaza grew from 64.2% in the first 2020 quarter to 69.9% in the second.

Although the goalposts have largely shifted, some challenges persist. A few women students had to leave as they got engaged and families decided they should discontinue such activities. During off-site community meetings regularly organised in collaboration with local cultural associations, men complain that women take up the scarce and limited job opportunities. In a culture where men are largely viewed as breadwinners, this remains a salient issue.

The programme has taken an educational approach. *“We talk to men. We tell them, culture belongs to everyone”*, says PUI community engagement and advocacy officer. The programme creates a safe space where people with different opinions can talk openly about gender and develop a better understanding about the nuances around it. The purpose is to contribute to mainstreaming gender through on-going capacity building activities (e.g. community engagement activities, training for students and workers).

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. “Cultural Heritage Preservation Offers Different Education to the Young (and the Old)”

In the Gaza Strip, protracted conflict, the occupation, and the internal Palestinian divide resulted in damage and destruction of facilities and have severely disrupted services, including the ability to conduct regular educational activities. The economy and its capacity to create jobs have been devastated, resulting in the impoverishment and de-development of a highly skilled and well-educated society. Combined with their negative psychosocial effects, these factors

have affected student wellbeing, performance and completion rates.

INTIQAL 2030 helps train university students and community members in archaeological conservation and preservation, with the ultimate aim of providing social resilience and wellbeing, and contributing to sustainable economic opportunities.



Group of new graduates and qualified workers during ‘object training’ at Saint Hilarion Monastery, 2021

Since its start in 2017, the programme has trained 62 students (36 women and 26 men). Eight of those former students are still with the programme, they have been employed as qualified workers. *“Our trainings are about giving our students real life experience, what it means to have a job, the responsibilities that come with it”*, says PUI archaeological technical officer and PUI trainer. Furthermore, the technical skills acquired as a result of trainings can be applied to other areas. *“Maybe I will not always have a job as an architect, especially in the Gaza Strip. However, I think that precision, eye for detail and modelling skills, especially the photo-modelling technique are useful skills that will allow me to find employment elsewhere”* says a male student. The programme established a roster of all the students it trained over the years and shares it with MoTA and other organisations for potential hire.



New students during pottery training at Saint Hilarion Monastery, 2021

Practical trainings and work on the archaeological sites also allow these young people to have social interactions beyond their immediate family and social circles. In a place where no youth clubs exist, it equips the young with ‘soft skills’. *“Thanks to the programme, many of the young people we work with met people from different cultures and countries for the first time in their life. Our university students were particularly happy to meet professionals from their field of study. It is not very often that they can run into a French archaeologist in the streets of Gaza!”*, says PUI community engagement and advocacy officer.

SDG 3 Good Health and Well-Being & SDG 11 Sustainable Cities and Communities. “Minds at peace make peace (and a love story...)”

With around 1.9 million Palestinians on some 362 square kilometres, Gaza ranks as the 3rd most densely populated area in the world²². As a result of the continued deteriorating socio-economic situation in Gaza and the blockade, there is a

widespread hopelessness among Gaza’s population, in particular among the young people.

INTIQAL 2030 opens a window on the role cultural heritage plays in the lives of the people who live with it daily as part of the long history and cultural diversity of the world of which they (and we) are a part, and why it is in the world’s interest to join together in its protection. *“The power and authority of cultural heritage lies in its integrity as evidence of the continuing, inspiring genius of humanity and as a source of local communal identity, economic recovery, and as an instrument of civil society”*, says PUI Head of Mission in Occupied Palestinian Territory.



Group of youth visiting the site of Saint Hilarion Monastery, 2020

The programme works through a myriad of local community-based associations. Meetings and trainings sessions are held directly in the neighbourhoods. *“Even if not all our participants are interested in culture and heritage they still thank us. ‘Thank you for getting me away from my daily routine and letting me think about something else for a*

²² Source: [United Nations Relief and Works Agency for Palestine Refugees in the Near East \(UNRWA\)](#), December 2019

change', they tell us", says PUI community engagement and advocacy officer.



School visit to Saint Hilarion Monastery, 2019

Last, but not least, in 2020, the programme celebrated the first love story and marriage of two young students, who met on the site. *"They were both archaeology students and participated in practical works on the site. I cannot say if it was love at first sight, but we were so happy for them!"*, says PUI community engagement and advocacy officer. Moreover, the bride is one of the two fully trained and qualified professional guides. *"The visitors love their guided tours!"* continues PUI community engagement and advocacy officer, who backs it up with tens of feedback forms they receive from grateful Gazans. *"People love what we are doing. They come to the sites with their families and children and tell us what an opportunity it is for them to do something different, something that makes them proud to be a Palestinian, something that is just beautiful."*

ANNEX 2. MOST SIGNIFICANT CHANGE (MSC)²³



What is MSC, in a nutshell?

The Most Significant Change (MSC) technique is a form of participatory evaluation. It is participatory because many project stakeholders are involved both in deciding what change will be recorded and in analysing the data. It is a form of monitoring because it occurs throughout the programme cycle and provides information to help manage the programme. It contributes to evaluation because it provides data on impact and outcomes that can be used to help assess the performance of the programme as a whole.

MSC was first developed in 1996 as a means of monitoring changes in a development aid project in Bangladesh by Rick Davies.²⁴

MSC has had several names since it was conceived with each emphasising a different aspect:

²³ Source of illustration: Davies, Rick; Dart, Jess The ["Most Significant Change" \(MSC\) Technique. A Guide to Its Use](#)

²⁴ Davies, R.J. (1996), [An Evolutionary Approach to Facilitating Organisational Learning: An Experiment by the Christian Commission for Development in Bangladesh.](#)

- ➔ *Monitoring-without-indicators:* MSC does not make use of pre-defined indicators, especially ones that have to be counted and measured.
- ➔ *The 'story' approach:* the answers to the central question about change are often in the form of stories of who did what, when and why – and the reasons why the event was important.

What is the purpose of MSC?

There are several reasons why a wide range of organisations have found MSC monitoring very useful and these include the following.

1. It is a good means of identifying unexpected changes.
2. It is a good way to clearly identify the values that prevail in an organisation and to have a practical discussion about which of those values are the most important. This happens when people think through and discuss which of the change is the most significant. This can happen at all levels of the organisation.
3. It is a participatory form of monitoring that requires no special professional skills. Compared to other monitoring approaches, it is easy to communicate across cultures. There is no need to explain what an indicator is. Everyone can tell stories about events they think were important.
4. It encourages analysis as well as data collection because people have to explain why they believe one change is more important than another.
5. It can build staff capacity in analysing data and conceptualizing impact.
6. It can deliver a rich picture of what is happening, rather than an overly simplified picture where organisational,

social and economic developments are reduced to a single number.

7. It can be used to monitor and evaluate bottom-up initiatives that do not have quantified or easily measurable outcomes against which to evaluate (e.g. resilience and well-being).

Why tell stories?

- ➔ People tell stories naturally
- ➔ Stories can deal with complexity and context
- ➔ People remember stories
- ➔ Stories can carry hard messages /undiscussables

How to use stories?

In addition to reporting, stories can be used:

- ➔ To improve planning
- ➔ To help explain a point to someone who is not a professional in the field (e.g. a community member, a volunteer)
- ➔ To recruit new participants
- ➔ To help explain a point to another member of staff
- ➔ For communication and awareness campaigns

Why should INTIQUAL 2030 use MSC?

Monitoring and evaluation (M&E) serve several purposes. MSC addresses some purposes more than others. MSC is suited to M&E that focuses on learning rather than just accountability measured in numbers. It is also an appropriate tool because INTIQUAL 2030 is a people centred initiative and therefore is interested in the effect its interventions have on people's lives and

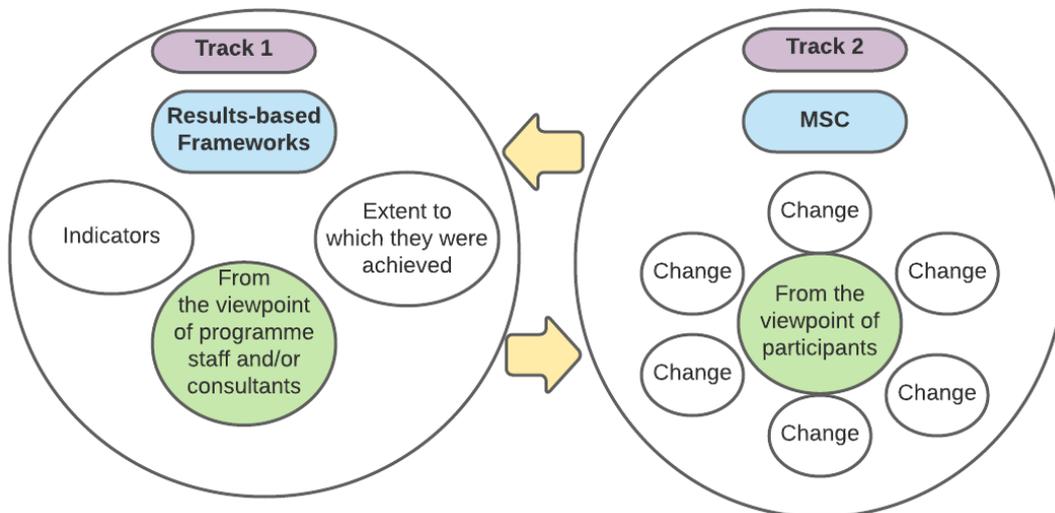
keen to observe impact in the words of Gazan people. In addition, MSC can help INTIQAL 2030 programme staff to improve their capabilities in capturing and analysing the impact of their work.

The MSC technique could be helpful to INTIQAL 2030 because:

- focused on various facets of change (social, individual);

- participatory (can include all groups of stakeholders);
- designed with repeated contact between field staff and participants;
- complementing conventional M&E systems (e.g. Results / Logical Frameworks);
- gauges change and impact across several types of activities / ‘domains of change’.

Figure 2. A Twin – Track Approach



How to implement MSC?

The MSC technique includes these fundamental steps defining the process:

1. Determine types of change to monitor:

Example:

- ➔ 'domains' of changes to be monitored at the programme level:
 - Changes in capacities of local organisations / communities to care for and protect cultural heritage
 - Changes in levels of understanding of local communities about their cultural heritage and how they value it
 - Changes in the sense of well-being among local communities who participated in the programme
 - Any other type of change

2. Collect stories

Example:

- ➔ “During the last month, in your opinion, what do you think was the most significant change that took place as a result of the programme activity <specify activity in reference with domains of change>?”
- ➔ The respondent (volunteer, skilled worker, university staff, community member, etc.) answers in two parts: 1) descriptive (what?) 2) explanatory (how? why?)

3. Review & filter stories regularly

Example:

- ➔ The stories were reviewed by:
 - The programme committee (steering or operational) (every 2-3 months)
 - PUI (every 2-3 months)
 - Any other structure established by the programme for oversight, monitoring & accountability (every 2-3 months)
- ➔ The stories are reviewed using a facilitated process at the community, programme, and donor levels (e.g. by convening a dedicated meeting and organising a group discussion)

4. Collate 'selected' stories for donors' review

Example:

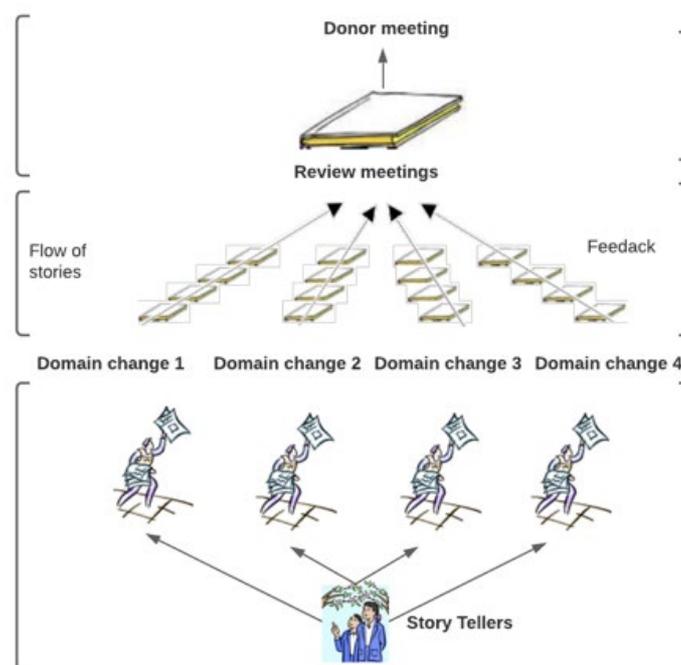
- ➔ In total 134²⁵ stories were collected - 80% from community members
- ➔ A booklet containing 24 selected stories accompanied by the selection criteria & comments
- ➔ Donors provide feedback to programme after reviewing booklet

5. Monitor the process and verify the stories

Example:

- ➔ Develop a database to keep track of all stories (e.g. a dedicated folder on a shared drive or any other form of repository that allows to store collected stories over a longer period of time)
- ➔ Verify selected stories (by asking the same type of questions to the same respondents at different time intervals, for example, the same group of community members will be interviewed several times every 2-3 months during the duration of the programme)
- ➔ Secondary analysis at end of reporting period (performed by programme staff or external consultants, looking back at the selected stories and analyse findings and emerging trends in all domains of change)
- ➔ Storytellers asked to check final stories in report (i.e. when producing a report containing selected stories ask authors of stories to check whether the narrative captures what they intended to say)

Figure 3. Example of MSC Process in INTIQAL 2030



²⁵ This is just an example. The actual numbers will vary and do not have to be in the hundreds.

Where to get further information?

The author of MSC technique, Rick Davies partnered with Jess Dart (who experimented with MSC as part of her PhD in 2000) and wrote a practical guide on MSC use. The bibliography section of this guide contains a lot of useful information on how to apply the MSC technique (including a toolkit with templates for questionnaires for recording the most significant change among other useful tools) as well as a range of references and suggestions for further reading.

Davies, Rick; Dart, Jess “[La technique du changement le plus significative \(CPS\). Guide d’utilisation](#)” (in French)

Davies, Rick; Dart, Jess The “[‘Most Significant Change’ \(MSC\) Technique. A Guide to Its Use](#)” (in English)

The British Council's Cultural Protection Fund, in partnership with the Department for Digital, Culture, Media and Sport, supports projects which protect cultural heritage at risk due to conflict or climate change, mainly in the Middle East and parts of North and East Africa.

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