Adolescent Development Program, Iraq:
Participation of Adolescents and Youth for Social Cohesion

FINAL EVALUATION REPORT
Reference: V.No. 1900853259
[February 16, 2017 | Iraq]

Submitted to:
Child Protection & Adolescent Development Section
United Nations Children’s Fund, Iraq

Author:
Dr. Syed M. Ali Shah, Consultant
MBBS (Pak) | MPH (SL) | MBA (Aus) | MS (Aus) | FRSPH (UK)
Cell 1/Whatsapp: +92.331.5149990 | Cell 2: +964.751.1844131
Email 1: drsmashah@aol.com | Email 2: smashah@unicef.org
Final Evaluation Report: Participation of Adolescents & Youth for Social Cohesion

Disclaimer
The contents of this report do not reflect the views of KfW, United Nations Children’s Fund (UNICEF), the Government of Germany, and/or implementing partners of the Adolescent Development Program in Iraq. The contents and views of the report are of the evaluation consultant, who undertook the assignment and all its components, and are based upon findings during the course of the assignment. The contents of the report do not imply the expression of any opinion concerning the legal status of any group, ethnicity, religion, culture, country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries, or the endorsement of any product, person, policy or opinion.
Acknowledgements

I would take this opportunity to express profound gratitude to all those who contributed to the successful completion of this consultancy assignment. I am thankful to the UNICEF Iraq management, in particular, Ms. Brigid Kennedy Pfister (Section Chief – Child Protection and Adolescent Development) for her patronage, and Mr. Bakhtiyar Hussein (National Officer – Adolescent Development Program) for his invaluable contribution, commitment, coordination and support throughout the course of this assignment.

I wish UNICEF Adolescent Development Program success in Iraq and hope that the findings, analyses and recommendations will contribute towards effective, inclusive, responsive and participatory programs in 2017-19.

Dr. Syed M. Ali Shah
Consultant
## Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADP</td>
<td>Adolescent Development Program</td>
</tr>
<tr>
<td>BDS</td>
<td>Business Development Services</td>
</tr>
<tr>
<td>CIA</td>
<td>Central Intelligence Agency</td>
</tr>
<tr>
<td>CPAP</td>
<td>Country Program Action Plan</td>
</tr>
<tr>
<td>DAC</td>
<td>Development Assistance Committee</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development/ also UKaid</td>
</tr>
<tr>
<td>DOLSA</td>
<td>Ministry of Labor and Social Affairs</td>
</tr>
<tr>
<td>DoY</td>
<td>Directorate of Youth</td>
</tr>
<tr>
<td>DoY-D</td>
<td>Directorate of Youth – Dohuk</td>
</tr>
<tr>
<td>DoY-E</td>
<td>Directorate of Youth – Erbil</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussions</td>
</tr>
<tr>
<td>GBV</td>
<td>Gender Based Violence</td>
</tr>
<tr>
<td>HC</td>
<td>Host Community</td>
</tr>
<tr>
<td>ICRC</td>
<td>International Committee of Red Cross</td>
</tr>
<tr>
<td>IDMC</td>
<td>Internal Displacement Management Center</td>
</tr>
<tr>
<td>IDP</td>
<td>Internally Displaced People</td>
</tr>
<tr>
<td>IP</td>
<td>Implementing Partner</td>
</tr>
<tr>
<td>ISF</td>
<td>Iraqi Security Forces</td>
</tr>
<tr>
<td>ISIS</td>
<td>Islamic State</td>
</tr>
<tr>
<td>KCRO</td>
<td>Kurdistan Civil Rights Organization</td>
</tr>
<tr>
<td>KfW</td>
<td>Kreditanstalt für Wiederaufbau</td>
</tr>
<tr>
<td>KII</td>
<td>Key Informant Interviews</td>
</tr>
<tr>
<td>Km</td>
<td>Kilometer</td>
</tr>
<tr>
<td>KRG</td>
<td>Kurdistan Regional Government</td>
</tr>
<tr>
<td>KRI</td>
<td>Kudish Region of Iraq</td>
</tr>
<tr>
<td>MHPSS</td>
<td>Mental Health and Psychosocial Support</td>
</tr>
<tr>
<td>MOLSA</td>
<td>Ministry of Labor and Social Affairs</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
</tr>
<tr>
<td>NUST</td>
<td>National University of Science and Technology</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>PMC</td>
<td>Project Management Cycle</td>
</tr>
<tr>
<td>PRIO</td>
<td>Peace Research Institute Oslo</td>
</tr>
<tr>
<td>PTSD</td>
<td>Post-Traumatic Stress Disorder</td>
</tr>
<tr>
<td>PWD</td>
<td>People Living with Disabilities</td>
</tr>
<tr>
<td>RBM</td>
<td>Results Based Management</td>
</tr>
<tr>
<td>SMART</td>
<td>Specific, Measurable, Achievable, Relevant, Time-bound</td>
</tr>
<tr>
<td>TdH</td>
<td>Terre des Hommes</td>
</tr>
<tr>
<td>TORs</td>
<td>Terms of Reference</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
</tr>
<tr>
<td>UNEG</td>
<td>United Nations Ethics Group</td>
</tr>
<tr>
<td>UNFPA</td>
<td>United Nations Population Fund</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations Human Rights Commission</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UNSC</td>
<td>United Nations Security Council</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>USD</td>
<td>United States Dollar</td>
</tr>
<tr>
<td>VoP</td>
<td>Voice of the People</td>
</tr>
<tr>
<td>VT</td>
<td>Vocational Training</td>
</tr>
<tr>
<td>VTC</td>
<td>Vocational Training Centre</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
<tr>
<td>WVI</td>
<td>World Vision International</td>
</tr>
</tbody>
</table>
# Table of Contents

Executive Summary ................................................................................................................................. 9

Section 1: Background, Program, Assignment, Geographical Scope & Methodology .............................. 14
  Background ........................................................................................................................................ 14
  Participation of Adolescent and Youth for Social Cohesion Program, 2016-17 .............................. 14
  Adolescent Development Program Consultancy Assignment ............................................................ 15
  Geographical Scope ............................................................................................................................. 16
  Methodology ....................................................................................................................................... 16
    Component 1: Capacity Building of Adolescent Development Community-based Partners and Youth Centers .............................................................................................................................. 16
    Component 2: End Line Evaluation ................................................................................................... 16
    Component 3: Advocacy Component ................................................................................................ 18

Section 2: Capacity Building of Adolescent Development Community-based Partners and Youth Centers .................................................................................................................................................... 21
  Capacity Building Workshops on ‘Analytical Thinking’ ................................................................... 22
  Capacity Building Workshop on ‘Field Monitoring & Quality Assurance’ ........................................ 23
  Capacity Building Workshop on ‘Identification & Writing of Success Stories’ ................................... 23

Section 3: Context, Durable Solutions to Displacement, Key Issues, & Relevant Stakeholders ............ 25
  Context ................................................................................................................................................ 25
    The Conflict ..................................................................................................................................... 26
    The Kurdish Region of Iraq .............................................................................................................. 26
    The Displacement ............................................................................................................................. 27
    Key Challenges Resulting From Displacement ............................................................................... 28
    The Most Vulnerable ......................................................................................................................... 28
  Durable Solutions ............................................................................................................................... 28
  Issues Affecting Adolescents & Youth in Kurdish Region of Iraq ...................................................... 29
    Personal Safety & Security ................................................................................................................ 29
    Access to basic services ..................................................................................................................... 30
    Livelihoods & Economic Survival ..................................................................................................... 31
    Discrimination & Marginalization ..................................................................................................... 32
    Mental Health & Psychosocial Support ............................................................................................ 32
Socio-Cultural Taboos ........................................................................................................ 33

Forced Marriages ............................................................................................................. 33

Relevant Stakeholders ................................................................................................... 34

Federal Level .................................................................................................................. 34

Kurdish Region of Iraq Level ......................................................................................... 35

Governorate Level .......................................................................................................... 35

Community Level .......................................................................................................... 35

Section 4: Program Highlights, & Key Evaluation Findings ............................................ 36

Program Highlights ...................................................................................................... 36

Key Evaluation Findings ............................................................................................... 37

Design ............................................................................................................................. 37

Relevance ........................................................................................................................ 38

Effectiveness .................................................................................................................. 39

Efficiency ......................................................................................................................... 43

Sustainability/ Continuity ............................................................................................... 46

Others ............................................................................................................................... 47

Section 5: Voices from the field (Emotions, Feelings, & Expressions) ......................... 50

I buried my love on my wedding day ............................................................................. 50

(Story by Anonymous) .................................................................................................. 50

UNICEF ADP brought us together as friends .............................................................. 50

(Story from Jwan Mardan) ............................................................................................ 50

My journey to become a refugee .................................................................................. 50

(Story by Lamiya K. Muhammad) ................................................................................ 50

Section 6: Lessons Learned, Recommendations & Way Forward .................................. 52

Lessons Learned & Recommendations ........................................................................ 52

Design Level .................................................................................................................... 52

Operational Level .......................................................................................................... 54

Proposed Way Forward .................................................................................................. 55

Proposed Program Design for 2017-19 ....................................................................... 55

Proposed Key Performance Indicators (KPIs) for 2017-19 ........................................... 56
Executive Summary

The Background: Conflict within Iraq and neighboring Syria has resulted in massive displacement; the Kurdish Region of Iraq (KRI) is hosting 482,962 internally displaced persons (IDPs), and 233,224 documented refugees. The most vulnerable of these are: (i) elderly; (ii) children; (iii) women (particularly girls); (iv) survivors of violence; (v) people with physical and mental disabilities; and (vi) minorities (including ethnic and religious).

The key issues affecting adolescents and youth in the Kurdish Region of Iraq are: (i) personal safety & security; (ii) access to basic services; (iii) livelihoods & economic survival; (iv) discrimination & marginalization; (v) mental health & psychosocial support; (vi) socio-cultural taboos; and (vii) forced marriages.

The Adolescent Development Program (ADP): In 2016-17, the Child Protection and Adolescent Development Section of UNICEF implemented the ADP titled ‘Participation of Adolescents and Youth for Social Cohesion’ in Northern Iraq with 1.9 Million Euros from KfW; and 0.1 Million US dollars from a Japanese Grant. The program duration was 12 months. The program revolved around providing opportunities for adolescents and youth to participate in activities that were intended to enhance their communication skills, uplift their confidence, and encourage dialogue between various target groups, and the communities at large.

The program aimed to ensure adolescents and young people/ youth had increased opportunities for positive development and to enhance social cohesion in their communities across the country; while the strategic outputs for the Adolescent Development Program in Iraq included: (i) gender-sensitive community initiatives that promote inclusiveness and social cohesion established in select districts; and (ii) virtual support and learning networks established for adolescent girls and boys. The key output/result areas of the UNICEF program in Iraq were: (i) Volunteer Networks created, managed and mentored in each community; (ii) Trainings for Volunteer Networks; (iii) Community consultations conducted; (iv) Community-based and youth-led projects implemented; and (v) Capacity building for implementing partners and discussions on the role of inclusive policy.

The program was implemented across 21 locations in the Governorates of Dohuk and Erbil in KRI through: (i) Erbil Directorate of Youth (DoY-E) and (ii) Terre des Hommes (TdH) in Erbil; (iii) Dohuk Directorate of Youth (DoY-D) and Voice of the People (VoP) in Dohuk.

The Assignment: UNICEF Iraq commissioned this 4-month consultancy to evaluate the overall approach of the ADP, and to generate evidence for continuity, replication and future adolescent and youth programming in Iraq. The assignment consisted of three key components: (i) Capacity Building Component; (ii) Evaluation Component; and (iii) Advocacy Component.

Component 1: Capacity Building

Informal capacity building was provided through mentoring and coaching of management and implementation staff in person (i.e., supportive supervision, on-site visits, and interpersonal communication) and through distant support (i.e., emails and phone calls).

---

1 2015, UNHCR. Six Vulnerable Groups
2 The KfW, formerly KfW Bankengruppe, is a German government-owned development bank, based in Frankfurt. Its name originally comes from Kreditanstalt für Wiederaufbau. It was formed in 1948 after World War II as part of the Marshall Plan
3 UNICEF Iraq CPAP Indicator Guide 2016-19
Structured training workshops were conducted as part of the capacity building component on: (i) *Capacity Building Workshop on ‘Analytical Thinking’*; (ii) *Capacity Building Workshop on ‘Field Monitoring & Quality Assurance’*; and (iii) *Capacity Building Workshop on ‘Identification & Writing Success Stories’*. 354 individuals (230 in Dohuk; 124 in Erbil) were formally trained through the capacity building component, of which 198 were males and 156 were females.

**Component 2: Evaluation**

**Methodology:** The qualitative study was conducted using primary and secondary evidence to satisfy information requirements identified by UNICEF, and the OECD-DAC evaluation guidelines. The evaluation was carried out in line with the United Nations principle of ‘DO NO HARM’.

**Key Evaluation Findings:**

**Design:** The program was conceptually in line with the theory of change of increasing participation of adolescents and youth to promote social cohesion. The outputs areas presented a step-wise approach to achieving the desired change. However, there was no evidence or documentation regarding the results logic of the program. The association/linkages between the country strategic outputs and the program implementation outputs were also not clearly defined. Implementing partner grants were not designed as individual projects that fed into the overall ADP outputs.

**Relevance:** The program was relevant to the context and needs of the Kurdish Region of Iraq (KRI). ADP was in line with the UNICEF Country Program Action Plan (CPAP) 2016-19 priorities, and complimented the ADP objective, and strategic outputs. The interventions were mutually consistent, and collectively reflected attribution towards the overarching purpose of the program. However, contextual relevance with respect to cultural, social, religious, political and protection related elements were not adequately addressed, which may be attributed to a lack of evidence generation for informed decision making.

**Effectiveness:** The intended target groups of the program were refugees, HC, IDPs, women and girls, PWDs, religious and ethnic minorities. The program was implemented in youth center catchment areas/locations in KRI (8 in Erbil, and 13 in Dohuk) and targeted 124,312 beneficiaries, of which 43,320 were direct and 80,992 were indirect. A total of 51,733 adolescents were targeted through the program, of which 25,102 were girls (33% direct, and 67% indirect), and 26,631 (36% direct, and 64% indirect) were boys. A total of 72,579 youth were targeted through the program, of which 35,840 were girls (34% direct, and 66% indirect), and 36,739 (36% direct, and 64% indirect) were boys. 76% of the direct beneficiaries were Kurds, while 18% were Arabs, 5% Assyrians, with 1% from other ethnicities. By religion, 70% of the direct beneficiaries were Muslims and 22% Yazidis, while 8% were Christians, with 1% from other religions.

Evidence collected through primary and secondary sources suggests that the program exhibits potential for impact beyond the immediate outcomes as it brought together various segments of the society, from the host and the displaced communities and was able to create an enabling environment for social cohesion. Throughout the course of the program implementation key aspects of knowledge management, data recording, analytical review of information, and critique of reported information remained insufficiently focused.

**Efficiency:** The program was implementation was undertaken at a time when it was needed. Activities aimed at strengthening the volunteer network capacity did not connect well with field activities in terms of their timeliness. While the ‘campaign style’ implementation of the program created attention over a short period of time, it also raised expectations, created workload fatigue, and led to oversight in targeting of beneficiaries.
During 2016-17, UNICEF disbursed a total of USD 1,834,829 amongst 4 implementing partners in two Governorates of KRI; 47% of the total disbursement to the Directorate of Youth – Dohuk (DoY-D); 25% of the total disbursement to the Voice of the People (VoP); 22% of the total disbursement to Terre des Hommes (TdH); while 6% of the total disbursement to Directorate of Youth – Erbil (DoY-E). This reflects an overall efficient disbursement strategy. The overall cost per beneficiary of the program is USD42.36, which falls well within the range of USD 40-60/ direct beneficiary⁴ and reflects efficient value for money.

**Sustainability/ Continuity:** The program was based upon modifying perceptions using the ‘frame-bending’ approach, for better co-existence and social cohesion. Positive changes in perceptions may influence attitudes and practices; which may lead to behavior modifications and therefore, the program may be considered sustainable. However, due to the impending financial crisis and economic stalemate the regional government is unlikely to be able to sustain the program interventions beyond the grant duration.

**Others:** The overall understanding of ‘results based management (RBM)’ and ‘quality assurance’ within UNICEF ADP team, and as a trickle-down effect, within the implementation partners was weak.

During the course of implementation of the ADP in 2016, the ADP team faced staffing challenges, with transition in the National officer position, and absence of International staff. This greatly affected the ADP at all stages of the program implementation cycle.

No evidence was found of environmental scans, baseline studies, or field surveys using scientific quantitative and qualitative techniques to draw statistically significant findings to inform program design, refinements, and adaptability.

It was observed that a critical factor influencing implementation timeframe of the UNICEF ADP was processing and timely release of funds to implementing partners.

**Lessons Learned & Recommendations**

The lessons learnt and recommendations have been merged as to facilitate readers’ comprehension and also to link up the learning with recommendations for future programme design and operations.

**Design Level**

UNICEF is advised to follow a more structured/ systematic approach to project design and development by undertaking formative assessments/ studies to inform and enrich the overall program purpose with contextually relevant, prioritized objectives.

Future UNICEF program design must demonstrate program logic, greater coherence and synchronization to the principles of RBM in results statements, framing of indicators, and reflection of program targets over time.

Future UNICEF programming must ensure that programming flexibilities and adaptabilities within interventions are clearly understood and effectively used to ensure cultural, social, religious, political, and protection related relevance.

Future UNICEF program design must include engagement of public sector management in evidence based policy and practice reforms, and advocacy.

---

⁴ 2010, Mawlid, T. Development Initiatives, Humanitarian Emergency Response Review (HERR) of DFID
Future UNICEF adolescent development programming may be further strengthened by adapting the following:

a. Consolidating volunteer networks established in the previous year, and establishing new networks, with segregated adolescent and youth, male and female participation.

b. Trainings of previously and newly established volunteer networks on structured topics such as interpersonal communication skills, social marketing, community engagement, peer-to-peer counseling, etc.

c. Segregated socialization activities for boys and girls, adolescents and youth to overcome existing socio-cultural barriers, and ensure maximum participation. Furthermore, activities for girls and PWDs should be conducted within the communities. Sports events should be clubbed into tournaments rather than one-off games.

d. Language trainings should be more structured, into courses rather than individual trainings, and accreditation should be sought from training facilities for greater effectiveness and potential for impact.

e. Educational and special assistance trainings should be conducted using structured course material, and by trainers who are professional academics or coaches.

f. Parent support groups should be formed in the communities to support the volunteer network members in accessing communities, and mobilizing greater support for program activities.

g. Community awareness events should be conducted in collaboration with the parents, and local community influencers at sites with maximum impact such as religious, academic, social public/communal infrastructure.

h. Community dialogue should be conducted in the communities in collaboration with the parent support groups to create greater awareness on key issues affecting adolescents and youth.

i. A strong livelihoods component should be included to facilitate economic empowerment of youth based upon the Business Development Services approach. Furthermore, a skill development component should be added to provide trainings on softer skills.

j. An advocacy component should be an integral part of the program, which focuses evidence based reforms agenda, using structured messages, mass communications, social media, and champions to influence change.

k. Periodic coordination should be facilitated to strengthen the overall adolescent and youth programming by engaging various public and private sector stakeholders. Furthermore, referral linkages should be developed to facilitate access to services, which can be provided through a helpline services that directs callers to their respective service providers.

**Operational Level**

The future operations of the UNICEF adolescent development program in Iraq should follow a systematic approach whereby: (i) Programming gains of previous years are consolidated by ensuring a comprehensive compendium of contextually relevant interventions in the same geographic areas; (ii) Programming experiences are replicated and contextually adopted to other parts of the country, while keeping the overall design of the program similar and attributable to the overall UNICEF strategic outcomes; and (iii) Exploring integrated programming options, which link into the overall program design, where comprehensive programming is not a viable option.
Future UNICEF grant making may choose to: (i) Engage, where available, the existing public sector infrastructure as a first priority (supporting greater public sector ownership/engagement and potential for sustainability); (ii) In cases where the public sector lacks technical capacity, the option of establishing a public-private-partnership by linking it with an International NGO may be considered (supporting greater accountability, systems strengthening/capacity development of the public sector service delivery infrastructure, while remaining cost efficient); and (iii) Any programming considerations involving local/national NGOs with the intent to build or enhance their capacity may be done as a sub-recipient of the respective public sector partner of UNICEF and not as a direct implementing partner/grantee (supporting greater public sector engagement in governance, ownership and acceptability).

The monitoring and quality assurance systems should be strengthened in line with the RBM principles.

The evaluation, assessment and learning activities should include environmental scans, baseline studies, or field surveys using scientific quantitative and qualitative techniques to draw statistically significant findings to inform program design. Clear evidence based scientific calculations informing identification of targets, in terms of population size and intended beneficiaries, or number of activities should be undertaken.

Efficient and effective information management systems should be established and consolidated. The possibility of using KOBO Toolkit® or other software for real-time data entry from the field using mobile technology or tablets should be encouraged.

Capacity building of implementing partners in financial procedures, and documentation requirements of UNICEF at the beginning of the grant; and at periodic intervals. Additionally, appointment of a dedicated finance and administrative assistant at the field office level in Erbil will be beneficial for the program.

Component 3: Advocacy (Way Forward)

Proposed Way Forward: The way forward for UNICEF ADP programming has been proposed by the consultant in this report. This has been developed in light of the findings of this report, and has been structured to enable the reader(s) to adapt and/or use the proposed information, including: (i) program design for 2017-19; and (ii) key performance indicators for 2017-19 to strengthen UNICEF adolescent development programming in Iraq.

For further details, please peruse the detailed report.
Section 1: Background, Program, Assignment, Geographical Scope & Methodology

Background

The United Nations Children’s Fund (UNICEF) in Iraq recognizes adolescents and youth as an important human capital and a resource largely untapped and underestimated, considering the challenges being faced by the country due to ongoing conflict and continued displacement of masses.

The Adolescent Development Program (ADP) of UNICEF focuses on adolescents and youth as leaders, and is aimed at developing the next generation of agents of change to bring various groups together within the social fabric of the community. The target groups include refugees, internally displaced people (IDP), host community members, women and girls, people living with disabilities (PWD), and religious and ethnic minorities. These adolescents and youth will be the champions for subsequent generations, and promote peer to peer learning and activism. The ADP is implemented through community based partners.

In 2015, UNICEF Iraq piloted projects in two communities (Amedi and Masike) in the Governorate of Dohuk, Northern Iraq. These pilots were designed within the purview of the ‘No Lost Generation Strategy’ and included activities around socialization, recreation, community dialogue, and education assistance with a direct target population of around 3,000 adolescents and youth, while more than 5,000 indirect beneficiaries were targeted through festivals, summer camps, street theatre, and literary initiatives.

The ADP is a core component of the UNICEF Country Program for 2016-19, and builds upon the lessons learned from the pilots of the ‘No Lost Generation Strategy’ in 2015.

Participation of Adolescent and Youth for Social Cohesion Program, 2016-17

In 2016-17, the Child Protection and Adolescent Development Section of UNICEF implemented the ADP titled ‘Participation of Adolescents and Youth for Social Cohesion’ in Northern Iraq with 1.9 Million Euros from KfW; and 0.1 Million US dollars from a Japanese Grant. The program duration was 12 months.

---

5 The KfW, formerly KfW Bankengruppe, is a German government-owned development bank, based in Frankfurt. Its name originally comes from Kreditanstalt für Wiederaufbau. It was formed in 1948 after World War II as part of the Marshall Plan.
The perceived overall goal of the UNICEF Adolescent Development Program deduced from the Iraq Country Program Document was to ensure that by 2019, *adolescents and young people/youth have increased opportunities for positive development and to enhance social cohesion in their communities across the country*; while the strategic outputs\(^6\) for the Adolescent Development Program in Iraq included: (i) *gender-sensitive community initiatives that promote inclusiveness and social cohesion established in select districts*; and (ii) *virtual support and learning networks established for adolescent girls and boys*.

The key output/result areas of the UNICEF program in Iraq were:

1. **Volunteer Networks created, managed and mentored in each community**
2. **Trainings for Volunteer Networks**
3. **Community consultations conducted**
4. **Community-based and youth-led projects implemented**
5. **Capacity building for implementing partners and discussions on the role of inclusive policy**

The program revolved around providing opportunities for adolescents and youth to participate in activities that were intended to enhance their communication skills, uplift their confidence, and encourage dialogue between various target groups, and the communities at large. Engagement in social-economic, civic and cultural activities was envisioned as a means of promoting adolescent and youth as agents of change.

The program was implemented using a *‘campaign style implementation approach’*\(^7\) in the Governorates of Erbil and Dohuk through four community based implementing partners, namely, Terre des Hommes (TdH) and Erbil Directorate of Youth and Sports (DoY-E) in Erbil, and Voice of the People (VoP) and Dohuk Directorate of Youth and Sports (DoY-D) in Dohuk.

### Adolescent Development Program Consultancy Assignment

UNICEF Iraq commissioned this consultancy to evaluate the overall approach of the ADP, and to generate evidence for continuity, replication and future adolescent and youth programming in Iraq.

The key objectives of the assignment were:

1. **To contribute towards enhancing the technical management capacity of the AD community-based partners and youth centers through coaching and mentoring**
2. **To generate evidence on the design, relevance, effectiveness, efficiency and sustainability of program activities aimed at reducing deprivation (access), and improving community resilience (social cohesion, collective action, norms and attitudes)**
3. **To provide evidence based recommendations, and way forward for future AD programming in Iraq**

The assignment consisted of three key components, in line with the key objectives, including: (i) *Capacity Building Component*; (ii) *Evaluation Component*; and (iii) *Advocacy Component*.

---

\(^6\) UNICEF Iraq CPAP Indicator Guide 2016-19
\(^7\) Activities were conducted close together, in a limited time-period and not equally spread over the program period. It was expected by UNICEF that this approach will mobilize masses, and create a greater impact amongst the target population.
Geographical Scope

The adolescent development program of UNICEF was implemented during 2016 at 21 locations in the Governorates of Dohuk and Erbil in the Kurdistan Region of Northern Iraq. The program was implemented through four community based partners: (i) Erbil Directorate of Youth (DoY-E) and (ii) Terre des Hommes (TdH) in Erbil; (iii) Dohuk Directorate of Youth (DoY-D) and Voice of the People (VoP) in Dohuk. Additionally, the DoY-D implemented a short campaign, with UNICEF support, for people living with disabilities (PWD) through two local non-government organizations (NGOs) – DAD8, and KCRO9.

The overall geographical scope of the assignment was proportionately distributed across service delivery points of all implementing partners. The following table reflects the service delivery points covered during the course of the assignment:

Table 1: Service Delivery Points Covered

<table>
<thead>
<tr>
<th>Erbil Directorate of Youth (DoY-E)</th>
<th>Terre des Hommes (TdH)</th>
<th>Dohuk Directorate of Youth (DoY-D)</th>
<th>Voice of the People (VoP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ainkawa</td>
<td>Qushtapa</td>
<td>Shexan</td>
<td>Zakho</td>
</tr>
<tr>
<td>Bahirka</td>
<td>Shaweiz</td>
<td>Domez</td>
<td>Sharia</td>
</tr>
<tr>
<td>Hawler</td>
<td></td>
<td>Deralok</td>
<td></td>
</tr>
<tr>
<td>Banislawa</td>
<td></td>
<td>Amedi</td>
<td></td>
</tr>
<tr>
<td>Shaqlawa</td>
<td></td>
<td>Semel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Akre</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dohuk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qasrok</td>
<td></td>
</tr>
</tbody>
</table>

Methodology

Component 1: Capacity Building of Adolescent Development Community-based Partners and Youth Centers

During the course of the assignment, a total of 8 capacity building workshops/trainings were conducted; of these, 5 were in Dohuk and 3 in Erbil. Each 2-day workshop/training was organized for 35-40 participants. The training needs were identified through a consultative process involving the UNICEF technical team, field visits, and discussions with the community-based partner management and staff. The consultant used an interactive training methodology that included plenary sessions, deliberations, experience sharing, and using day to day examples to reinforce key concepts and promote better understanding.

Component 2: End Line Evaluation

The methodology for the assignment was developed in accordance with the Terms of Reference (TORs); Organization for Economic Cooperation and Development – Development Assistance

---

8 Meaning ‘justice’ in Kurdish
9 Kurdistan Civil Rights Organization
Committee (OECD-DAC) guidelines\textsuperscript{10}; United Nations Ethics Group" principles of ‘Do No Harm’; and the information requirements identified in consultation with the UNICEF Adolescent Development Program Team.

The end line evaluation design was developed, primarily using qualitative research methods, while a mixed methods approach was also used to ensure richness of study findings where necessitated.

The study design consists of two parts: (i) **Secondary Sources Review**; and (ii) **Primary Field Data Collection**.

The quantitative findings were drawn through secondary analysis of available program datasets, while the qualitative findings were informed through primary field data collection.

The overall end line evaluation design is reflected in Figure 1.

The evaluation approach model is reflected in Figure 2.

**Secondary Sources Review**

The secondary sources review consisted of a robust desk review of published and grey literature, reports, program data, and field documents. The review provided an evidence based understanding of the overall operating universe of the UNICEF Adolescent Development Program in Northern Iraq.

The following analyses were conducted during the course of the review: (i) **contextual analysis** was conducted using available evidence, data, and reports to identify the overall macro and micro operating environments program; (ii) **relevance analysis** was conducted using existing programmatic documents, including Program Cooperation Agreements (PCAs), Work Plans, record, and reports to ascertain the overall fit or relevance of the program within the context in target areas, while also determining the attribution paradigm; (iii) **stakeholders analysis** was conducted in consultation with the community based partners within the limits outlined by the secondary and primary evaluation findings to determine the power corridors for the program in Northern Iraq; and (iv) **analysis of program datasets** was conducted using existing quantitative datasets, including Activity Info, Social Cohesion and beneficiary data; and drawing analytical conclusions to enrich evaluation findings. The conclusions were triangulated with the qualitative findings of the primary field data collection.

**Primary Field Data Collection**

The primary field data collection consisted of using qualitative research approaches to satisfy information requirements outlined in the TORs, and finalized in consultation with UNICEF.

\textsuperscript{10} OECD-DAC guidelines: http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

\textsuperscript{11} UNEG, 2008: http://www.unevaluation.org/document/detail102
Qualitative information was collected through focus group discussions (FGDs) and Key Informant Interviews (KIIs) from (i) members of the volunteer networks; (ii) direct and indirect beneficiaries; (iii) educators; (iv) community based partner staff; (v) parents; (vi) public sector managers; (vii) UNICEF adolescent development team; and (vii) civil society.

**Focus Group Discussions (FGDs)**

During the course of the evaluation, 19 focus group discussions (FGDs) were conducted with participation of 136 participants; with (i) female volunteer groups; (ii) male volunteer groups; (iii) female beneficiary groups; and (iv) male beneficiary groups. 14 FGDs were conducted with 101 participants in Dohuk, while 5 FGDs were conducted with 35 participants in Erbil. Standard structured open ended FGD guidelines were developed for each type of group and conducted in line with ethical qualitative research principles.

**Key Informant Interviews (KIIs)**

During the course of the evaluation, Key Informant Interviews (KIIs) were conducted with 38 respondents. These included (i) parents of adolescent and youth girls; (ii) public sector managers; (iii) educators; (iv) members of civil society; (v) community based partner staff; and (vi) UNICEF adolescent development team to ensure that a 360 degree perspective of key influencers and decision makers is explored. A total of 26 respondents were interviewed in Dohuk, while 12 respondents were interviewed in Erbil. KIIs were conducted using structured open ended KII guidelines, with variations relevant to specific questions and respondents.

**Field Observations**

Where possible, primary field data was correlated with field observations to ensure that scientific evidence is triangulated with a human angle. This enabled the consultant to infer practical and realistic conclusions and recommendations to inform future programming by UNICEF.

**Component 3: Advocacy Component**

The advocacy component was built upon the End line Evaluation Findings, lessons learnt during the course of implementation of the program in 2016, strengths and challenges identified through discussions with community based implementing partners, and the contextual analysis of the intervention areas.

The findings were consolidated into a potential program design that fits into the overall UNICEF Adolescent Development Program, with well-defined program logic, specified outcomes, outputs and interventions for community based implementing partners in Iraq. The program logical approach may be used for scale-up and replication across the country while ensuring that sub-activities are harmonized with the local context.

During the course of the assignment, the consultant also developed a policy brief on the possible way forwards for UNICEF AD Programming in Iraq.
Furthermore, program case studies/success stories from the field were developed with the volunteer networks, beneficiaries, and partner staff. These stories highlight the importance and provide the human angle to accentuate need for the program.
Final Evaluation Report:
Participation of Adolescents & Youth for Social Cohesion

Figure 2: Evaluation Approach Model

STAGE 1: INCEPTION & PLANNING
- Initial consultations with Unicef
  - Discussions/ Deliberations/
    Review of Research
  - Requirements/ Design/ Methodology/
    Approach/ Timelines
- Identification of Endline Evaluation Study Parameters

STAGE 2: SECONDARY SOURCES REVIEW
- Review of Literature/ Research/
  Publications
- Contextual Analysis
- Review of Program Reports/ Strategies/ Data
- Relevance Analysis
- In-depth understanding of overall environment and the correlation of the UNICEF AD Programme

STAGE 3: PRIMARY INFORMATION COLLECTION
- Design/ Development of Primary Data Collection Instruments (Qualitative)
- FGDs KILs Field Observations
- Information Requirements satisfied
- Iterations

STAGE 4: DATA MANAGEMENT, COMPILATION, SYNTHESIS, ANALYSIS & CORRELATION
- Consolidation
  - Synthesis of Primary & Secondary information
  - Analysis
  - Correlation of findings
- In-depth and objective understanding of UNICEF AD Programme in accordance with Evaluation Parameters

STAGE 5: LESSONS LEARNT, RECOMMENDATIONS & REPORTING
- Review and synthesis of Lessons Learnt regarding UNICEF AD Programme
- Recommendations as a Way Forward for UNICEF AD Programming
- FINAL REPORT developed, submitted to and approved by UNICEF AD Chief.

Sharing of Preliminary Findings with UNICEF AD Team
Section 2: Capacity Building of Adolescent Development Community-based Partners and Youth Centers

Formal and informal capacity building was provided to adolescent development community-based partners, youth center staff, members of the volunteer network, and beneficiaries during the course of the assignment.

Informal capacity building was provided through mentoring and coaching of management and implementation staff in person (i.e., supportive supervision, on-site visits, and interpersonal communication) and through distant support (i.e., emails and phone calls) in both Governorates.

A consultative process was adopted to identify capacity gaps to be addressed through formal trainings/workshops/sessions. This process included discussions with community-based partners; field staff; field visits; review of recording and reporting tools; and interactions with community volunteers. The key capacity gaps identified, included a lack of and/or weak: (i) understanding of field monitoring and quality assurance; (ii) information management and record keeping; (iii) data analysis and interpretation skills; (iv) evidence-based decision making; (v) documentation of lessons learnt/challenges, and their mitigation; and (vi) understanding of highlighting the effects of the program on the beneficiaries (the human angle of the program).

The gaps were addressed through three types of formal capacity building trainings/workshops in Erbil and Dohuk.

The following interactive, structured training workshops were conducted as part of the capacity building component of the ADP consultancy in the Governorates of Dohuk and Erbil:

1. **Capacity Building Workshop on ‘Analytical Thinking’**
2. **Capacity Building Workshop on ‘Field Monitoring & Quality Assurance’**
3. **Capacity Building Workshop on ‘Identification & Writing Success Stories’**
The participants of these trainings included members of the volunteer network, beneficiaries, program staff, and youth center in-charges, all nominations were finalized through a consultative process by the respective community based partners of the Adolescent Development Program.

Overall, a total of 354 individuals were trained through the capacity building component, of which 198 were males and 156 were females. The total number of individuals trained in Dohuk was 230, of which 127 were males, and 103 were females. The total number of individuals trained in Erbil was 124, of which 71 were males and 53 were females.

The workshops were conducted using an interactive approach, while mixing plenary sessions with deliberations, experience sharing, and group work. Reinforcement of key messages and concepts was done through repetition, and use of examples from everyday life.

### Capacity Building Workshops on ‘Analytical Thinking’

Three formal trainings on ‘Analytical Thinking’ were conducted, two in Dohuk and one in Erbil.

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
<th>Participants</th>
<th>[From Dohuk Directorate of Youth &amp; Sports (DOY-Dohuk) &amp; Voice of the People (VOP)]</th>
<th>[From Erbil Directorate of Youth &amp; Sports (DOY-Erbil) &amp; Voice of the People (VOP)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dilshad Hotel, Dohuk</td>
<td>December 02-03, 2016</td>
<td>44 (23 males; 21 females)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>December 08-09, 2016</td>
<td>48 (22 males; 26 females)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotana Hotel, Erbil</td>
<td>December 17-18, 2016</td>
<td>37 (23 males; 14 females)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The key objectives of the trainings were to: (i) Provide a fundamental understanding of how analytical thinking works; (ii) Identify specific tools and techniques that can be used during the problem solving life cycle; and (iii) Give a complete framework for managing project issues – from identification to resolution.

Trainings were facilitated by the consultant, while translation was provided in Arabic, and Kurdish (Bahdini and Sorani) languages. Training Certificates were distributed at the end of the trainings by the respective Directors of Youth and Sports of Dohuk and Erbil.

*Please find attached as Annex I, the Attendance Lists of the Trainings*

---

12 These included members of the volunteer network, beneficiaries, program staff, and youth center in-charges, all nominations were finalized through a consultative process by the respective community based partners of the Adolescent Development Program – Directorate of Youth & Sports (DOY) – Dohuk, and Voice of the People (VoP) in Dohuk; and Directorate of Youth & Sports (DOY) – Erbil, and Terre des Hommes (TdH).
Capacity Building Workshop on ‘Field Monitoring & Quality Assurance’

Two formal trainings on ‘Field Monitoring & Quality Assurance’ were conducted, one in Dohuk and one in Erbil.

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
<th>Participants</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dilshad Hotel, Dohuk</td>
<td>December 06-07, 2016</td>
<td>40 (22 males; 18 females)</td>
<td>DOY-Dohuk &amp; VOP</td>
</tr>
<tr>
<td>Rotana Hotel, Erbil</td>
<td>December 19-20, 2016</td>
<td>41 (23 males; 18 females)</td>
<td>DOY-Erbil &amp; VOP</td>
</tr>
</tbody>
</table>

The key objectives of the trainings were to: (i) Provide a fundamental understanding of monitoring compared to evaluation; (ii) Identify specific tools that facilitate monitoring and quality assurance throughout the various stages of the project management cycle (including logic model, logical framework, indicators, workplan, etc.); (iii) Provide a fundamental understanding of information management, recording and reporting requirements, and interpretation of project data at various levels during project implementation; and (iv) Provide a fundamental understanding of monitoring framework, and development of field monitoring plans.

Trainings were facilitated by the consultant, while translation was provided in Arabic, and Kurdish (Bahdini and Sorani) languages. Training Certificates were distributed at the end of the trainings by the respective Directors of Youth and Sports of Dohuk and Erbil.

Capacity Building Workshop on ‘Identification & Writing of Success Stories’

Three formal trainings on ‘Identification & Writing of Success Stories’ were conducted, one in Dohuk and one in Erbil.

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
<th>Participants</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dilshad Hotel, Dohuk</td>
<td>December 10-11, 2016</td>
<td>46 (28 males; 18 females)</td>
<td>DOY-Dohuk &amp; VOP</td>
</tr>
<tr>
<td></td>
<td>December 12-13, 2016</td>
<td>52 (32 males; 20 females)</td>
<td>DOY-Dohuk &amp; VOP</td>
</tr>
<tr>
<td>Rotana Hotel, Erbil</td>
<td>December 21-22, 2016</td>
<td>46 (25 males; 21 females)</td>
<td>DOY-Erbil &amp; VOP</td>
</tr>
</tbody>
</table>

The key objectives of the trainings were to: (i) Understand the importance of field stories, and how they affect the listener/ reader; (ii) Develop an understanding of identifying success stories; (iii) Provide an understanding of writing structured success stories.
Trainings were facilitated by the consultant, while translation was provided in Arabic, and Kurdish (Bahdini and Sorani) languages. Training Certificates were distributed at the end of the trainings by the respective Directors of Youth and Sports of Dohuk and Erbil.

Please find attached as Annex V, the Attendance Lists of the Trainings

Please find attached as Annex VI, the Training Presentation

Photograph 2: Certifications
Section 3: Context, Durable Solutions to Displacement, Key Issues, & Relevant Stakeholders

Context

The population of Iraq is around 37 million, roughly the same as that of Canada and greater than any other Arab country apart from Egypt, Algeria, and possibly Sudan\(^\text{13}\). Iraq is situated in the heart of the Middle East, strategically located on the Shatt al Arab waterway and at the head of the Persian Gulf. The country shares a 1,599 km border with Iran on the East; 254 km border with Kuwait on the South East; 179 km border with Jordan on the West; 811 km border with Saudi Arabia on the South West; 599 km border with Syria on the North West; and 367 km border with Turkey on the North\(^\text{14}\).

It is important to review the historical perspective of the country, to understand the situation in present day Iraq.

Formerly part of the Mesopotamian Empire, the Balad e Shaam Region, and later the Ottoman Empire, Iraq was occupied by the United Kingdom during the course of World War I; in 1920, it was declared a League of Nations mandate under the United Kingdom administration. In stages over the next dozen years, Iraq attained its independence as a kingdom in 1932. A "republic" was proclaimed in 1958, but in actuality a series of strongmen ruled the country until 2003\(^\text{15}\).

During the Ba'ath regime of Saddam Husayn, Iraq was the focus of acts of terror, brutality, and military adventurism. These included (i) acts of tyranny and oppression by the ruling Ba'ath Party against the people within the country; (ii) the poison gas attacks on the Kurdish population in Halabja, killing over 10,000 civilians in a matter of hours; (iii) desecration of Shiite religious shrines, and holy sites such as Samarra, Najaf and Karbala; (iv) an eight-year (1980-88) long proxy war with Iran; (v) repopulation of Shiite majority areas with immigrant Sunni Ba'ath Party supporters from Syria and Jordan; and (vi) the invasion of Kuwait in 1990\(^\text{16}\).

US-led UN coalition forces invaded Iraq during the Gulf War of 1991, and a second US-led invasion in March 2003 led to the ouster and execution of Saddam Husayn regime. US forces remained in Iraq under a United Nations Security Council (UNSC) mandate through 2009 and under a bilateral security

---

\(^{13}\) 2016, Shupac, J. Future Economics, Iraqi Geopolitics
\(^{16}\) Synthesis of archives, reports, and current affairs information available online, including sites of: Stanford University (USA); United States Institute for Peace (USA); Peace Research Institute Oslo (Norway); Deakin University (Australia); National University of Science and Technology (Pakistan)
agreement thereafter, helping to provide security and to train and mentor Iraqi security forces. External influence, proxies of geopolitical interest, and struggle for control over the oil-rich natural resources of Iraq have left a legacy of violence and a political system which has been manipulated by various actors for political and sectarian advantage.\(^{17}\)

**The Conflict**

Iraqis have made some progress over the years in building their government—approving a constitution, and holding parliamentary and provincial elections—governing institutions remain weak, and corruption and poverty are endemic.\(^{18}\) The fabric of the Iraqi society has been ravaged by cycles of warfare, a growing refugee crisis, and crippling sectarianism. The start of 2014 saw the violent spread of the self-styled Islamic State terrorist group (also known as ISIS, ISIL or Daesh) in the mainly Sunni dominated areas in Northern parts of Kirkuk, Diyala, Anbar, Salah al Din, and Ninewa.\(^{19}\) These conditions, linked with the conflict in Syria and the Turkish interests in the Kurdish Region of Iraq, continue to erode stability.\(^{20}\)

Since 2014, Iraq has been engaged in a military campaign against the terrorist group to recapture territory lost in the western and northern portion of the country.

The actors involved in the military campaign include: i) ISIL/Da’esh and various Sunni armed groups ranging from secular nationalist to Salafist jihadist, who work together and occasionally in opposition to each other; ii) Sunni tribes, some of whom support ISIL/Da’esh and some of whom opposed them; iii) the Iraqi Security Forces (ISF); iv) various Shia militia groups who have a close relationship with ISF; and v) the Kurdish Peshmerga (the Kurdish Regional Government’s (KRG) armed forces).

**The Kurdish Region of Iraq**

The Kurdish Region of Iraq comprises of three governorates in Northern Iraq: Sulaimaniyah, Erbil and Dohuk. It borders Syria to the West, Iran to the East, and Turkey to the North; located where the fertile plains meet the Zagros Mountain Range. It is traversed by Sirwan and Tigris Rivers. The estimated population is around 5 million, comprising mainly of Kurds, Assyrians and Shabak ethnicities; a Sunni majority area, with Yazidis, Christians, and Shiites constituting the religious minorities.\(^{23}\) In 2005, with the passing of the New Constitution of Iraq, the federal government recognized the Kurdistan Regional Government (KRG), and the Kurdistan Parliament.

---

\(^{17}\) 2017, IDS-UK. [http://www.ids.ac.uk](http://www.ids.ac.uk)

\(^{18}\) 2017, USIP. United States Institute for Peace, Center for Post-conflict Peace and Stability Operations

\(^{19}\) The Guardian. News Archives.


\(^{22}\) [https://www.insightonconflict.org/conflicts/iraq/](https://www.insightonconflict.org/conflicts/iraq/)

The Displacement

Conflict in Syria has resulted in massive displacement, of which Iraq is hosting 233,224 documented refugees. The vast majority of these refugees (225,203; almost 96%) are living in the Kurdish Region of Iraq.

The Governorate of Erbil is hosting around 50% of the refugee, while the Governorates of Dohuk and Sulaimaniyah are hosting 36% and 13% of the KRI caseload respectively.

61% of the refugees live in out of camp locations, while 39% are housed in refugee camps across the region^24.

Conflict within Iraq has resulted in one of the highest internal displacement in the history of global conflict with 3,030,006^25 documented internally displaced persons (IDPs). The Kurdistan Region of Iraq is hosting 482,962 (16%) of these.

The Governorate of Dohuk is hosting around 74% of the IDPs, while the Governorates Erbil and Sulaimaniyah are hosting 17% and 9% of the KRI caseload respectively^26.

59%^27 of the IDPs live in out of camp locations, while 41%^28 are housed in formal settlements across the region.

In Dohuk, 61% reside in informal settlements, while 39% in 10 designated formal settlements. In Erbil, 57% reside in informal settlements, while 43% in 9 designated formal settlements. In Sulaimaniyah, 52% reside in informal settlements, while 48% in 4 designated formal settlements^29.

---

^25 2017, IRAQ MISSION. Displacement Tracking Matrix | DTM
^26 [http://iraqdtm.iom.int/IDPsML.aspx](http://iraqdtm.iom.int/IDPsML.aspx)
Key Challenges Resulting From Displacement

The key challenges resulting from displacement may be considered from two perspectives – one, the host community; and two, the displaced community. The evaluator has used empirical and anecdotal evidence\textsuperscript{30} \textsuperscript{31} \textsuperscript{32} \textsuperscript{33} \textsuperscript{34} to summarize both.

The key challenges resulting from displacement amongst the host community include: (i) strain on the existing public service delivery system; (ii) increase in commodity prices; (iii) decreased wages; (iv) decrease in livelihood opportunities and (v) presence of unfamiliar groups from diverse ethnic, religious and social backgrounds.

The key challenges resulting from displacement amongst the displaced community include: (i) seeking adequate shelter; (ii) providing food for the family; (iii) ensuring economic survival; (iv) accessing basic health (including Mental Health), education, and protection (including Psychosocial Support, People Living With Disabilities, Separated Children, Gender Based Violence, etc.) services; and (v) finding a sustainable way forward to re-settle/return/integrate (the right to choose where to live).

The main challenges faced by the humanitarian and development fraternity for both host and displaced communities\textsuperscript{35} include ensuring: (i) economic security; (ii) food security; (iii) health security; (iv) environment security; (v) personal security; (vi) community security; and (vii) political security.

The Most Vulnerable

The most vulnerable groups\textsuperscript{36} within a community are: (i) elderly; (ii) children (including adolescents and youth); (iii) women (particularly girls); (iv) survivors of violence; (v) people with physical and mental disabilities; and (vi) minorities (including ethnic and religious).

Durable Solutions

Durable solutions to displacement problems are based on long-term safety and security, restitution or compensation for lost property, and establishment of an environment that sustains the life of refugees, repatriated citizens and Internally Displaced Populations (IDPs) under normal economic and social conditions.

Finding ‘Durable Solutions’ for millions of refugees and internally displaced persons (IDPs) worldwide must remain at the forefront of international concerns, even as multiple new emergency displacement challenges demand immediate attention.\textsuperscript{37}

\textsuperscript{30} 2017, IDMC. Internal Displacement Management Center
\textsuperscript{31} 2009. Gussing, A. ICRC. Internally Displaced People: Facing up to the challenges
\textsuperscript{33} 2014. Ager, Abebe, & Ager. MHPSS in humanitarian emergencies in Africa. RFIA, Vol 12, 2014-issue 1
\textsuperscript{34} 2017. Pearce, E. ‘Ask us what we need’: Operationalizing guidance on disability inclusion in refugee and displaced persons programs
\textsuperscript{36} 2015, UNHCR. Six Vulnerable Groups
\textsuperscript{37} 2013, UNHCR. Global Appeal: Finding Durable Solutions
In order to understand the context of ‘Durable Solutions’, it is important to first distinguish between a refugee, an internally displaced person (IDP), and a returnee. The UNHCR differentiates between the three in the following manner:

- **A refugee** is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.

- **An internally displaced person (IDP)** is a person who has been forced to flee his or her home for the same reason as a refugee, but remains in his or her own country and has not crossed an international border. Unlike refugees, IDPs are not protected by international law or eligible to receive many types of aid. As the nature of war has changed in the last few decades, with more and more internal conflicts replacing wars among countries, the number of IDPs has increased significantly.

- **A returnee** is a refugee who has returned to his or her home country. The majority of refugees prefer to return home as soon as it is safe to do so, after a conflict and the country is being rebuilt.

Durable Solutions consist of three eventualities for refugees, returnees and IDPs, these are: (i) Return to place of origin; (ii) Resettlement in a third country; or (iii) Integration with host population. However, in order to realize any of the above, the efforts require establishing an enabling environment.

### Issues Affecting Adolescents & Youth in Kurdish Region of Iraq

Primary evidence generated during the course of the evaluation identified some key issues affecting adolescents and youth in the Kurdish Region of Iraq, please note that each of the following may be explored further through dedicated research as required:

#### Personal Safety & Security

Personal safety and security were the issues most highlighted during the course of the primary data collection process from the field.

> “I am afraid something bad will happen to my daughter….. I have seen enough for one life-time”
> - Arab IDP from Mosul, father of a 16-year old girl

Personal safety of adolescent boys and girls was a major concern for the parents in allowing their children out of the house. This was a highlighted in all areas covered during the evaluation in both

---

38 http://www.unrefugees.org/site/c.ifIQKSOwFqG/b.4950731/
Governorates of Dohuk and Erbil and common for Host Community (HC), refugees, and IDPs. The key factors influencing this concern revolved around harassment, bodily harm/violence, and abductions. Additionally, in the context of girls, sexual abuse was the main fear for parents of Arabic Speaking refugee and IDPs.

“…when the local boys see Syrian girls, because we look different, dress different, they stop their cars and ask us to do inappropriate things….. they never do this with local girls…..”
-A group of Syrian Refugee Girls

“…girls from Syria are different, they do not follow our traditions and customs, even though they are Kurds….. Arab girls from Anbar and Mosul are Iraqi…. If Syrians come here, they should live like us, not like Syrians…. ”
-A Host Community, Kurd, 15-year old boy

Personal safety was also a major concern for youth boys and girls, whenever leaving their house. This was more prominently highlighted in the peri-urban and rural areas of both Governorates of Erbil and Dohuk and more common in Arabic speaking refugees and IDPs; while HC did not have these concerns. The key issues of concern for youth boys were verbal abuse, racial abuse, harassment and violence. While the issues affecting youth girls also included sexual harassment and offers of solicitation while walking on the roadside. Additionally, a key issue affecting Syrian refugee youth girls in KRI was their status as ‘refugees’, where they were subjected to more blatant sexual harassment compared to Kurdish or Arabic speaking IDP youth girls, who were considered ‘Iraqi nationals’.

The overall security situation in KRI was considered satisfactory by the beneficiaries and parents, in terms of law enforcement and prevention of major security incidents in the areas. However, some concerns were raised in policing of streets in Banislawa, Shawez, and Semel catchment areas to prevent street harassment cases.

**Access to basic services**

Access to basic services (in particular access to education, and health services) was a key issue raised by adolescent boys and girls, and their parents.

Availability and access to adequate primary and secondary health services is an overall issue amongst HC, refugee and IDPs across both Governorates³⁹. Further exploration of

³⁹ 2014, WHO. Health Service Delivery - Assessment
this issue reveals that the excessive workload on an already fragile health services infrastructure has led to deterioration of service delivery capacity and quality. The primary issues identified in this regard revolve around supply side gaps.

Syrian refugees find it difficult to continue their education in KRI as the medium of teaching in their country of origin is Arabic, while the medium of teaching in KRI is in Kurdish. Arabic speaking IDP children have special schools run under the purview of the Federal Ministry of Education, however, the number and coverage of these schools is very limited within the region. Additionally, some issues have been raised in the ability of Kurdish staff to teach in Arabic language and comply with the Arabic Curriculum of Baghdad. These factors are key influencers of school drop-outs amongst refugee and IDP adolescent boys and girls in KRI.

According to the information shared by refugee and IDP youth girls and boys, KRI higher education system does not recognize nor accept qualifications or credit hours completed in Syria, and transfers from other parts of Iraq are not easily entertained in the region’s institutions. A key difference is the mismatch between the curricula for similar courses, while another is the medium of education (mostly Kurdish). Furthermore, it was also highlighted that enrolment in higher education was also difficult for refugee and Arabic speaking IDPs.

Livelihoods & Economic Survival

Livelihoods and economic survival comes across as a key issue amongst HC, refugees, and IDP alike. This issue is substantiated by the general concerns of the communities over the prevailing economic crisis in KRI, and the resultant decrease in livelihood, employment, and business opportunities.

Economic survival of a family is generally considered the responsibility of the male members of the household, including adolescent and youth boys. While contributions from girls are considered valuable, however, these contributions may only be acceptable from home-based income generation activities (limited to tailoring, handicrafts, ladies/female hairdressing, beauty parlors, etc.) in cases of entrepreneurship; whereas, most communities welcome provision of vocational training to girls to enable them to seek employment in offices and corporate businesses, which is considered an honorable profession. Please note that some respondents pointed out the interest in sweet-making,

“….I was a college student in Mosul, I had to leave when Daesh arrived….. in Kurdistan, the Universities do not accept my documents, and do not offer the courses….. I am waiting for things to get better, so I can go back and restart my studies....”
-A 20 year old, IDP from Mosul

“.....there is no work, no money, no opportunities..... I am not doing anything, my family wants me to earn money..... I try ..... but there is nothing to do....”
-An 18 year old Host Community boy

however, as a business skill this is not viable since the KRG has strict restrictions on selling home-made products in the markets.

**Discrimination & Marginalization**

Discrimination and marginalization of adolescents and youth comes across as an issue of concern mainly to the refugee and IDP communities. HC members did not identify this as an issue of concern during the primary data collection process. Overall, the refugees and IDPs were reportedly subjected to racial profiling within the communities by HC as well as by security forces. While Syrian refugee adolescent and youth girls, despite being ethnically Kurds, enjoyed less protection within the social fabric of KRI compared to Iraqi IDPs, who may be Kurds or Arabs or Shabaks. This includes facing greater sexual harassment while on the street, due to appearance, apparel, and mannerisms. The confounding factors identified by the Syrian refugees were lack of adequate support from the respective law enforcement agencies, the community influencers, and the civil society; while inadequate information and guidance regarding access to support services remains another key influencer.

“*We were four girls from Syria, we were asked to sit in a boys school if we wanted to study…. We don’t know who to talk to about this, who will listen…. so, we quit school*”

-A group of 13 and 14 year old girls, Syrian Refugees

**Mental Health & Psychosocial Support**

Mental health and the need for psychosocial support has been identified as a general issue by HC, refugees, and IDPs. Rising concerns over economic crisis, decreased opportunities of employability for youth, non-existent youth recreation and creative development activities, and increasing psychosocial pressures to become economically productive members of the household and society are key confounding factors across all adolescent and youth in both Governorates of Erbil and Dohuk. Youth girls additionally face psychological stress and depression, due to the prevalent and accepted practice of forced marriage within the communities.

“*…. I feel so sad, and helpless…. I can do a lot, but there is nothing to do….. I feel useless, all I can do is sit and think, and wonder if things will ever be better….*”

-A 21 year old boy, IDP
Refugee and IDPs from conflict affected areas identified horrific memories, nightmares, anxiety, jitteriness, and social withdrawal as key issues being dealt with on a daily basis. Please note that these are symptoms and signs of post-traumatic stress disorder (PTSD); and may need programming focus either directly or indirectly through integrated or referral systems.

### Socio-Cultural Taboos

The key socio-cultural taboos identified through discussions during the course of the primary data collection process include: (i) males are considered bread-winners, and it is taboo for girls to be earning members of the household; (ii) males are permitted to seek any form of labor to provide for their families, and it is taboo for girls to work in restaurants, cafés or shops; (iii) males are asked their willingness for marriage, and it is taboo for girls to express their interest; (iv) males are expected to travel alone, and it is taboo for girls to travel without a male companion (only members of the household); and (v) males are expected to have driving skills, and it is taboo for girls to learn driving vehicles. Other key issues influencing socio-cultural taboos within the social fabric are (i) cultural disapprovals; (ii) social disapprovals; (iii) religious disapprovals; and (iv) political rhetoric, which have been described in detail along with the relevance of the program in subsequent sections of this report.

> “…. I want my daughter to have the best life possible, but I will not allow my honor to be destroyed…. Our culture and tradition is thousands of years old, I will not allow anyone to go against it…. It is disrespectful……”

-A Host Community father of a 15 year old girl

### Forced Marriages

An important finding, in terms of economic empowerment of girls, is that lack of earning capacity is considered as a burden within the household economy of the family, therefore, the propensity within the refugee and IDP communities is to marry the girls off when they attain the age of 16 years (the legal age of marriage with parental consent in the Constitution of Iraq), whether they are willing or not. This prevalent practice is reportedly resulting in an increase in psychological distress and affecting the mental health of youth refugee and IDP girls. Although no logical trends could be established with available public records, it was reported by the respondents that suicides amongst married girls were becoming more and more common in the peri-urban and rural areas, in particular, Akre, Amedi, and Qasruk in Dohuk; while Bahirka, Qushtapa, and Banislawa voiced similar concerns.

> “…. Girls do not contribute anything to the house (income), so they are married off as soon as they are old enough…. It is a difficult time…..”

-A host community mother of a 16 year old girl
Relevant Stakeholders

During the course of the assignment, the evaluator solicited the views of various individuals engaged in implementing or benefitting from the UNICEF program regarding the influence various stakeholders exercised over program implementation, and the level of interest these stakeholders might have in adolescent and youth programming in KRI. Although, subjective in nature, it provides an overview of key stakeholders who may be considered during the course of implementation. Please note that as per the scope of the assignment, this mapping may only be considered for the region, and may not be generalized over the country. Figure 4, reflects these views in terms of an influence/interest matrix.

Figure 6: Relevant Stakeholders (Influence/Interest)

Federal Level

KRI, although an autonomous regional government within Iraq, maintains functional coordination and liaison with the federal government in Baghdad. Most functions within the regional government are managed by the Kurdistan Regional Government (KRG), however, the federal government
remains a key stakeholder in terms of finding durable solutions for issues of displacement. The key stakeholders that may be useful in facilitating UNICEF adolescent and youth programming at the federal or national level are the Federal Ministry of Migration and Displacement (for purposes of return and repatriation); the Federal Ministry of Education provides support to the KRG for IDP schools, and curriculum; and the Federal Ministry of Youth and Sports may be a key stakeholder to garner support and advocate the learning from the UNICEF program.

Kurdish Region of Iraq Level

The key stakeholders at the regional level that may be considered by UNICEF include the Ministry of Youth and Culture, including its off-shoot the General Directorate of Youth; the Ministry of Education (for issues affecting schooling, education, etc.); the Ministry of Health (for issues related to Mental Health and Psychosocial support); Ministry of Labor and Social Affairs (for issues related to youth employability, social reform, etc.) including its off-shoots such as the General Directorates of Social Reformatories and Social Care; General Directorate of Combating Violence Against Women; and the Independent Human Rights Commission of KRI. Other entities to consider may include Academia, and Media.

Governorate Level

The governorate level remains the key influencer of the UNICEF program. The key stakeholders that may be considered by UNICEF include the Provisional Councils (that are responsible for policy and strategy advisory to the Governor’s office); the Directorates of Youth (DoYs); Aasaish (for issues related to access and clearances of displaced populations); Police (for issues of GBV, protection, etc.); the Media (for advocacy and virtual networking); and the Directorate of Labor and Social Affairs (for issues of PWDs); and Chamber of Commerce and Industry (for issues around employability of youth and livelihood opportunities). Political parties remain a potential stakeholder that may be engaged to champion adolescent and youth programming. Other entities that may be considered include the Human Rights Bureau, Juvenile Police Stations, Juvenile Courts, Behavioral Monitoring Unit, etc.

Community Level

Community level stakeholders may have the greatest impact on the program implementation and success. The key stakeholders that may be considered include Youth Centers (for context specific programming); parents of adolescents and youth (for issues of accessibility); religious clerics (for garnering the support of the community at large); and community elders/leaders (for endorsement
of program activities). The importance of Adolescents and Youth (for need based programming) as stakeholders cannot be discounted, as they remain the most influencer of success and change.

Section 4: Program Highlights, & Key Evaluation Findings

Program Highlights

The highlights of the Adolescent Development Program of UNICEF during 2016-17 were as follows:

1. The program was implemented at 21 youth center catchment areas/locations in KRI (8 in Erbil, and 13 in Dohuk) and managed to target 124,312 beneficiaries, of which 43,320 were direct and 80,992 were indirect.

2. The program was a first of its kind pilot in the region for UNICEF as a stand-alone intervention, compared to the conventional approach of considering Adolescent Development Programming as a cross-cutting theme within the intervention paradigm.

3. The program provided a unique opportunity to UNICEF to draw lessons, good practices, understand future program design and development needs, explore effective and efficient partnership opportunities, and to contribute towards public sector systems strengthening in Northern Iraq.

4. The program enhanced the understanding, facilitated greater strategic focus, and revitalized the public sector infrastructure and resources towards inclusive programming for adolescents and youth.

5. The program brought together various segments of the society, from the host and the displaced communities in areas of the Kurdish Region of Iraq hosting the majority of the Internally Displaced Populations (IDPs) as well as the Refugees. These included adolescent and youth from various ethnicities, religions, socio-economic strata, and cultural backgrounds.

6. The program created an enabling environment for volunteerism within the communities, and mobilized and organized adolescents and youth (both male and female) as agents of change.

7. The program enabled access/participation of adolescent and youth (both male and female) in social cohesion activities.

8. The overall cost per beneficiary of the UNICEF ADP program each direct beneficiary adolescent or youth targeted is USD42.36, which falls well within the range of USD 40-60/ direct beneficiary41. Hence, the project may be considered efficient in terms of value for money.

41 2010, Mawlid, T. Development Initiatives, Humanitarian Emergency Response Review (HERR) of DFID
9. The program engaged, supported, and strengthened the capacity of the Directorates of Youth (in Erbil and Dohuk), International and National Non-Government Organizations (Terre des Hommes, Voice of People, DAD, and Kurdistan Civil Rights Organization)

Key Evaluation Findings

The key findings are presented in line with the framework for evaluating development assistance of the Organization for Economic Cooperation and Development Assistance Committee (OECD-DAC), United Nations Ethics Group Guidelines, TORs of the consultancy, and the UNICEF information requirements highlighted during the inception phase of the assignment.

Design

The adolescent development program (ADP) of UNICEF in Iraq evolved from the lessons learnt through implementation of the ‘No Lost Generation’ strategy in 2015. The program was designed using inferences drawn from analysis of community based adolescent development, social cohesion and youth engagement programs globally and regionally. Furthermore, lessons learnt from UNDP programming in Iraq were also considered. Additionally, it was reported by the UNICEF team that consultations were carried out with relevant stakeholders, including community members. However, no evidence of a scientific formative research or assessment study was available to indicate that the design was informed by credible, statistically significant and research based situational and contextually relevant information.

The design was mainly focused on areas regulated by public action, inclusive policy, vulnerable groups and volunteerism for community mobilization; while the main emphasis of the program was around community participation and engagement. The five key implementation outputs or result areas of the program were built to complement one another in a ‘step-wise’ manner, and reflected the process adapted by UNICEF to promote social cohesion through participation (process of change). The program design was in line with the overarching goal of ‘durable solutions’ for displacement.

Although the program was conceptually in line with the ADP strategic outputs, there was no clear evidence or documentation regarding the results logic of the program. Outputs or result areas were indicated, while intermediate outcome areas and the ultimate outcome were not clearly defined. The association/ linkages between the country strategic outputs and the program implementation outputs were also not clearly defined.

Implementing partner grants were not designed as individual projects that fed into the overall ADP outputs. The individual project logic, and how each project links and contributes to the overall program and country strategy could not be clearly ascertained from the program documentation.

A systematic approach towards program design could not be determined, as no clear evidence was available of (i) analysis of a problem, with effects and causes; (ii) analysis of the solution, with defined intervention pathways; and (iii) well defined program logic, clearly identifying the relationship between activities, outputs, outcomes, and impact.

Relevance

Relevance of the program to context and needs

Review of the documents and interactions with direct and indirect beneficiaries provides adequate affirmation that the program was relevant to the context and needs of the Kurdish Region of Iraq (KRI).

- Review of the program documents indicates that the ADP was in line with the UNICEF Country Program Action Plan (CPAP) 2016-19 priorities, and complimented the adolescent development programming objective of assisting adolescent girls and boys to overcome a sense of isolation, social exclusion, and disengagement by increasing access to quality learning and civic engagement opportunities, initially focusing on geographic locations with large numbers of internally displaced people and in newly-accessible areas. The program supported ‘National Development Plan 2013-17’ of Iraq and the ‘Vision 2020’ of the Kurdistan Regional Government (KRG) by strengthening the basic social service systems (i.e. supporting interventions through the existing public sector infrastructure of the Youth Centers) to reach the most vulnerable children and women, especially those affected by conflict and displacement.

- The primary areas of focus for the program were Dohuk and Erbil, which was relevant to the context as conservative public figures suggest that around 75-80% of the total caseload for KRI of refugees and internally displaced populations (IDPs) were being hosted in the two governorates.

- Target population focusing adolescents and youth, girls and boys, and people living with disabilities were relevant to the context. The adolescent and youth from the refugee, IDP and host community (HC) are amongst the worst affected by the displacement, and the economic crisis in KRI.

- Provision of safe spaces for adolescent and youth by establishing the program in existing public sector youth centers was relevant to the needs. The public sector youth centers offer a well-defined infrastructure dedicated to providing healthy engagement and socialization opportunities. However, with the economic crisis, the KRG was struggling to meet operational requirements of these facilities; UNICEF programming provided the resources necessary to revitalize operations.

Relevance/ consistency of interventions with objectives (Attribution)

The interventions of the UNICEF program were relevant and consistent with promoting social cohesion through participation. The following evidence suggests that the interventions were mutually consistent, and collectively reflected attribution towards the overarching purpose of the program:

- Establishing volunteer networks for harnessing the potential and channeling the energy of adolescent and youth by promoting inclusivity and participation in decision making.

---

46 2016, Ministry of Migration and Displacement
was relevant to the needs. The economic recession, on-going engagement in conflict, coupled with the influx of refugees and IDPs created a strain on the already frail economy of KRI, which in turn left fewer and fewer social, academic, or economic opportunities for adolescent and youth. These diminished opportunities severely demoralized the adolescents and youth; the UNICEF program provided this very important demographic segment with opportunities to become community leaders.

- Language trainings in Arabic, Kurdish and English were relevant to the needs. Refugees and IDPs were generally from Arabic speaking parts, and did not understand Kurdish; while HC mostly do not understand Arabic. These language trainings provided opportunities to refugees, IDPs, and HC to overcome the linguistic barrier for communicating with each other.

- Educational assistance of coaching in mathematics and science provided for adolescents as a support to their school education was relevant to the needs. The coaching encouraged the parents to allow adolescents to access the youth centers, and provided opportunities to engage in other socialization activities at the facility.

- Socialization events for adolescents and youth for bringing together different ethnic, religious, cultural, marginalized and socio-economic groups were relevant to the context and needs. These socialization events promoted social cohesion by encouraging participation, engagement, and dialogue amongst the various groups. Skill development trainings provided to the beneficiaries to facilitate economic empowerment, were not harmonized with market trends, requirements, nor based on business development services approach, hence, the relevance of these interventions could not be qualified.

- Engagement of parents in dialogue on issues affecting adolescents and youth was relevant to the context. Parents of refugee, IDP and HC in KRI overcame their apprehensions (safety, security, well-being, and socialization of adolescents and youth) in sending their offspring to the youth centers once they were sensitized to the environment, staff and informed about the activities of the program.

Evidence collected through primary and secondary sources suggests that some cultural, social, religious, political and protection related elements were not adequately addressed in the UNICEF program. These included: (i) cultural disapproval of girls (ages 14 and above) to participate in events/activities away from area of residence without presence of family members; (ii) social disapproval of girls visiting a facility named ‘markaz al-shabab’, which means ‘center for youth’, however in the local context the word ‘al-shabab’ refers to ‘young men’; (iii) religious rejection of events with mixed boys and girls congregations, as this is not perceived to be within the norms from a religious perspective in most Muslim countries; (iv) political rhetoric antagonizing engagement of Arabs, Turkmen, Assyrians, and Yazidis in events involving host community; and (v) protection issues (such as harassment, safety, security, forced marriages, psychosocial trauma, PTSD, etc.) affecting displaced girls in general, and Syrian refugees in particular.

**Effectiveness**

**Program achievements (Target Beneficiaries)**

During the implementation of the UNICEF adolescent development program 2016-17, the program was implemented at 21 youth center catchment areas/locations in KRI (8 in Erbil,
Final Evaluation Report:
Participation of Adolescents & Youth for Social Cohesion


and 13 in Dohuk) and managed to target 124,312 beneficiaries, of which 43,320 were direct and 80,992 were indirect\(^\text{47}\).

The total includes 60,942 girls, of which 34% were targeted directly, and 66% were targeted indirectly. The total also includes 63,370 boys, of which 36% were targeted directly, and 64% were targeted indirectly.

<table>
<thead>
<tr>
<th></th>
<th>Totals</th>
<th>Direct</th>
<th>Direct %</th>
<th>Indirect</th>
<th>Indirect %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>124,312</td>
<td>43,320</td>
<td>35%</td>
<td>80,992</td>
<td>65%</td>
</tr>
<tr>
<td>Girls</td>
<td>60,942</td>
<td>20,557</td>
<td>34%</td>
<td>40,385</td>
<td>66%</td>
</tr>
<tr>
<td>Boys</td>
<td>63,370</td>
<td>22,763</td>
<td>36%</td>
<td>40,607</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescents</td>
<td>25,102</td>
<td>8,368</td>
<td>33%</td>
<td>16,734</td>
<td>67%</td>
</tr>
<tr>
<td>Youth</td>
<td>35,840</td>
<td>12,189</td>
<td>34%</td>
<td>23,651</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescents</td>
<td>26,631</td>
<td>9,572</td>
<td>36%</td>
<td>17,059</td>
<td>64%</td>
</tr>
<tr>
<td>Youth</td>
<td>36,739</td>
<td>13,191</td>
<td>36%</td>
<td>23,548</td>
<td>64%</td>
</tr>
</tbody>
</table>

**Figure 7: Beneficiary Breakdown of the UNICEF Program**

A total of 51,733 adolescents were targeted through the program, of which 25,102 were girls (33% direct, and 67% indirect), and 26,631 (36% direct, and 64% indirect) were boys.

A total of 72,579 youth were targeted through the program, of which 35,840 were girls (34% direct, and 66% indirect), and 36,739 (36% direct, and 64% indirect) were boys.

**Programmatic focus on intended target groups and coverage**

The intended target groups of the program were refugees, HC, IDPs, women and girls, PWDs, religious and ethnic minorities. Evidence collected through primary and secondary sources suggests that the program was able to target a mix of refugees, IDPs and host community during the course of its implementation, these included adolescent girls and boys, and youth girls and boys. These included representation of various ethnic groups – including Kurds, Arabs, Turkmen, Assyrians, and Shabaks; and religious groups – including Muslims (Sunni), Muslims (Shiites), Yazidis, Christians, Caledonians, and Zoroastrians. Additionally in Dohuk, the program, through its implementing partner – the DoY Dohuk, targeted women and girls through a campaign titled ‘Girls Dream Big’; and PWDs were also targeted through a specific campaign.

Although statistics were recorded by the implementing partners at the field level using a social cohesion form developed by the UNICEF ADP team, no mechanism of collecting social cohesion data from the field/ partners; no mechanism for recording social cohesion statistics within the UNICEF information management systems; and no utilization of social cohesion

\(^{47}\) Information was directly requested from the implementing partners by the evaluator.
Final Evaluation Report: Participation of Adolescents & Youth for Social Cohesion

Shah, Syed M. Ali – Evaluation Consultant

Information by UNICEF ADP team were evidenced during the course of the evaluation, this correlates to a significant discount towards valuable evidence for informed decision making.

Evidence collected through field visits to the program service delivery sites suggests that the composition of volunteer networks in six facilities of Erbil (specifically, Bahirka, Hawler, Banislawa, Shaqlawa, and Ainkawa) were unable to reflect an adequate representation of adolescent and youth age groups. The volunteer networks in three facilities of Dohuk (specifically, Semel, Akre, and Domez) were unable to reflect an adequate representation of religious minorities. Furthermore, it was observed that the participation of refugees and IDPs was not actively ensured in socialization events, and HC remained the preferred beneficiary. Please note that it was observed during a random sports event visit in Erbil by the evaluator that the players participating in the match were HC members, while the spectators were mostly refugee and IDPs. Upon further exploration, it was revealed that when HC players were playing, the refugee and IDP players were excluded from the game.

Engagement of vulnerable groups

During the course of the UNICEF adolescent development program, 76% of the direct beneficiaries were Kurds, while 18% were Arabs, 5% Assyrians, with 1% from other ethnicities. By religion, 70% of the direct beneficiaries were Muslims and 22% Yazidis, while 8% were Christians, with 1% from other religions.

<table>
<thead>
<tr>
<th>DIRECT BENEFICIARIES</th>
<th>By Ethnicity</th>
<th>By Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab</td>
<td>18%</td>
<td>Muslims</td>
</tr>
<tr>
<td>Kurd</td>
<td>76%</td>
<td>Christians</td>
</tr>
<tr>
<td>Assyrian</td>
<td>5%</td>
<td>Yazidis</td>
</tr>
<tr>
<td>Others</td>
<td>1%</td>
<td>Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDIRECT BENEFICIARIES</th>
<th>By Ethnicity</th>
<th>By Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab</td>
<td>26%</td>
<td>Muslims</td>
</tr>
<tr>
<td>Kurd</td>
<td>66%</td>
<td>Christians</td>
</tr>
<tr>
<td>Assyrian</td>
<td>6%</td>
<td>Yazidis</td>
</tr>
<tr>
<td>Others</td>
<td>3%</td>
<td>Others</td>
</tr>
</tbody>
</table>

Figure 8: Beneficiaries by Ethnicity & Religion

66% of the indirect beneficiaries of the program were Kurds, 26% Arab, 6% Assyrians, with 3% from other ethnicities. By religion, 76% of the indirect beneficiaries were Muslims, 14% Yazidis, 7% Christians, with 3% from other religions.

---

48 The data is conclusive, and includes statistics from all implementing partners.
Potential for impact beyond immediate outcomes

The potential for impact beyond immediate outcomes of the UNICEF program was evaluated. Evidence collected through primary and secondary sources suggests that the program exhibits potential for impact beyond the immediate outcomes as it brought together various segments of the society, from the host and the displaced communities and was able to create an enabling environment for social cohesion. This resulted in reduced friction, increased tolerance, and facilitated peaceful co-existence between the various groups, thereby catalyzing a positive change within the social fabric.

The potential for impact for key activities of the program, as ascertained during the evaluation, is as follows:

- The establishment of volunteer networks promoted a sense of ownership of the communities amongst the adolescent and youth, and provided an opportunity to explore their leadership potential. This intervention affected positive civic behaviors and has the potential to influence the lives of the existing volunteer pool, and also promoting the spirit of volunteerism through peer-to-peer learning.

- Language trainings in Arabic, Kurdish and English enabled the displaced groups (who largely speak Arabic) to interact with the host community groups (who largely speak Kurdish) and vice versa. The English language trainings were very appreciated and liked by the adolescents and youth from both Arabic and Kurdish speaking backgrounds. These trainings enhanced the communication ability of the target groups, and therefore, have the potential to impact the lives of adolescent and youth, boys and girls well beyond the immediate outcomes.

- Educational Assistance/Support provided coaching particularly adolescents, who found it to be very useful as it helped them improve their understanding of subjects being taught at schools. This coaching has the potential to impact the lives of the adolescents as it positively influenced their academic prowess.

- Socialization events influenced the attitudes and perceptions of the beneficiaries and have the potential to impact adolescents and youth, girls and boys, and PWDs beyond the immediate outcomes. As the skill development component was not based upon the business development services approach, tracking employability was not part of the program design, hence, efforts to ensure employability were also not undertaken. Therefore, the potential for impact of this component was very low.

- Engagement of parents of adolescents and youth promoted awareness regarding the importance of social cohesion, and influenced their perceptions through sensitization and participation. This has the potential to not only influence the lives of the parents, but also the lives of the adolescents and youth who are affected by their decision.

Evidence collected through primary and secondary sources during the evaluation suggested that throughout the course of the program implementation key aspects of knowledge management, data recording, analytical review of information, and critique of reported information remained insufficiently focused. These included: (i) knowledge management of program successes, challenges, effects on human life/families in the form of stories, case studies, lessons learnt, and experience sharing; (ii) data recording of social cohesion statistics, coverage, diversity of interventions, and collation/consolidation of partner data; (iii) analytical review of information to identify trends,
patterns and evidence to inform decision making/ refinement of implementation strategy; and (iv) critique of reported information regarding data quality, targeting of beneficiaries, implementation sites, field modus operandi, accessibility, and quality assurance of information.

**Efficiency**

*Time critical value of the program*

The program was implemented using a ‘campaign style’ approach, where activities were clubbed together in a short timeframe. The time critical value of the program and its interventions was evaluated. Evidence collected through primary and secondary sources suggests that the program was implementation was undertaken at a time when it was needed. The public sector youth centers were struggling to provide adequate services to adolescents and youth in their respective areas as a result of financial constraints, and the interventions/ activities of the program provided adolescents and youth opportunities to participate, learn and socialize. The ‘campaign style’ approach was able to generate a lot of attention within the communities, political fraternity, and the media.

It was observed during the course of the evaluation that activities aimed at strengthening the volunteer network capacity such as trainings on specific topics did not connect well with the implementation of the field activities in terms of their timeliness. The volunteer network trainings were not completed for all networks before implementation of field activities. This evidence suggests that planning of activity timelines was not efficient.

Further in-depth exploration of the evidence suggests that while the ‘campaign style’ implementation of the program created attention over a short period of time, it also raised expectations, created workload fatigue, and in adequate active targeting of beneficiaries. These included: (i) raised expectations by volunteer network members, and beneficiaries that activities will continue throughout the year with the same intensity and frequency; (ii) created workload fatigue amongst implementing partner staff and volunteer network members to organize events/ activities/ sessions within a short span of time, and to ensure participation in each; (iii) inadequate active targeting of beneficiaries from all ethnic, religious, and socio-economic groups.

**Value for Money**

The value for money analysis has been carried out at varied theoretical levels, and not related to project effectiveness for lack of quantifiable change related information (such as the extent of change in perceptions, attitudes, practices; incomes; etc.). The evaluator to the extent possible has tried to use the ‘3E framework’ and has made efforts to review project finances in line with economy (beneficiary costs), and efficiency (consumption and distribution).

During 2016-17, UNICEF adolescent development program disbursed a total of USD 1,834,829 amongst 4 implementing partners in two Governorates of KRI. This reflects an overall

---

49 The activity level social cohesion forms available in the field with the implementing partners were used to collect evidence relating to participation of various groups.

50 2013, DFID. Value for Money Framework, 3Es – Economy, Efficiency and Effectiveness
efficient disbursement strategy, where representation from the public sector, national and international NGO sectors was actively engaged.

47% of the total disbursement, amounting to USD 856,082 were allocated to the Directorate of Youth – Dohuk (DoY-D); 25% of the total disbursement, amounting to USD 460,000 were allocated to the Voice of the People (VoP); 22% of the total disbursement, amounting to USD 399,958 were allocated to Terre des Hommes (TdH); while 6% of the total disbursement, amounting to USD 118,790 were allocated to Directorate of Youth – Erbil (DoY-E).

The disbursement of USD 856,082 to DoY-D covered 5 campaign cycles during the implementation period.

<table>
<thead>
<tr>
<th>Implementing Partner</th>
<th>Amount (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TdH</td>
<td>399,958</td>
</tr>
<tr>
<td>DoY-E</td>
<td>118,790</td>
</tr>
<tr>
<td>VoP</td>
<td>460,000</td>
</tr>
<tr>
<td>Doy-D</td>
<td></td>
</tr>
<tr>
<td>PWD Campaign</td>
<td>75,000</td>
</tr>
<tr>
<td>Girls Campaign</td>
<td>99,950</td>
</tr>
<tr>
<td>Workplan 1</td>
<td>181,124</td>
</tr>
<tr>
<td>Workplan 2</td>
<td>249,775</td>
</tr>
<tr>
<td>Workplan 3</td>
<td>250,233</td>
</tr>
<tr>
<td><strong>Total Grants in 2016-17</strong></td>
<td><strong>1,834,829</strong></td>
</tr>
</tbody>
</table>
These included:

- The ‘I am able to achieve it’ Campaign for targeting people living with disabilities (also called, the PWD campaign) which accounted for USD 75,000.
- The ‘Girls Dream Big’ Campaign for targeting adolescent and youth girls (also called, the Girls’ campaign) which accounted for USD 99,950.
- Three cycles of the ‘I care, let’s care together’ Campaign, in the form of workplans 1, 2, and 3 which accounted for USD 181,124, USD 249,775, and USD 250,233 respectively.

![Cost per Beneficiary (USD)](image-url)

**Figure 11: Cost per Beneficiary (USD)**

The overall cost per beneficiary of the UNICEF ADP program each direct beneficiary adolescent or youth targeted is USD 42.36, which falls well within the range of USD 40-60/direct beneficiary\(^5\). Hence, the project may be considered efficient in terms of value for money.

The cost per direct beneficiary was calculated using the target beneficiary numbers of adolescents and youth. TdH had the highest cost per beneficiary of USD 67.02; VoP had a cost per beneficiary of USD 56.95; DoY-D had a cost per beneficiary of USD 46.41; while DoY-E had a cost per beneficiary of USD 10.97.

In the case of DoY-E, the cost/beneficiary is unusually lower than the peers, which may or may not require further exploration on the part of UNICEF. However, it needs to be acknowledged that it is more costly to deliver in some places and in some sectors.

During the course of the evaluation, review of project liquidation summary documents from all four implementing partners of UNICEF revealed that burn rates of disbursed grants were 100%, except for VoP, where a sum of around USD 9,200 was returned to UNICEF. However, this is not considered within the purview of this evaluation as an extraordinary measure, as

---

\(^5\) 2010, Mawlid, T. Development Initiatives, Humanitarian Emergency Response Review (HERR) of DFID

the disbursement of the grant amount was delayed at UNICEF’s end. Hence, the evaluator does not find it remarkable.

**Sustainability/ Continuity**

**Program Sustainability**

The program sustainability was assessed on the potential for the interventions to be continued beyond the program and without the financial support through donor funding. Evidence suggests:

- The overall program was based upon modifying perceptions using the ‘frame-bending’ approach, for better co-existence and social cohesion. Positive changes in perceptions may influence attitudes and practices; which may lead to behavior modifications and therefore be considered sustainable.

- At the institutional level, UNICEF has generated ‘goodwill’ with relevant public and private sector stakeholders, civil society and communities in particular, which remains a critical asset that may sustain, and facilitate leveraging public sector support in future.

- The capacity of implementing partners, particularly the directorates of youth of Erbil and Dohuk has been enhanced in terms of strategic direction, managing donor funds, implementing community based activities, community engagement and recording of field activities. This strengthening of public sector systems remains a valuable contribution that may sustain.

- Establishing functional partnerships between the public and private sector entities, such as that between DoY-Erbil and TdH in Erbil; and DoY-Dohuk and VoP, DAD, and KCRO in Dohuk was also a prominent component that supported facilitating functional public-private-partnerships that may sustain.

- Human capital engaged through implementation of the program in both governorates trained and groomed within the local context to understand social cohesion, public sector priorities, systems and procedures, as well as challenges and mitigations remains another asset of the program that may sustain and be able to leverage these learning in future.

**Program continuity**

Evidence collected through primary and secondary sources suggests that due to the impending financial crisis and economic stalemate the regional government is unlikely to be able to sustain the program interventions beyond the grant duration. The critical factors include: (i) impending financial crisis has severely hampered the ability of the regional government to dispense salaries to the staff, and financially sustain the youth center activities for adolescent and youth; and (ii) economic stalemate resulting from the financial crisis, and lack of economic opportunities has markedly reduced livelihood opportunities for adolescents and youth, as a result they are unable to identify pursuing education as a means for socio-economic survival and growth.

The UNICEF ADP provided the impetus needed to revive the adolescent and youth engagement programming, and is likely to be required to ensure continuity to sustain and
build upon the basic foundations laid during the 2016-17 program cycle for the next two to three years. However, the importance of transitioning from donor supported to government supported programming by the end of the three years should be diligently monitored.

**Others**

**Monitoring and Quality Assurance**

Monitoring and quality assurance was carried out by UNICEF ADP team throughout the course of the program implementation. Evidence suggests that field visits were conducted at all levels, including the offices of the implementing partners, the youth centers, and the communities in both Erbil and Dohuk governorates; while all implementing partners were covered during these field visits.

Review of primary and secondary evidence suggests gaps in the overall understanding of ‘results based management (RBM)’ and ‘quality assurance’ within UNICEF ADP team, and as a trickle-down effect, within the implementation partners. Furthermore, no evidence could be ascertained for the presence of (i) monitoring plan; (ii) monitoring framework; (iii) standardized field monitoring tool/toolkits; (iv) grant tracking; (v) process monitoring; (vi) field quality assurance tools/toolkits; and (vii) beneficiary feedback/whistleblower mechanisms.

**Staffing**

The UNICEF ADP team has been strengthened with the recruitment of a National Officer (in November 2016) and an International Staff (in January 2017). Further expansion of the team is anticipated in 2017-19. During the course of implementation of the ADP in 2016, the ADP team faced staffing challenges, with transition in the National officer position, and absence of International staff. As a stop-gap arrangement, an International consultant (Mr. German Robles Osuna) was entrusted with managing the day-to-day support functions, including administrative, financial, contracting, and operations; along with his specific technical tasks of program design and development and quality assurance. Additionally, support functions of reporting and information management were also managed on an ad-hoc basis throughout the year. This greatly affected the ADP at all stages of the program implementation cycle.

**Evaluations, Assessments and Learning**

During the program design and development phase, UNICEF ADP Team used lessons learnt from the ‘NLG strategy’ implementation, experiences of other organizations, and similar programming in the region and globally to inform the program design. Primary data collection was limited to sporadic discussions and information gathering.

No evidence was found of environmental scans, baseline studies, or field surveys using scientific quantitative and qualitative techniques to draw statistically significant findings to inform program design. No evidence could be found for the basis or scientific calculations informing identification of targets, in terms of population size and intended beneficiaries, or number of activities.
Information Management Systems

Information management systems for the ADP revolved around periodic reporting against assigned indicators, use of standardized online software such as ActivityINFO®, and datasets such as the 5-Ws matrices.

However, no evidence could be ascertained to; (i) identify assigned targets against the indicators such as a performance management framework (also called logical framework); (ii) variable key to understand the logical sequence of collecting information over time; (iii) analytical plan to generate periodic reports for informed decision making; (iv) data collection protocols defining information flow; and (v) consolidated social cohesion datasets to analyze participation of various ethnicities, religious, and socio-economic groups.

Coordination and Networking

Coordination and networking within the program generally revolved around the implementing partners. Furthermore, there was some evidence that efforts of coordination and networking were undertaken at some point by the UNICEF ADP team within the United Nations fraternity, in particular with UNDP, UNHCR and UNFPA.

The evaluator could not ascertain the outcomes of the coordination efforts undertaken, in terms of consultative meetings to strengthen program design, experience sharing or joint field visits, integrated programming, position papers, etc. Additionally, liaison within the UNICEF fraternity, and with other development and humanitarian agencies remains relatively weak or unproductive.

Financial Management Capacity

During the course of the evaluation, it was observed that a critical factor influencing implementation timeframe of the UNICEF ADP was processing and timely release of funds to implementing partners.

Further exploration of the influencing factor, revealed a two-pronged gap in the financial management of the program: (i) weak capacity building of implementing partners, which may be attributed based upon available evidence, to inadequate financial capacity building support and a lack of structured orientation to financial procedures; and (ii) extended processing time, due to procedural delays and lack of dedicated staff to provide financial support. It was also evident that one National staff member was expected to manage day to day program matters, undertake periodic monitoring and on-going supportive supervision/mentoring of partners, provide administrative support to the program and its partners, and also provide financial management support to the program; this expectation seemed overwhelming.

Implementing Partners

Following is a brief overview of the UNICEF ADP implementing partners based upon primary and secondary information collected during the course of the evaluation:

- **Directorate of Youth – Erbil (DoY-E):** A public sector entity responsible for adolescent and youth centric activities within the governorate of Erbil. The directorate is situated in Erbil.
city, with youth centers covering various geographical locations, with dedicated infrastructure that may be used for programming. The directorate will require support in developing proposals, and other program documents as their program lead has transitioned to another organization.

Key capacity building areas include: (i) program management; (ii) financial management; (iii) field monitoring and quality assurance; (iv) recording and reporting; and (v) analytical thinking.

- **Directorate of Youth – Dohuk (DoY-D):** A public sector entity responsible for adolescent and youth centric activities within the governorate of Dohuk. The directorate is situated in Dohuk city, with youth centers covering various geographic locations, with dedicated infrastructure that may be used for programming. The directorate is capable of producing their own proposals, and program documents.

  Key capacity building areas include: (i) field quality assurance; (ii) analytical thinking; (iii) documenting program stories; and (iv) financial management

- **Voice of the People (VOP):** A Kurdistan based local NGO, is the only organization working in adolescent and youth centric programming headed by a female executive. The organization is based in Dohuk, and has a dedicated office with dedicated management staff. However, the organization culture is based upon a ‘person driven approach’ and not based upon systems; with limited delegation given to program management team.

  Key capacity building areas include: (i) program management; (ii) field programming; (iii) community engagement; (iv) recording and reporting; and (v) analytical thinking.

- **Terre des Hommes (TdH):** An Italian International NGO, mainly working with child protection, adolescent and youth programming in KRI; and is now extending its reach to Southern regions of Iraq. TdH has dedicated international and national, management and technical staff.

  Key capacity building areas include: (i) community engagement; and (ii) documenting program successes.
Section 5: Voices from the field (Emotions, Feelings, & Expressions)

I buried my love on my wedding day
(Story by Anonymous)

I am a Syrian refugee living in Kurdish Region of Iraq. Due to the lack of livelihood opportunities, most of the young men from our community leave to other parts of the world. My fiancé was one such refugee. He went to Netherlands in search of a living, struggled to make both ends meet for a long time, then when finally found his feet, he wanted to marry me, so we could live happily ever after. When he was traveling back from Netherlands for his wedding, just as he entered Iraq from Syria, his car skidded of the road and crashed into mountains. He took his last breath, alone, far away from his loved ones. On the day reserved for our wedding ceremony, I attended his funeral and buried him for eternal peace. I wonder, sometimes….. how things could have been, without the conflict, without the displacement, without the heartache….. with the love of my life.

UNICEF ADP brought us together as friends
(Story from Jwan Mardan)

I am Jwan Mardan, a 13 year old girl from Shangal, when Daesh attacked my hometown, my family moved to Shariya. When I came here, I had no friends, I did not know anyone, and everyone was so different to people back in Shangal. I started volunteering with the UNICEF program. There were a lot of other kids from different families, backgrounds, cultures, and religions; we were required to participate together in activities, meetings, and discussions. As time passed, we started to talk to each other, hand-around with each other, and play with each other. Now, I have three best friends, Falak who is a Syrian refugee, Rondk who is from Shariya, and Nadiya who is from Bashiqa. We are friend, we laugh together, we eat together, and we feel safe together. We would not have known each other, if UNICEF ADP did not provide us the opportunity to come to the youth center.

My journey to become a refugee
(Story by Lamiya K. Muhammad)

My name is Lamiya Khalil Muhammad, I am an 18 year old Syrian refugee in Kurdish Region of Iraq. In 2012, I was sleeping in my home with my family, unaware of what awaited me and my family in the days to come. It was the month of Ramadan, when our home town was attacked by Al-Nusra Front militants, all I could hear were horrible loud sounds of gunfire, explosions, and trembling of the earth as bombs dropped from the sky. I ran, with the rest of my family, taking only our valuables that we could carry, hiding from the eyes of men dressed in black with guns, hiding during the light of day,
and running in the dark of night. I saw people getting shot, children crying over the bodies of their dead parents, women screaming for their loved ones. My family, after days of hiding and running, finally reached the Turkish border, but we were refused entry as refugees as they were not accepting Syrian Kurds. We then turned towards the border of Iraq, without food and supplies, we were living off leftovers. We crossed mountains, valleys, and walked through the day and walked through the night, sometimes the elders would carry the children, the men would pull the women, but we kept on walking. Finally, starving and thirsty, we reached the border of Iraq, we were accepted as refugees in Kurdish Region of Iraq……. I still remember my life in Syria, I wonder if I will ever get it back.
Section 6: Lessons Learned, Recommendations & Way Forward

Lessons Learned & Recommendations

The lessons learnt and recommendations have been merged as to facilitate readers’ comprehension and also to link up the learning with recommendations for future programme design and operations. This has been done in line with the findings and analysis above, undertaken while considering it as one UNICEF program.

The description synthesizes the learning and recommendations at two levels i.e. (i) Design Level; and (ii) Operational/ Implementation Level.

Design Level

1. The evaluated program prioritized the overarching purpose of social cohesion and focused community participation to catalyze the theory of change in the interventions that demonstrates UNICEF Adolescent Development Program’s commitment and design level consistency and relevance to the larger context of promoting resilience.

   **Recommendations:** Future UNICEF programming may need to retain the focus and alignment to larger country specific efforts and goals. However, UNICEF is advised to follow a more structured/ systematic approach to project design and development by undertaking formative assessments/ studies to inform and enrich the overall program purpose with contextually relevant, prioritized objectives. The UNICEF ADP strategic outputs should be considered as the strategic objectives for grant making. Whereby, grants should be developed as projects contributing towards achieving the respective strategic objective.

2. The program results framework, in terms of articulation of statements, results hierarchy, and choice of KPIs, indicates a weak program logic and interpretation of results based management (RBM) principles.

   **Recommendations:** Future UNICEF program design (logic model and performance management framework) must demonstrate program logic, grater coherence and synchronization to the principles of RBM in results statements, framing of indicators, and reflection of program targets over time. Furthermore, each grant design and framework must link with the other, and must be attributable to the overall UNICEF ADP framework with clearly defined synchronization pathways. Additionally, UNICEF
must ensure statistically significant knowledge, attitudes and practices related data is available to inform development of SMART\textsuperscript{52} KPIs.

3. The adaptability of program interventions to contextual requirements and necessities remained a low priority. The evaluator attributes this to gaps in understanding of programming, and analytical thinking capacity.

**Recommendations:** Future UNICEF programming must ensure that programming flexibilities and adaptabilities within interventions are clearly understood and effectively used to ensure cultural, social, religious, political, and protection related relevance; and thereby, enabling the program to target the most vulnerable groups. Political economy analysis or assessments or rapid appraisals or structured consultations must be used to generate evidence supporting decision making or program reform during critical points in the project management cycle (PMC).

4. Despite the emphasis of the program on supporting public sector services delivery systems, public policy and strategy development largely remained a low priority.

**Recommendations:** Future UNICEF program design must include engagement of public sector management in evidence based policy and practice reforms, and advocacy to garner wider support from other public and private sector entities engaged or expressing intent to engage in adolescent and youth centric efforts.

5. The program design demonstrates the expressed intent of UNICEF to explore ways of increasing inclusiveness, participation, equity and responsiveness in adolescent and youth programming.

**Recommendations:** Future UNICEF adolescent development programming may be further strengthened by adapting the following:

i. Consolidating volunteer networks established in the previous year, and establishing new networks, with segregated adolescent and youth, male and female participation.

ii. Trainings of previously and newly established volunteer networks on structured topics such as interpersonal communication skills, social marketing, community engagement, peer-to-peer counseling, etc.

iii. Segregated socialization activities for boys and girls, adolescents and youth to overcome existing socio-cultural barriers, and ensure maximum participation. Furthermore, activities for girls and PWDs should be conducted within the communities. Sports events should be clubbed into tournaments rather than one-off games.

iv. Language trainings should be more structured, into courses rather than individual trainings, and accreditation should be sought from training facilities for greater effectiveness and potential for impact.

v. Educational and special assistance trainings should be conducted using structured course material, and by trainers who are professional academics or coaches.

\textsuperscript{52} Specific, Measurable, Achievable, Relevant, Time-bound
vi. Parent support groups should be formed in the communities to support the volunteer network members in accessing communities, and mobilizing greater support for program activities.

vii. Community awareness events should be conducted in collaboration with the parents, and local community influencers at sites with maximum impact such as religious, academic, social public/communal infrastructure.

viii. Community dialogue should be conducted in the communities in collaboration with the parent support groups to create greater awareness on key issues affecting adolescents and youth.

ix. A strong livelihoods component should be included to facilitate economic empowerment of youth based upon the Business Development Services approach. Furthermore, a skill development component should be added to provide trainings on softer skills.

x. An advocacy component should be an integral part of the program, which focuses evidence based reforms agenda, using structured messages, mass communications, social media, and champions to influence change.

xi. Periodic coordination should be facilitated to strengthen the overall adolescent and youth programming by engaging various public and private sector stakeholders. Furthermore, referral linkages should be developed to facilitate access to services, which can be provided through a helpline services that directs callers to their respective service providers.

**Operational Level**

1. The future operations of the UNICEF adolescent development program in Iraq should follow a systematic approach whereby:

   a. *Programming gains of previous years are consolidated by ensuring a comprehensive compendium of contextually relevant interventions in the same geographic areas*

   b. *Programming experiences are replicated and contextually adopted to other parts of the country, while keeping the overall design of the program similar and attributable to the overall UNICEF strategic outcomes*

   c. *Exploring integrated programming options, which link into the overall program design, where comprehensive programming is not a viable option.*

2. Future UNICEF grant making may choose to:

   a. *Engage, where available, the existing public sector infrastructure as a first priority (supporting greater public sector ownership/engagement and potential for sustainability)*

   b. *In cases where the public sector lacks technical capacity, the option of establishing a public-private-partnership by linking it with an International NGO may be considered (supporting greater accountability, systems strengthening/capacity development of the public sector service delivery infrastructure, while remaining cost efficient)*
c. Any programming considerations involving local/national NGOs with the intent to build or enhance their capacity may be done as a sub-recipient of the respective public sector partner of UNICEF and not as a direct implementing partner/grantee (supporting greater public sector engagement in governance, ownership and acceptability)

3. The monitoring and quality assurance systems should be strengthened in line with the RBM principles, including at minimal: (i) monitoring plan; (ii) monitoring framework; (iii) standardized field monitoring tool/toolkits; (iv) grant tracking; (v) process monitoring; (vi) field quality assurance tools/toolkits; and (vii) beneficiary feedback/whistleblower mechanisms.

4. The evaluation, assessment and learning activities should include environmental scans, baseline studies, or field surveys using scientific quantitative and qualitative techniques to draw statistically significant findings to inform program design. Clear evidence based scientific calculations informing identification of targets, in terms of population size and intended beneficiaries, or number of activities should be undertaken.

5. Information management systems should be established and consolidated, to be able to include: (i) identify assigned targets against the indicators such as in a performance management framework (also called logical framework); (ii) variable key to understand the logical sequence of collecting information over time; (iii) analytical plan to generate periodic reports for informed decision making; (iv) data collection protocols defining information flow; and (v) consolidated social cohesion datasets to analyze participation of various ethnicities, religious, and socio-economic groups. The possibility of using KOBO Toolkit® or other software for real-time data entry from the field using mobile technology or tablets.

6. Structured capacity building of implementing partners in financial procedures and documentation requirements of UNICEF at the beginning of the grant, and at periodic intervals to provide supportive supervision. Additionally, appointment of a dedicated finance and administrative assistant at the field office level in Erbil will be beneficial for the program.

Proposed Way Forward

The way forward is being proposed in light of the findings of this report, and is structured to enable the readers to adapt and/or use the proposed information, including; (i) program design for 2017-19; and (ii) key performance indicators for 2017-19 to strengthen UNICEF adolescent development programming in Iraq.

Proposed Program Design for 2017-19

The following project logic model may be used as a standard program design by all UNICEF ADP implementing partners across Iraq. This standard design allows for flexibility or adjustment according to the local context in different geographical intervention areas, while keeping the logical flow of each grant directed towards the larger ADP strategic outputs. The design was developed based upon findings of the evaluation, and consultations/discussions with the UNICEF implementing partners.

Please note that in the logic model below, outputs 1.1 to 3.1 contribute directly to the ADP strategic output 1, whereas, output 3.2 and 3.3 contribute directly to ADP strategic output 2.
**Impact Statement**

To create an enabling environment for peaceful co-existence, social integration, and empowerment of vulnerable adolescents and youth (particularly girls, people with disabilities, and minorities) affected by conflict in the Dohuk Governorate of Iraq

<table>
<thead>
<tr>
<th>Outcome 1.0</th>
<th>Outcome 2.0</th>
<th>Outcome 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthened social cohesion amongst adolescents and youth through inclusive participation</td>
<td>Social integration of adolescents and youth through civic engagement</td>
<td>Empowerment of vulnerable groups by establishing linkages through integrated programming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 1.1</th>
<th>Output 1.2</th>
<th>Output 2.1</th>
<th>Output 3.1</th>
<th>Output 3.2</th>
<th>Output 3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidation/ Establishment of Volunteer Networks</td>
<td>Increased inclusive participation of vulnerable groups</td>
<td>Community Engagement/ Outreach</td>
<td>Establishment of Business Development Services</td>
<td>Establishment of Mass Communication System/ Advocacy</td>
<td>Establishment of linkages &amp; referral systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Activities</th>
<th>Activities</th>
<th>Activities</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Formation of New Volunteer Networks</td>
<td>▪ Socialization Activities for boys</td>
<td>▪ Formative Assessment Study</td>
<td>▪ Stakeholder Mapping for Political Economy of change</td>
<td>▪ Quarterly Coordination Meetings</td>
</tr>
<tr>
<td>▪ Volunteer Network Trainings (New &amp; Previously formed networks)</td>
<td>▪ Socialization Activities for girls</td>
<td>▪ Identification of vocational training/ skill development beneficiaries</td>
<td>▪ Development of advocacy toolkit</td>
<td>▪ Development of referral linkages for MHPSS, GBV, Legal Assistance, Juvenile Justice, Emergency Assistance</td>
</tr>
<tr>
<td>▪ Language Trainings</td>
<td>▪ Educational Assistance Trainings</td>
<td>▪ Vocational training/ skill development courses through VTC</td>
<td>▪ Engagement of champions of change (celebrities/ media personalities)</td>
<td>▪ 24/7 Adolescent &amp; Youth Assistance Helpline</td>
</tr>
<tr>
<td>▪ Special Assistance Trainings (for PWD)</td>
<td>▪ Community Awareness Events</td>
<td>▪ Skill enhancement trainings at Youth Centers/ Communities</td>
<td>▪ Radio programs</td>
<td>▪ Entrepreneurship Trainings</td>
</tr>
<tr>
<td>▪ Community Dialogue</td>
<td>▪ Community Outreach</td>
<td>▪ Provision of business support kits</td>
<td>▪ TV talk shows</td>
<td>▪ Establishment of linkages for employment/ business development</td>
</tr>
<tr>
<td>▪ Formative Assessment Study</td>
<td></td>
<td>▪ Establishment of market linkages for employment/ business development</td>
<td>▪ Social Media Networking (facebook/ Youtube/ Twitter)</td>
<td></td>
</tr>
</tbody>
</table>

**Proposed Key Performance Indicators (KPIs) for 2017-19**

The following results framework may be used as a standard recording and reporting guide by all UNICEF ADP implementing partners across Iraq. This standardized results framework allows for consistent data and reports despite adjustments/ variations in program...
implementation modalities according to the local context in different geographical intervention areas.

The same results framework may be adopted to revise the ActivityINFO® datasets to ensure that relevant and useful information is collected, reported and analyzed; while redundancies in data are kept in check.

<table>
<thead>
<tr>
<th>Outcome 1.0: Strengthened social cohesion amongst adolescents and youth through inclusive participation</th>
<th>Direct beneficiaries</th>
<th>Indirect beneficiaries</th>
<th>Means of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Adolescent girls engaged through volunteer networks</td>
<td>% Adolescent girls engaged through socialization activities</td>
<td>Program dataset</td>
<td></td>
</tr>
<tr>
<td>% Youth girls engaged through volunteer networks</td>
<td>% Girls engaged as volunteers</td>
<td>Activity report</td>
<td></td>
</tr>
<tr>
<td>% Adolescent boys engaged through volunteer networks</td>
<td># Boys engaged as volunteers</td>
<td>Social cohesion form</td>
<td></td>
</tr>
<tr>
<td>% Youth boys engaged through volunteer networks</td>
<td># PWD engaged as volunteers</td>
<td>Social cohesion form</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 1.1: Consolidation/Establishment of Volunteer Networks</th>
<th># Volunteer Networks Established</th>
<th># direct beneficiaries engaged in socialization activities</th>
<th>Social cohesion form</th>
</tr>
</thead>
<tbody>
<tr>
<td># Girls engaged as volunteers</td>
<td># Indirect beneficiaries engaged in socialization activities</td>
<td>Social cohesion form</td>
<td></td>
</tr>
<tr>
<td># Boys engaged as volunteers</td>
<td># Beneficiaries provided language trainings</td>
<td>Social cohesion form</td>
<td></td>
</tr>
<tr>
<td># PWD engaged as volunteers</td>
<td># Beneficiaries provided educational assistance</td>
<td>Social cohesion form</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome 2.0: Social integration of adolescents and youth through civic engagement</th>
<th>% mothers engaged through Parent Support Groups</th>
<th># direct beneficiaries engaged in socialization activities</th>
<th>Program dataset</th>
</tr>
</thead>
<tbody>
<tr>
<td>% fathers engaged through Parent Support Groups</td>
<td># Indirect beneficiaries engaged in socialization activities</td>
<td>Program dataset</td>
<td></td>
</tr>
<tr>
<td>% IDPs engaged through Community Awareness Events</td>
<td># Beneficiaries provided language trainings</td>
<td>Program dataset</td>
<td></td>
</tr>
<tr>
<td>% Refugees engaged through Community Awareness Events</td>
<td># Beneficiaries provided educational assistance</td>
<td>Program dataset</td>
<td></td>
</tr>
<tr>
<td>% Host Community engaged through Community Awareness Events</td>
<td># PWD engaged through special assistance trainings</td>
<td>Program dataset</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 2.1: Community Engagement/Outreach</th>
<th># Parents engaged through Parent Support Groups</th>
<th># direct beneficiaries engaged through community dialogue</th>
<th>Social cohesion form</th>
</tr>
</thead>
<tbody>
<tr>
<td># Beneficiaries engaged through Community Awareness Events</td>
<td># Community members engaged through community dialogue</td>
<td>Social cohesion form</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome 3.0: Empowerment of vulnerable groups by establishing linkages through integrated programming</th>
<th>% Girls provided skill enhancement trainings</th>
<th>% direct beneficiaries engaged through community dialogue</th>
<th>Program dataset</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Girls provided vocational training courses</td>
<td># Beneficiaries provided vocational training/skill development courses</td>
<td>Program dataset</td>
<td></td>
</tr>
<tr>
<td>% Girls linked through Social Media</td>
<td># Beneficiaries provided skill enhancement training</td>
<td>Program dataset</td>
<td></td>
</tr>
<tr>
<td>% GBV related referrals</td>
<td># Beneficiaries provided entrepreneurship trainings</td>
<td>Program dataset</td>
<td></td>
</tr>
<tr>
<td>% MHPSS related referrals</td>
<td># Business Support Toolkits provided to Vocational Training graduates</td>
<td>Program dataset</td>
<td></td>
</tr>
<tr>
<td>% Legal Assistance related referrals</td>
<td># Vocational Training graduates placed on employment</td>
<td>Program dataset</td>
<td></td>
</tr>
<tr>
<td>% Juvenile Justice related referrals</td>
<td>% Emergency Assistance related referrals</td>
<td>Program dataset</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 3.1: Establishment of Business Development Services</th>
<th># direct beneficiaries engaged through community dialogue</th>
<th>% Employment generation through community dialogue</th>
<th>Social cohesion form</th>
</tr>
</thead>
<tbody>
<tr>
<td># Beneficiaries provided vocational training/skill development courses</td>
<td># direct beneficiaries engaged through community dialogue</td>
<td>Social cohesion form</td>
<td></td>
</tr>
<tr>
<td># Beneficiaries provided skill enhancement training</td>
<td># Beneficiaries provided entrepreneurship trainings</td>
<td>Social cohesion form</td>
<td></td>
</tr>
<tr>
<td># Business Support Toolkits provided to Vocational Training graduates</td>
<td># Vocational Training graduates placed on employment</td>
<td>Social cohesion form</td>
<td></td>
</tr>
<tr>
<td># Vocational Training graduates placed on employment</td>
<td>% Employment generation through community dialogue</td>
<td>Social cohesion form</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 3.2: Establishment of Mass Communication</th>
<th># Champions engaged in advocacy activities</th>
<th>% of hits on the Social Media sites</th>
<th>Web data</th>
</tr>
</thead>
<tbody>
<tr>
<td># Beneficiaries engaged through social media</td>
<td>Social cohesion form</td>
<td>Web data</td>
<td></td>
</tr>
<tr>
<td># of hits on the Social Media sites</td>
<td>Social cohesion form</td>
<td>Web data</td>
<td></td>
</tr>
</tbody>
</table>
### System/ Advocacy

| Output 3.3: Establishment of linkages & referral systems | # Stakeholders engaged through Quarterly Coordination meetings  
# Referrals to relevant service providers/ departments  
# Calls on Helpline | Attendance record  
Referral record  
Helpline data |
|----------------------------------------------------------|-----------------------------------------------|---------------------------------|