
PHASE ONE AND TWO
United Nations Children’s Fund
Middle East and North Africa Regional Office

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In 2011, UNICEF Middle East and North Africa Regional Office (MENARO) commissioned an external evaluation of its nine country programme “Adolescents: Agents of Positive Change” (Phase I and II). UNICEF MENARO would like to both acknowledge and thank the following persons for their hard work and contribution to this evaluation:

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Liv Elin Indreiten, the Adolescents: Agents of Positive Change Coordinator from UNICEF MENARO served as the Evaluation Manager and worked closely with the evaluation team to develop new methodologies to work with adolescent and youth programme beneficiaries in their new role as programme evaluators, as well as support for all other evaluation processes.
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The purpose of the evaluation is to measure the extent to which the planned and any unintended results were attained during the implementation of the “Adolescents: Agents of Positive Change” programme, and address the concerns raised by adolescents and partners, with the aim of improving and enhancing positive participation of adolescents while ensuring equity, across oPt.

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"My real life has started ever since I got engaged in the Vanguard Friendly Areas project. Being loved and respected by others made me feel that I am a human being."

Youth participant, occupied Palestine territory

“Adolescents give you the energy and courage to keep going. Adolescents ... have this capacity of hope for the future. It is important that we do what we can within the limitations of our resources. They challenge you. They are our partners at the table. They voice out their needs in an articulated way. It is great!”

Anna Riatti, Deputy Representative, UNICEF Iran

“When mom went home she told dad about what she saw and how we work through the programme. She told him that we respect each other and work as one team. After hearing this, my dad became more flexible regarding my participation in the programme activities.” (Female youth participant – Step for Our Future programme, Rizqat Eldear, Egypt)

“We have to create the space for adolescent participation and adapt for the situation. The youth are demanding it. We just need to create the platforms for it. It is not only Tahrir Square. Youth has significant contributions to make.”

UNICEF Egypt staff
EXECUTIVE SUMMARY

This report outlines and summarizes the findings of the regional evaluation “The Right to Participation: Adolescents - Agents of Positive Change”. This programme has been funded by the Swedish International Development Cooperation Agency (Sida) since 2005 and implemented by UNICEF’s Middle East and North Africa Regional Office (MENARO). Implementation of Phase I took place from 2005 to 2007, and Phase II from 2008 to 2011. The programme involved seven (7) countries from the region in Phase I from 2005 – 2007 (Egypt, Jordan, Lebanon, Morocco, occupied Palestine territory, Syria and Tunisia) and Phase II from 2008 - 2011 with nine (9) countries, with Algeria joining in 2006 and Iran in 2008 during the second phase. The programme has highlighted issues concerning the rights of adolescents and youth in the region, with a particular focus on participation.

The evaluation’s purpose was to measure the extent to which the programme attained its planned and any unintended results during its implementation and improve future development and participation programmes through feedback of lessons learned. It also focused on identifying how the programme’s goal and objectives have been met. These objectives included to:

1. Establish a consistent knowledge base across the participating countries in both phases on adolescents and young people in order to influence policy and programming;
2. Strengthen the capacity of national governments, partners, service providers and young people themselves to streamline their priorities in national policies and to provide support for youth structures and to support networking;
3. Promote opportunities for adolescent participation in friendly spaces through home, school and community; and
4. Build partnerships for advocacy to promote the rights of adolescents to development and participation.

The purpose of the evaluation is to “contribute to improve future adolescent development and participation programmes through feedback of lessons learned. The primary evaluation objectives are to measure the extent to which planned and any unintended results have been attained during the programme’s implementation, and how the overall goal and four objectives stated above have been met in the nine countries participating as well as at the regional level. The evaluation team was also asked to determine how relevant the programme was for different groups of adolescent and youth, particularly from the perspective of the quality of their participation in it; how successful the programme was in identifying relevant partners and what the added value of having a regional approach to the programme for both partners and UNICEF.

From the effectiveness perspective, the team was tasked with finding out progress made towards achievement of the expected outcomes and unexpected results, the effectiveness of monitoring and evaluation mechanisms used; beneficiary satisfaction with the programme results and degree of involvement of programme participants in the planning, designing, implementation and monitoring of programme activities.
Efficiency issues to be measured included degree of maximization of resources; whether additional resources have been allocated by partners/stakeholders/counterparts to cover costs; timely achievement of objectives and outcomes; distribution of inputs and outputs between different age groups of young people (10-14, 15-19); degree of consideration of gender equality principles resource allocation; and UNICEF’s comparative advantage in designing and implementing this programme.

From a sustainability perspective the evaluation objectives were to determine the level of buy-in of national partners; assess what measures were built into the programme to sustain the programme outcomes; and replicability of the programme in other locations/countries/regions?

The evaluation team used the following data collection methods to evaluate the programme:

1. Document review of programme proposals and regional and country progress reports from Phases I and II, as well as additional relevant documentation gathered during the country case study missions.
2. Three (3) country case studies (Egypt, Morocco and occupied Palestine territory) involving key informant interviews and focus group discussions with programme beneficiaries and other stakeholders based on Most Significant Change methodology (MSC). In Egypt, the evaluation also administered an on-line survey for users of a youth-oriented website working in collaboration with UNICEF. Key informant interviews covered UNICEF staff, implementing partners and other UN agencies. UNICEF MENARO selected the countries for the field missions to represent a mix of types of programming and programme size (Egypt), programming within a conflict context (oPt) and a balance between Middle Eastern and Magreb countries (Morocco).
3. Posting of two on-line surveys for countries that did not participate in a country case study: one survey was directed towards adolescents and youth programme participants; and the second towards adults involved with the adolescents and youth in the programme.
4. Phone interviews with implementing partners and UNICEF staff in the six (6) countries that did not participate in the country case studies.
5. Phone or face-to-face interviews with UNICEF regional staff and with Sida personnel responsible for the programme.

Through these diverse processes the evaluation team either directly interviewed or received survey feedback from a total of 400 persons, including 223 adolescents and youth.

A unique feature of the evaluation methodology was the inclusion on the evaluation team of a small group of young researchers who were also programme beneficiaries. Under the supervision of the international and national consultants, they served as focus group discussion facilitators in Egypt and occupied Palestine territory (oPt). This was done following training on how to facilitate a focus group discussion (FGD) in an objective manner and on Most Significant Change methodology.

Overall Findings
The 2007 Annual Progress Report for the Adolescents: Agents of Positive Change Programme summed up the situation of adolescents and youth in the region as follows:
"Young people in MENA feel marginalised politically, economically and socially. This is compounded by the lack of participation, transparency and accountability at different levels. Young people lack trust in political systems; there is a serious gap between politicians and young people. There is very limited participation of young people in political life. Politicians and decision makers are afraid of young people’s potential to be geared towards ‘change’. Adolescents suffer from limited safe spaces to interact outside of home and school, and to be involved in community life. Youth lack opportunities to express themselves (at home, school and community) on political, personal and social issues. Therefore, there is an urgent priority to address adolescents’ political, economic and social participation in the region."

This summary provides what is, in essence, a qualitative baseline for the programme and provides a fairly broad context from which to judge the programme outcomes.

The evaluation team has summarized its assessment of the programme in both phases in the overall evaluation framework outlined on the following page and assigned a rating to each set of outputs, outcomes and impacts.

In general, the programme results are fairly impressive. It has not only met most of its targets, but the results documented are consistent, convincing and significant. Overall, it has proven to be highly relevant to meeting the priority needs of adolescents and youth in the region and in addressing the need to change societal attitudes towards adolescent and youth participation and related practices regarding their involvement. The key evaluation findings regarding the achievement of programme objectives are as follows:

**Objective 1: Establish a consistent knowledge base across the participating countries in both phases on adolescents and young people in order to influence policy and programming**

- Much of UNICEF’s work on knowledge generation and management related to adolescents and youth was implemented during Phase II. While not all nine (9) countries undertook large-scale national studies they all have been able to generate increased knowledge on adolescents and youth and there is evidence that national partners are using this data to inform policy and programme development. There has also been considerable sharing of this knowledge and related methodologies across the region. Various UNICEF CO level staff cited this regional sharing as being a real value added of the programme. At the regional level, there was also significant work done in this area, e.g. In October 2010 a Knowledge Management on and for Adolescents workshop was held in Tanger, Morocco for UNICEF staff and partners to discuss and better understand knowledge management in relation to adolescents, including the new social media forms, plus a study on Arab Youth was conducted with the American University of Beirut from 2009-2011. The programme also developed a MENA Gender Equality Profile on the Status of Girls and Women in the Middle East and North Africa with support from the Sida programme one means of addressing gender equity issues and strengthening UNICEF’s equity focus.

**Objective 2: Strengthen the capacity of national governments, partners, service providers and young people themselves to streamline their priorities in national policies and to provide support for youth structures and to support networking.**
While it is to varying degrees, there is clear evidence in each country of increased participation of adolescents and youth in either or both national policy development processes and in community leadership and action. Youth structures have been strengthened throughout the region. Although some of these improvements have yet to be scaled up or are just on the brink of doing so, there are also several countries where this scaling up process is well under way.¹

**Objective 3—Promote opportunities for adolescent participation in friendly spaces through home, school and community**

- This is the area where UNICEF truly excelled and can claim consistent successes in all nine countries. While the adolescent-friendly spaces model was interpreted somewhat differently in each country to suit each specific context, the development of positive adolescent development programming approaches that have a powerful impact on adolescent and youth participation stands out as the core of the value added that UNICEF has brought to this programme. Egypt, Jordan and oPt, in particular with their community-led youth initiatives, civic engagement and adolescent empowerment focused programming have created highly effective models for enhancing adolescent and youth participation that merit replication throughout the UN system. The impact on the adolescents and youth themselves has been transformative in nature and provides the most convincing argument for national partners who may not be familiar with the benefits of adolescent and youth participation.

**Objective 4—Build partnerships for advocacy to promote the rights of adolescents to development and participation.**

- Building effective collaborative partnerships is a UNICEF strength. The agency has applied this strength to particular effect in this programme and established a solid base of highly diverse partnerships. Governmental partners are in different sectors, depending upon the programme focus in each country, and have included the Ministries of Health and Education (amongst others) in several countries, as well as the central government bodies responsible for youth, especially the Ministries of Youth and/or Family. One challenge facing UNICEF and its partners in this programme has been limited access to national and regional expertise in adolescent development and participation and the fact that, with exception of some NGO partners such as Save the Children and a few national NGOs, most institutions involved have limited or no experience working with a positive development and participation approach. The different COs have therefore striven to build the capacity of both types of partners, as well as their own staff. UNICEF has also established a few partnerships with the private sector and this is an area which UNICEF could explore more in the future to further diversify its adolescents rights and participation advocacy partnerships and fundraising. At the regional level partnerships were set up with the American University of Beirut and at a more informal level a network of UNICEF adolescent focal points fostered and supported.

The programming has also been effective in reaching its **core target groups** and has placed a particular emphasis on increasing the participation of **adolescent girls**. In some instances, this latter result was hard to document as some of the country–specific progress reports do not

¹ The development of a youth policy guide with case studies from five countries in the region in 2010-2011, led from the regional level will be published and disseminated in early 2012.
disaggregate adolescent and youth participation by sex. With the exception of Lebanon, programming also did not generally appear to reach disabled adolescents and youth.

The adolescent friendly spaces approach used, particularly when it was given a civic engagement focus and trained adolescents and youth as young researchers who undertook and responded to community need assessments, has had a highly positive impact on the young people involved, and has changed adult community member perceptions. UNICEF and its implementing partners have tried to institutionalize this type of positive adolescent development approach. However, this type of radical shift in thinking is a long-term process and in some countries has only just started. Nevertheless there was still evidence that some government stakeholders have embraced this new participatory, positive adolescent development approach.

In general, the most significant changes were at the individual adolescent and youth level. It would also be fair to say based on the feedback from both the MSC-focus group discussions and results of the online surveys, that these changes were transformative in nature. This programme approach also appears to have had the most impact in areas where young people did not have many other options (e.g., among refugee groups, in poor rural areas, adolescent girls etc.).

Where the programme had weaknesses was related to the sustainability of individual initiatives at the country level and there did not appear to be a systematic approach to building in a sustainability plan at this level in some instances. UNICEF’s reporting on results at the national levels was also somewhat weak and tended to focus more on reporting on activities completed as opposed to the results to which these activities contributed. Reporting also tended to be more quantitative as opposed to qualitative in nature and did not capture the full range of the programme’s positive results. In recognition of this weakness, since 2009, there has been a systematic effort at the regional level to improve the programme’s overall reporting and to enhance documentation of the results achieved.

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<td><strong>B. Developmental Results</strong></td>
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| Identification of effective programming approaches for adolescents, including adolescent friendly spaces and launching of related pilot projects | Implementation of pilot projects that promote model adolescent participation and projects for adolescent-friendly spaces | Tested and proven programming approaches that promote adolescent participation and well-being.  
*Rating: Excellent*  
Increase in availability of adolescent friendly spaces | Policy and programming approaches that promote adolescent participation and well-being are scaled up in each country, including the creation of increased number of adolescent friendly spaces | Strengthened capacity of national governments, partners, service providers & adolescent to streamline their priorities in national policies, provide support for youth structures and networking  
*Rating: Effective* |

| Media: Capacity building initiatives with media and adolescents related to adolescent rights | Training of media on adolescent rights.  
Involvement of adolescents in media production. | Increased knowledge of media of adolescent rights.  
*Rating: Fair*  
Increased participation of adolescent in diverse media and acquisition of related skills.  
*Rating: Effective* | Strategic partnerships & alliances with media with regard to adolescent rights improved and strengthened.  
*Rating: Effective*  
Increased and more positive coverage of adolescent issues in diverse media.  
*Rating: Fair* | Public better informed of adolescent rights.  
*Rating: Fair*  
Increased participation of adolescents in diverse media.  
*Rating: Fair* |

| Initiation and coordination of partnerships to promote the rights of adolescents to development and participation at national and regional levels | Coordination initiatives and meetings of diverse partners that work with adolescents | Increase in partnerships between and among organizations that work with adolescents  
*Rating: Effective* | Partnerships for advocacy to promote the rights of adolescents to development and participation established and strengthened  
*Rating: Effective* | Increased programming and policy support for adolescents at national and regional levels  
*Rating: Effective* |

The specific findings of the evaluation based on the indicators outlined in the overall evaluation framework in Annex 2 were as follows:

**Finding 1:**

a) Programme objectives and related activities have had a strong focus on addressing the rights and needs of adolescents/youth at the community level, with some involvement of parents and have worked to build the capacity needs of different types of personnel that work with this target group.

b) Information development work has focused on meeting the needs of policy makers to have ready access to adolescent and youth-related evidence to help inform policy and programme development.

**Finding 2:** The ability to select knowledgeable, effective and relevant partners is one of UNICEF’s strengths in this programme.
**Finding 3:** The majority of programme activities are relevant for vulnerable and disadvantaged adolescents and youth, with the exception of those with disabilities.

**Finding 4:** The regional nature of the programme has brought clear benefits and value to the country-based initiatives supported through regional coordination of the Sida-funded Adolescents: Agents of Positive Change – The Right to Participation programme, as well as through regional partnerships.

**Finding 5:** The degree to which adolescent development and participation have been integrated systematically in UNICEF Country Programme components varies across the region, with some COs using a fairly systematic approach and others integrating adolescent participation issues mainly in another sector, such as education or child protection; the degree of integration has also increased somewhat from Phase I to Phase II.

**Finding 6:** The evaluation found that both the monitoring and evaluation components of the programme were somewhat weak, and that although there were fairly consistent ongoing monitoring processes in place, reporting on results was uneven and not always specific enough to measure progress on some programme objectives, e.g., girls participation levels.

**Finding 7:** Most country programmes experienced some degree of delay in achieving the anticipated objectives and outcomes related to partner buy-in, political changes at senior government levels, the complexity of managing multiple stakeholder partnerships and time consuming UNICEF administrative processes. Despite these delays at the country level, and the lack of staff for regional coordination the programme during the first half of 2009, UNICEF has been able to deliver on almost all of its projected outputs and outcomes.

**Finding 8:** Adolescents and youth interviewed and surveyed expressed a high degree of satisfaction with the programme results, as did their parents, community leaders, and professional staff that work with them.

**Finding 9:** In general, UNICEF has effectively engaged adolescents and youth in obtaining their input into initiative design/planning, serving on national youth councils, working as peer educators, conducting community needs assessments and other programme activities, and to a lesser degree in contributing to the monitoring of programme progress.

**Finding 10:** Most, although not all countries, have been able to garner additional funding from either partners or other donors. Sida’s financial support has been instrumental in leveraging this additional funding in a number of countries. There has also been a fairly substantial amount of in-kind contributions from adolescents, youth and adult community members to support diverse initiatives.

**Finding 11:** More programming appears to be focused on older adolescents (15 – 19) and youth up to 24 years of age. However, UNICEF has made a concerted effort to include 10 to 14 year olds where possible.\(^2\)

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\(^2\) For the younger adolescents to participate, their parents generally have to give permission and often also become involved in the programme. This requires more time and outreach to achieve.
Finding 12: While all the country programmes are aware of the need to take gender equality into consideration in the allocation of resources, how the programme’s gender equality objective has been applied is fairly mixed, with some countries having found effective ways to address gender equality issues both qualitatively and quantitatively, two COs have not had an explicit focus on this objective (including one where most of the programme beneficiaries are boys) and a third country where the implementation of the gender equality objective has been fairly ad hoc.

Finding 13: UNICEF has tried to build in sustainability into programme outcomes by investing in capacity building of its diverse partners and by working to create an enabling environment for adolescent development and participation. However, UNICEF partners generally understand sustainability to mean access to ongoing financial resources and not all COs have been able to build in a systematic way to address financial sustainability beyond the programming period at the country level.

Finding 14: Some programme components have been scaled up or replicated in most countries, such as the adoption of an adolescent-friendly space approach, but a few countries still face funding challenges in this process.

The programme’s greatest successes can be found at the individual adolescent or youth level. A brief summary of some of the changes programme participants expressed include:

- Increased self-esteem and confidence
- Greater facility and confidence with public speaking
- Increased ability to negotiate with and influence peers, plus family and community members
- Strengthened advocacy skills
- Development of a sense of pride in their contribution to their communities
- Development of a commitment to volunteerism
- Better time management
- Increased awareness of individual rights to participate in the planning, implementation, monitoring and evaluation of all development initiatives related to their communities
- Strengthened leadership skills
- Improved relationship with parents and other family members
- Ability to apply life skills to their actual day to day lives
- Development of a belief that they can have a positive impact on their communities
- A new hope for their future.

Responses from both male and female adolescents were fairly similar. The main difference would be more from the perspective that the girls involved faced more constraints on their participation and were often initially more shy than the boys. The fact that they then recorded the same results as the boys speaks to how much of an impact the programme has had on their ability and capacity to participate in diverse fora.

Although the programme strengths were considerable there remain some areas that could be improved. These include:

- The quality of reporting on results to ensure the inclusion of more qualitative indicators and measures and consistent disaggregation of participation data by sex.
• A need for increased attention to building in financial sustainability plans at the beginning of country level initiatives.
• Adoption of a systematic, long term approach to the institutionalization of successful positive adolescent development and participation approaches both with national partners and in the integration of these approaches within UNICEF’s other programming areas.
• Resolution of ways to make a seamless transition of programming for adolescents from 10 to 19 years of age and youth ages 19 years and above.
• The need to include measures to ensure the participation of particularly marginalized and vulnerable groups of adolescents and youth (those with disabilities, youth facing mental health challenges, adolescent girls, adolescents and youth involved in alternative lifestyles or risky behaviour, etc.).

Overall, however, both UNICEF and Sida are to be congratulated upon the conception, implementation and support of a highly successful regional programme that is both highly relevant to the region’s adolescents and youth and has been quite effective in how it has addressed their participation and developmental needs. The programme has developed innovative and practical programming models and strategies that are starting to be scaled up in several countries and could be replicated fairly readily elsewhere. With Sida support, UNICEF and its implementing partners have set in motion a social change management process to shift how institutions and society work with and think of adolescents and youth and have been able to effect visible and measurable change in multiple countries in a relatively short period of time. This success is particularly noteworthy when one looks at comparable change management processes such as gender mainstreaming which have taken much longer and required a much greater investment of resources to take hold in similar contexts. The programme has also given adolescents better tools and skills to address the multiple challenges they face at this stage of life. More than anything it has changed their view of the world and their place in it and it has given them hope in the possibility of having a positive future.

Recommendations
Based on the evaluation findings, the evaluation team recommends that:

Continuity
1. That Sida revisit its analysis of regional priorities in light of the evidence provided by the evaluation of this programme and the implications of the Arab Spring and seriously consider supporting a third phase of the programme which would promote the increased use of participatory approaches such as the civic engagement/education and youth-led initiatives model implemented in Egypt, for example, to foster increased capacity and ability among adolescents and youth to exercise their right to freedom of speech. This could be done using a cost sharing formula with UNICEF having to contribute to the programme from its core resources and/or find other donors to match the Sida contribution. This should include possible collaboration with the private sector.

Target Groups
2. That future UNICEF programming for adolescents and youth in the region, include approaches and components that specifically address the need of younger adolescents (10 to 14), adolescent girls, adolescents facing mental health issues, as well as adolescents and
youth with disabilities and other particularly marginalized groups to participate, and to realize their rights to freedom of association and expression.

Programme Approaches
3. Future UNICEF programming for adolescents and youth in the region needs to systematically include clear measures that will foster the financial sustainability of the programmes (in so far as the local context permits) and where possible programme planning should take a long term approach as opposed to funding small, projects with short implementation periods of just a year.

4. MENARO should work with UNICEF HQ to document and analyze the different approaches and models used to promote adolescent and youth participation in the programme and systematically share these good practices with other regional offices and CO as well as with other UN agencies.

5. UNICEF MENARO and HQ should work to mobilize resources to scale up the civic engagement and youth-led initiatives approaches developed through the Adolescents: Agents of Positive Change programme both in other countries in the region and elsewhere in the world, including strategies and models for institutionalizing these approaches at the national and regional levels.

Knowledge Management and Generation
6. That UNICEF MENARO establish standard indicators for regional and national situation analyses and surveys to facilitate regional comparisons.

7. That UNICEF MENARO either find funding to continue yearly regional meetings for Adolescent Focal Points or else set up a system for monthly videoconferences to facilitate the sharing of experiences and challenges across the region, as well as to help sustain the programme’s results.

Adolescent Development and Participation as a “Cross Cutting Issue”
8. That UNICEF COs examine more effective ways to integrate positive adolescent development approaches throughout all of their programme areas. This could be done through the annual work planning process at the CO level, the development of new country programmes and then extended to other members of the UNCT through the UNDAF processes.

Monitoring and Evaluation
9. That UNICEF MENARO revise and finalize the guidelines it has developed regarding how to work with adolescents and youth in monitoring and evaluation processes based on the lessons learned from the use of young researchers in this evaluation and in the Norway funded Adolescents as Positive Change Agents evaluation and share these with the COs in the region as well as with other regions.

10. That UNICEF MENARO hold a regional workshop for the Adolescent Focal Points and M&E officers on how on to do participatory planning and implementation as well as how to document, monitor and evaluate change related to adolescent development and participation using rights-based approaches, with a particular emphasis on the development and measurement of qualitative indicators.

11. That UNICEF MENARO ensure that any reporting on all activities involving adolescent participation of any type, be disaggregated by sex and age and that the results of this
analysis be used to inform the rest of project/programme implementation and future project/programme design.

Incentives
12. That in collaboration with the different regions in which it works, UNICEF HQ develop a clear policy regarding the use of incentives to encourage participation of adolescents and youth and other groups in all aspects of programme planning, design, implementation, monitoring and evaluation as well as in online surveys.
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<td>Adolescent friendly learning centres</td>
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<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MENA</td>
<td>Middle East and North Africa</td>
</tr>
<tr>
<td>MENARO</td>
<td>Middle East and North Africa Regional Office</td>
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<tr>
<td>MSC</td>
<td>Most Significant Change</td>
</tr>
<tr>
<td>oPt</td>
<td>occupied Palestine territory</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent-Teacher Association</td>
</tr>
<tr>
<td>RO</td>
<td>Regional Office</td>
</tr>
<tr>
<td>ToT</td>
<td>Training of Trainers</td>
</tr>
<tr>
<td>Sida</td>
<td>Swedish International Development Cooperation Agency</td>
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<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
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<tr>
<td>SYPE</td>
<td>Survey of Young People in Egypt</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNAIDS</td>
<td>Joint United Nations Programme on HIV/AIDS</td>
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<tr>
<td>UNCT</td>
<td>United Nations Country Team</td>
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<tr>
<td>UNDAF</td>
<td>United Nations Development Assistance Framework</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Fund</td>
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<tr>
<td>UNFPA</td>
<td>United Nations Population Fund</td>
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<tr>
<td>UNICEF</td>
<td>The United Nations Children’s Fund</td>
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Final Report:  
Evaluation of Phases I and II of UNICEF’s Programme  
“Adolescents: Agents of Positive Change”

SECTION I. BACKGROUND INFORMATION

The Swedish International Development Cooperation Agency (Sida) has funded the regional “The Right to Participation: Adolescents—Agents of Positive Change” programme initiated in 2005 by UNICEF’s Middle East and North Africa Regional Office (MENARO). Implementation of Phase I took place from 2005 to 2007, and Phase II from 2008 to 2011. Seven countries participated in Phase I and nine countries are participating in this programme Algeria, Egypt, Iran, Jordan, Lebanon, occupied Palestine territory (oPt), Morocco, Syria and Tunisia. The programme has highlighted issues concerning the rights of adolescents and youth in the region, with a particular focus on participation.

UNICEF contracted Kartini International to conduct an external evaluation of the programme. This report presents a summary of the evaluation methodology, activities and findings, as well as recommendations this process generated.

1.1 PROGRAMME OVERVIEW

With funding from Sida, UNICEF launched the Adolescents: Agents of Positive Change – the Right to Participation programme in 2005-2007. Sida then agreed to fund a second phase from 2008 to 2011. The programme’s phase I goal was to “to create and enabling policy and programme environment allowing adolescents to grow to their full potential and to participate in national development”. This goal was refined more specifically in Phase II to: “young people have opportunities to take an active part in national development processes in order to inform programme, policy and advocacy initiatives”.

The “Adolescents: Agents of Positive Change” programme Phase I & II objectives are to:

1. Establish a consistent knowledge base across the participating countries in both phases on adolescents and young people in order to influence policy and programming;
2. Strengthen the capacity of national governments, partners, service providers and young people themselves to streamline their priorities in national policies and to provide support for youth structures and to support networking;
3. Promote opportunities for adolescent participation in friendly spaces through home, school and community; and
4. Build partnerships for advocacy to promote the rights of adolescents to development and participation.

Each of the seven countries involved in Phase I established their own country-specific activities based on these objectives, with each giving a slightly different emphasis. As this was a regional programme, it was also planned that there would be a major emphasis on ensuring linkages and
support among countries through the promotion of documentation, dissemination of tools, techniques and of lessons learned.

**Phase II programming** focused on consolidating, expanding and working with partners to bring adolescent participation to scale to reach an increased number of adolescents, especially those most marginalized and at risk, with a particular emphasis on girls’ participation. Some countries also concentrated on generating a solid knowledge base about adolescents and youth and disseminating this information. Additional work was also done by some to further influence the design, implementation and monitoring of national policies related to adolescents and youth and to create and institutionalise adolescent-friendly learning spaces and centres.

The key results anticipated for both phases were:

- **Result 1:** Information knowledge management on adolescents and young people strengthened
- **Result 2:** Policy and programming: models scaled up and institutionalised
- **Result 3:** Opportunities for adolescent participation in friendly spaces promoted
- **Result 4:** Strategic partnerships and alliances improved

In Phase I, there was more of an emphasis on Result 3, with seven countries participating. Iran and Algeria joined the programme during Phase II. In Phase II, the programme worked on using the experience gained in the promotion of adolescent participation in friendly spaces to scale up and institutionalise these models, as well as to generate or consolidate information on adolescents and young people and to continue improving strategic partnerships and alliances. Both phases focused fairly consistently on supporting the development of youth policy development and youth participation in this process as well as on achieving Result #1 – although in some cases it took some time for this information knowledge management work to be implemented.

### 1.2 Evaluation Process

The purpose of this evaluation is to identify lessons learned to contribute to improving future adolescent development and participation programmes. To this end the evaluation team assessed both successful and not so successful interventions. The evaluation objectives were to conduct an external results-based evaluation of the UNICEF programme that would:

1. Measure the extent to which planned and any unintended results were attained during the programme
2. Assess how the overall goal and four objectives stated have been met through the implementation of the programme in the nine (9) countries;

The evaluation team was also asked to determine how relevant the programme was for different groups of adolescent and youth, particularly from the perspective of the quality of their participation in it; how successful the programme was in identifying relevant partners and what the added value of having a a regional approach to the programme for both partners and UNICEF.

From the effectiveness perspective, the team was tasked with finding out progress made towards achievement of the expected outcomes and can unexpected results, the effectiveness of monitoring and evaluation mechanisms used; beneficiary satisfaction with the programme
results and degree of involvement of programme participants in the planning, designing, implementation and monitoring of programme activities.

**Efficiency** issues to be measured included degree of maximization of resources; whether additional resources have been allocated by partners/stakeholders/counterparts to cover costs; timely achievement of objectives and outcomes; distribution of inputs and outputs between different age groups of young people (10-14, 15-19); degree of consideration of gender equality principles resource allocation; and UNICEF’s comparative advantage in designing and implementing this programme.

From a **sustainability** perspective the evaluation objectives were to determine the level of buy-in of national partners; assess what measures were built into the programme to sustain the programme outcomes; and replicability of the programme in other locations/countries/regions.

To collect the data needed to meet these objectives, the evaluation team conducted:

- A desk review of key programme documents such as the annual progress reports.
- Country case studies in occupied Palestine territory, Egypt and Morocco.
- On-line surveys of key stakeholders, including programme beneficiaries in Algeria, Iran, Jordan, Lebanon, and Tunisia.\(^3\)
- Phone interviews with key stakeholders from Algeria, Iran, Jordan, Lebanon, and Tunisia and with UNICEF staff in Syria.
- Phone interviews with UNICEF’s regional staff responsible for adolescent programming and several in-person interviews with the UNICEF Sida programme coordinator and Sida personnel responsible.

### 1.4 Evaluation Context

UNICEF and the UN in the MENA region have identified adolescents and youth issues as a key focus area. The rationale behind this is the premise that adolescents (ages 10-19) and youth (15 to 24) represent the future adults, leaders, parents, and providers of the mores and functioning of their societies.\(^4\) As such, they play an often unrecognised role in affecting positive change in their communities. The flip side of this is UNICEF’s concern – generally shared by the partner organizations with which they work – that if adolescents and youth are “neglected, abused, given no voice, no jobs, they have unlimited potential to cause harm to society or to themselves.”\(^5\)

The 2007 Annual Progress Report for the Adolescents: Agents of Positive Change Programme summed up the situation of adolescents and youth in the region as follows:

"Young people in MENA feel marginalised politically, economically and socially. This is compounded by the lack of participation, transparency and accountability at different levels. Young people lack trust in political systems; there is a serious gap

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\(^{3}\)Syria was not able to participate in the on-line survey due to the current political instability in the country.


\(^{5}\)UNICEF MENARO. 2005. op. cit.
between politicians and young people. There is very limited participation of young people in political life. Politicians and decision makers are afraid of young people's potential to be geared towards 'change'. Adolescents suffer from limited safe spaces to interact outside of home and school, and to be involved in community life. Youth lack opportunities to express themselves (at home, school and community) on political, personal and social issues. Therefore, there is an urgent priority to address adolescents’ political, economic and social participation in the region."

The summary above provides what is, in essence, a qualitative baseline for the programme and provides a fairly broad context from which to judge its outcomes.

It is UNICEF’s view that this type of hopelessness and disconnection can be countered with a positive adolescent development approach that fosters increased participation and access to opportunities to enable young people to play an active role in their communities and life decisions. This programming approach also works towards changing attitudes towards adolescents and youth so that they are increasingly seen as an asset by their parents, communities and local, provincial and national governments as opposed to a potentially volatile liability. The Adolescents: Agents of Positive Change – Their Right to Participation programme was founded on this premise combined with a rights-based approach.

The evaluation has therefore focused on assessing what has been the impact of applying this approach on the participation and related rights of adolescents and youth in the region, as well as changes in attitudes and practices of key stakeholders with regard to adolescent and youth rights to participation. As a part of this, the evaluation also examined the specific approaches UNICEF and its implementing partners in each participant country have applied with Sida support to achieve increased participation and looked at the impact of using a regional approach to this process.

The evaluation took place in the immediate aftermath of the Arab Spring. As such this evaluation is quite timely. While the political change which has come in its wake has opened up new possibilities for adolescent and youth participation, in some countries in the region the associated political volatility has also made it much more challenging to implement the programme and for adolescents and youth to participate, at the same time as making the need for this type of programming even more urgent. The evaluation therefore also briefly examines what these new opportunities and challenges are. It also looks at how UNICEF and Sida can capitalize on the solid foundation the programme has built to further develop the base for adolescents and youth to develop full citizen participation and have their voices taken into consideration from the local to national levels.

1.5 Definition of Adolescents and Youth

At the global level there has been considerable debate about how to define adolescence from an age perspective, with some UNICEF staff of the opinion that it ranges from age 10 to 18 (as defined in the Convention on the Rights of the Child), and others that it goes up to the day before a person’s 19th birthday – as defined by the overall UN system. Youth are considered to be from ages 15 to 24. However there are three common global United Nations definitions of adolescents and youth that should be applied to UNICEF programming. These are: Adolescents
10-19 years old, youth 15-24 years old and young people 10-24 years of age. In some countries in the region (e.g., Egypt) youth is defined as extending until a person is financially able to support themselves. This can range from around age 29 until one’s mid-30’s. The evaluation team generally found that UNICEF programming in the region was fairly flexible in accepting national definitions and instead of cutting off participation in any programmes implemented under its aegis at the age of 18 or 19, much of the work done on youth-led initiatives has included older youth up to age 24 and in some cases even above that.

1.6 **Methodology Used and Stakeholders Met**

This is a qualitative summative evaluation supplemented by quantitative information collected through online surveys and extensive key informant interviews and focus group discussions with programme beneficiaries. The evaluation team used the following data collection methods:

1. Document review of programme proposals and regional and country progress reports from Phases I and II, as well as additional relevant documentation gathered during the country case study missions (donor reports, annual work plans, as well as sub-project proposals and reports submitted by the implementing partners).

2. Three country case studies (Egypt, Morocco and occupied Palestine territory) involving key informant interviews and focus group discussions with programme beneficiaries based on Most Significant Change methodology. In Egypt, the evaluation also administered an on-line survey for users of a youth-oriented website that is working in collaboration with UNICEF. The key informant interviews covered UNICEF staff, implementing partners and other UN agencies. UNICEF MENARO selected the countries for the field missions to represent a mix of types of programming and programme size (Egypt), programming within a conflict context (oPt) and a balance between Middle Eastern and Magreb countries (Morocco).

3. Posting of two on-line surveys in Arabic, French and English for the countries that did not participate in a country case study: one survey was directed towards adolescents and youth programme participants; and the second towards adults involved with the adolescents and youth in the programme (e.g., parents, teachers, project coordinators, etc.). Phone interviews with implementing partners and UNICEF staff in the six (6) countries that did not participate in the country case studies. In Syria, it was only possible to interview UNICEF staff due to the current political situation there.

4. Phone or face-to-face interviews with UNICEF regional staff and with Sida personnel responsible for the programme.

Through these diverse processes the evaluation team either directly interviewed or received survey feedback from a total of 400 persons. The table below provides a breakdown of the numbers of specific types of informants or respondents.

<table>
<thead>
<tr>
<th>Table 1: Types and Numbers of Persons who provided Input into the Evaluation</th>
</tr>
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<tbody>
<tr>
<td>Government Partners</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Total: 45</td>
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</tbody>
</table>

* Includes 100 female and 123 male adolescents and youth
There were 98 respondents (46 female and 50 male, 2 unspecified) to the adolescent survey and 70 responses to the adult survey (43 female and 27 male). Refer to Annex 1 for a detailed list of information about all meetings, interviews, focus group discussions and persons met and summary of survey respondent numbers.

1.7 Evaluation Methodology

In the evaluation TORs, MENARO had requested that the evaluation include participatory approaches and work with young researchers if possible, with the intent that these be young researchers who had been or were currently involved in the programme. In response, the Kartini team developed a methodology for doing so that would still maintain evaluation objectivity. In addition to fairly standard evaluation data collection techniques such as key informant interviews and online surveys, this involved working with programme beneficiaries in two of the three country case studies (Egypt and oPt) in the role of focus group discussion facilitators.

The participatory part of the evaluation process was limited to one week following the mission of the international and national consultant, but with active input from the young researchers. To accommodate this time limitation, the evaluation team reduced the normal more drawn out consensus building process involved in the Most Significant Change approach (described in more detail in the following section). Instead the evaluation ran a series of focus group discussions facilitated by young researchers that focused on identifying the most significant changes focus group participants had either experienced directly or observed among programme participants. While this was not as participatory a process as a traditional MSC consensus building approach, it still served as a viable vehicle to collect data from 233 programme beneficiaries and facilitated the more active participation in the evaluation process of a small group of programme beneficiaries.6

In addition to the use of programme beneficiaries as focus group facilitators and to comply and write up the stories and data collected through this process, the evaluation team also based its overall approach to the evaluation on an analysis of a combination of standard evaluation categories (Relevance, Effectiveness, Efficiency and Sustainability) and the use of the Most Significant Change technique. It is a summative evaluation that focused on the results achieved in each country that participated as well as the results of the regional initiatives.

Ethical Issues

UNICEF’s proposal to use young researchers who were actual programme beneficiaries raised a number of ethical issues for the evaluation process. While a valid participatory evaluation process in keeping with UNICEF’s application of rights-based approaches that speaks to children’s right to participation, this approach does require adherence to some fairly strict guidelines to be both ethical and effective. Use of programme beneficiaries as evaluators can generate an additional depth of data and analysis not always possible when using solely external evaluators. However, certain safeguards need to be put into place to protect assessment objectivity. These include ensuring that young researchers/evaluators involved have adequate training how to facilitate objective small focus group discussions and that they are not directly connected/related to any of the focus group participant members. The young researchers also

6 Four young researchers participated from oPt, and 12 from Egypt.
need to be accompanied by a national or international consultant while conducting the focus groups and in the analytical follow up work of the outcomes of the focus group discussions.

The issue of payment and incentives for their participation also can be a sensitive one. Some are of the opinion that if the programme beneficiaries are working as focus group facilitators they should be paid for their time – even if it is just a small honorarium as otherwise it is exploitation of their labour. The other viewpoint is that their participation represents both a form of learning valuable experience that can be added to their qualifications or CVs, as well as for the programme beneficiaries as well as a way in which they can make an in-kind contribution to the programme.

1.8 Most Significant Change Technique and Use of Young Researchers

The evaluation team used a simplified variation of the “Most Significant Change” (MSC) technique to fit within the evaluation time and resource parameters. MSC methodology uses focus group discussions with diverse stakeholders to document what members of each focus group have found to be the most significant change they have experienced or observed related to the programme. In a full MSC process there is a layering process through which representatives from each focus group go forward and present the MSC stories selected by their group to other stakeholder focus groups to develop a consensus regarding what are the most significant changes for all types of stakeholders.

In this instance due to time limitations, this consensus building process had to be abbreviated and take place within the initial focus group discussion for each group. This shortened process meant that the facilitators asked each focus group member to narrate that change in the form of a story, then to write the story down and later read it aloud to the group or else the facilitators documented it themselves and read it back to the person who told the story to confirm its accuracy. Group members then decided which two or three stories best represented the most significant changes generated by the programme in various domains (e.g. skills acquired, increased self-confidence, changes in relationships with family members). The group then selected the stories they thought best represented the most significant changes programme they as participants had experienced as a result of the programme. The focus group made the selections with the understanding that the selected stories would be included in the evaluation data to be analyzed.

The facilitation of the group discussions to identify the relevant domains of change and choose an illustrative story to relate and write down was done by the national consultant with the assistance of the young researchers in both oPt and Egypt. In Morocco the international and national consultant played this role, as it was not possible to bring in young researchers in that context at the time of the evaluation.

When working with programme beneficiaries of any age certain safeguards need to be put into place to ensure objectivity of the process. For this evaluation these included working with young researchers who either have adequate training and experience in objective small group facilitation or the evaluation team being allocated time and resources to provide this training as a part of the evaluation process. The latter was the approach used in Egypt.
The Egyptian national consultant also recommended training double the number of young researchers needed and being given the authority to select the trainees he assessed as being the ones most likely to be effective and objective. This also served to leave a cadre of trained young evaluators in place upon whom UNICEF and its implementing partners can call for future monitoring and evaluation work. In Egypt the way the evaluation team was able to work with the young researchers from UNICEF-supported programmes as evaluation facilitators proved to be quite effective and provides one model UNICEF could potentially use in future evaluations.

Despite initial concerns, rather than the use of programme beneficiaries creating a highly positive bias in the results, the evaluation team found that working with the young researchers as facilitators, focus group members were quite frank about any critiques they had about the programme. They were equally frank about what they thought had worked well and the international and national consultants found the overall process to be fairly even and unbiased. The evaluation team also found that they were able to obtain an in-depth level of feedback and recommendations given the short time available for the data collection process.

The evaluation team also included questions related to most significant changes in the semi-structured interview guides and on-line surveys as a means of triangulating the data collected with the assistance of the young researchers.

I.9 Limitations of the Evaluation

Every evaluation process is subject to some constraints regarding what it is possible to cover within the time frame, context and resources available. For this evaluation these limitations included:

Time
- The fieldwork was limited to a two-week period in the three countries participating. Therefore the evaluation team used a shortened version of the MSC participatory methodology and limited the sessions to a single focus group discussion per group as opposed to using a multiple meeting format to gain consensus on the MSC stories.
- The start date of the evaluation in late May meant that some of the evaluation activities took place during Ramadan (in August) and when schools were not in session. This led to some delays in the launch of the online surveys and might have affected the response rates in some countries.

Work with Young Researchers
- Despite the request that no one be included in a focus group who was a close friend or relative of the young researchers, there were three instances in Egypt and oPt in which the focus group discussion participants were either related to or had a close working relationship with one of the facilitators. The national consultants helped to monitor this situation to ensure it did not either contribute to bias in the responses or affect the facilitation process negatively.
- In oPt, there were four (4) young researchers. For one day of the focus group discussions planned only two (2) young researchers showed up. This appeared to be partly because of internal travel restrictions in the West Bank. Their unexpected absence made it difficult to document the same level of detail in the MSC stories for the
focus group discussions held that particular day as was possible for the days when the full team of four was dividing up this task.

- In Morocco, the UNICEF CO indicated that it was not possible to include young researchers in the focus group discussion process.
- In oPt the international and national consultants provided a day-long orientation to the MSC facilitation process plus a follow up practice focus group discussion based on the premise that that the young researchers had been trained on small group facilitation experience as a part of their community research training. However, the group appeared to require more of this type of training than had been anticipated by either UNICEF or the evaluation team.

**Political Stability**

- The Arab Spring had a particular impact on the evaluation process in Egypt, Syria, and Tunisia. In Egypt it meant having to pose the evaluation questions in such a way as to clearly capture the programme’s pre-revolutionary results, as well as post-revolutionary factors and influences. For Syria it has meant a temporary suspension of programme funding for 2011 and limited participation in the evaluation process to UNICEF staff. For Tunisia, it also led to limited participation of programme participants in the on-line surveys. Political events associated with the Arab spring also meant that the field research originally planned in Tunisia was cancelled and Morocco was chosen instead.
- In oPt the combination of internal travel restrictions and evaluation time constraints meant it was only possible to cover the Gaza component of the programme through phone interviews.

**Definition of Adolescents and Youth**

- As noted previously, the definitions applied varied from country to country in the region. For this evaluation these definitions also impacted on and extended to the selection of the participants in the different focus group discussions (FGDs) as some had started to participate in the programme six years ago. Consequently, their age at the time of the evaluation fell into the older age range. This meant that in some instances, although the FGDs appeared to focus on older adolescents and youth, there is input and feedback from participants who were younger when they began participating in the programme.

**Survey Participation**

- Participation in the adolescent online surveys was somewhat uneven among the five countries surveyed. Some countries had small numbers of respondents (Lebanon, Tunisia and Iran) while the response from Jordan was exceptionally high. In some countries, the UNICEF COs and their implementing partners were able to actively encourage participation in the surveys, while in others, this was not possible due to the current context in which they are working.
- In Lebanon, the implementing partner asked the evaluation team to focus more on in-depth phone interviews with both adult and adolescent/youth stakeholders and the team therefore used this opportunity to document more detailed MSC stories in the Lebanese case (refer to Annex 4).
Despite these variations in how the data was collected from country to country in some instances, the evaluation found the specific results remained fairly consistent regardless of the data collection method used.

Given the small numbers of responses from some countries and the substantial response from Jordan, the evaluation team has analyzed the results twice, once by comparing the results from Jordan separately and also by comparing these with the overall survey results for adolescents from all countries. Even with this comparison there appeared to be a fairly consistent set of responses (refer to Annex 5 for a summary of the raw data from the Jordanian-specific survey results).

For the adolescent survey there were no responses from Algeria as the CO was only able to obtain the email addresses for the adolescents fairly late in the process due to Ramadan and school holidays, giving very little time for participants to respond. Tunisia was also only able to provide a limited number of email addresses for potential adolescent participants in the survey due to it coinciding with the election period. In both instances, the evaluation team extended the survey period twice to allow more time for participants to respond. However, these extensions and renewed invitations to participate did not generate any additional survey responses.

**Counterfactuals**

- The evaluation team asked the UNICEF COs and implementing organizations to include focus group discussions with programme participants who had dropped out of the programme as a means of establishing a counterfactual process. In Morocco, there was a focus group with adolescents and youth who had never participated in the programme. The latter proved to be a more effective counterfactual.

**Cost Effectiveness**

- The evaluation TORs did not ask the evaluation team to assess whether or not the programme was cost effective nor did it ask for an assessment of whether adolescent/youth participation in the programme contributed to their employability.
SECTION II EVALUATION FINDINGS

2.1 SUMMARY OF PROGRAMME RESULTS

The evaluation team has summarized its assessment of the programme in both phases in the overall evaluation framework outlined on the following page and assigned a rating to each set of outputs, outcomes and impacts. In general, the programme results are fairly impressive. It has not only met most of its targets, but the results documented are both convincing and significant. Overall, the programme has proven to be highly relevant to meeting priority needs of adolescents and youth in the region and in addressing the need to change societal attitudes towards adolescent and youth participation and related practices regarding their involvement.

The programming has also been effective in reaching its core target groups and placed particular emphasis on increasing the participation of adolescent girls. In some instances, this latter result was hard to document as not all the country-specific progress reports disaggregate adolescent participation by sex. With the exception of Lebanon and Syria, programming also did not generally appear to reach disabled adolescents and youth.

The adolescent friendly spaces approach used, particularly when it was given a civic engagement focus and the training of adolescents and youth as young researchers who would undertake and respond to community need assessments has had a highly positive impact on the young people involved, and has changed adult community member perceptions. Where possible, UNICEF and its implementing partners have tried to institutionalize this type of positive adolescent development approach. However, this type of radical change will take longer to take hold and in some countries has only just started. Nevertheless there was still evidence that some groups of government stakeholders had adopted a participatory, positive adolescent approach.

In general, the most significant changes were at the individual adolescent and youth level. Based on feedback from both the MSC-focus group discussions and the results of the online surveys these changes were transformative in nature. This programme approach also appears to have the most impact in areas where young people, especially girls did not have many other options (e.g., among refugee groups, in poor rural areas, etc.).

Participant countries were also fairly active with regard to the generation and dissemination of studies on adolescents and youth and in generating greater awareness of related issues. Different stakeholders are starting to use these research results to influence policy and programme development, e.g. in Egypt, Jordan, oPt, Lebanon. This type of data and analysis was also shared across the region to great effect. The media initiatives implemented all appeared to be fairly effective, e.g. in Lebanon where the LBCI TV channel, worked with UNICEF to create a youth programme called “Sawtouna - Our Voice” designed and produced by young people.

Where the programme appeared to have weaknesses was related to the sustainability of some specific initiatives such as? and there did not appear to be a systematic approach to building in a sustainability plan in country level initiatives in some instances. UNICEF’s reporting on results was also somewhat weak and tended to focus more on reporting on activities completed as opposed to the results to which these activities contributed. Reporting also tended to be more quantitative as opposed to qualitative in nature and did not capture the full range of the programme’s positive results.
**Figure 1: Summary of Evaluation Results Based on Overall Evaluation Framework**

### A. Operational Results

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Processes</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Efficiency:</strong> Funding and human resources to support initiatives to promote adolescent and young people’s rights and participation</td>
<td>Advocacy/negotiation to promote use of local/national resources to help achieve programme outcomes</td>
<td>MOUs and contribution agreements, budget allocation for matching funding or partial contributions to support programme in each country</td>
<td>Increased coverage of national programmes that support adolescent and young people’s participation</td>
<td>Increased sustainability of programmes that promote adolescent &amp; young people’s participation</td>
</tr>
</tbody>
</table>

### B. Developmental Results

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Processes</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies on young people and adolescents</td>
<td>Results of studies disseminated systematically to key stakeholders (national partners)</td>
<td>Subsequent programme design is informed by study findings on adolescents and incorporates their needs and capacities. <strong>Rating:</strong> Effective</td>
<td>Information knowledge management on adolescents and young people strengthened, used by and influences national partners. <strong>Rating:</strong> Effective</td>
<td>Policy and programming designed based on strengthened knowledge based and studies on adolescents <strong>Rating:</strong> Effective</td>
</tr>
</tbody>
</table>

| Identification of effective programming approaches for adolescents, including adolescent friendly spaces and launching of related pilot projects | Implementation of pilot projects that promote model adolescent participation and projects for adolescent-friendly spaces | Tested and proven programming approaches that promote adolescent participation and well-being. **Rating:** Excellent | Policy and programming approaches that promote adolescent participation and well-being are scaled up in each country, including the creation of increased number of adolescent friendly spaces | Strengthened capacity of national governments, partners, service providers & adolescent to streamline their priorities in national policies, provide support for youth structures and networking **Rating:** Effective |

| Media: Capacity building initiatives with media and adolescents related to adolescent rights | Training of media on adolescent rights. Involvement of adolescents in media production. | Increased knowledge of media of adolescent rights. **Rating:** Fair | Strategic partnerships & alliances with media with regard to adolescent rights improved and strengthened. **Rating:** Effective | Public better informed of adolescent rights. **Rating:** Fair |

| Initiation/coordination of partnerships to promote adolescent rights, development & participation at national/regional levels | Coordination initiatives and meetings of diverse partners that work with adolescents | Increase in partnerships between and among organizations that work with adolescents **Rating:** Effective | Partnerships for advocacy to promote adolescent rights, development & participation established and strengthened **Rating:** Effective | Increased programming and policy support for adolescents at national and regional levels **Rating:** Effective |
The following sections review the data collected and analyzes key findings from the perspective of relevance, effectiveness, efficiency and sustainability. Each finding is linked to the original set of indicators and ratings developed to assess key evaluation criteria outlined in the evaluation’s Terms of Reference and in the inception report. Refer to Annex 2 for a detailed copy of this evaluation framework with the indicators and ratings criteria. The specific indicators and ratings criteria are outlined along with each finding.

2.2 RELEVANCE

**Indicator 1.1:** Programme objectives address the rights and needs of the target groups (adolescents, parents, service providers, policy makers).

**Rating:** Effective - Programme objectives have addressed the majority of the rights and needs of target groups.

**Finding 1:**

a) Programme objectives and related activities have had a strong focus on addressing the rights and needs of adolescents/youth at the community level, with some involvement of parents and have worked to build the capacity of different types of personnel that work with this target group.

b) Information development work has focused on meeting the need of policy makers to have ready access to adolescent and youth-related evidence to help inform policy and programme development.

The programme activities planned in each country were fairly successful in addressing the following priority needs and rights of adolescent and youth target groups:

- The right to participate
- The right to freedom of expression
- The right to freedom of association

In Lebanon, for example, the Sawtuna programme focused on addressing the rights and needs of adolescents/youth at the community level and their National Youth Policy process used regional consultation meetings with adolescents and young people from deprived areas to enhance their right to participation and freedom of expression.

In Iran, the programme was used to help enhance adolescents’/youth right to survival through the promotion of increased awareness of HIV/AIDS through adolescent-friendly centres.

In addition to participation, the strongest impact was in how the programmed addressed adolescents’ and youth’s rights to development. In particular, the programme focused on supporting initiatives that would lead to their:

- Acquiring knowledge, skills, experience and values
- Building social relationships
- Access to basic services
- Being able to negotiate multiple life domains
- Participating actively in community and civic affairs
• Having support from family, peers, community and social institutions

The adolescent survey results about adolescent programme participants also demonstrate a strong focus and impact on rights, with highly positive responses in all categories. There is a lower response to the question regarding the right to protection (80% versus 91%) but the positive response rate to this question is still high. The difference may also reflect factors that are beyond the control of the programme such as the political and security context in each country. Refer to Table 2 below for a breakdown of the specific results in this area.

**Table 2: Adolescent Survey Response re Programme Impact on their Access to Rights**

<table>
<thead>
<tr>
<th>Because of your participation in the programme, do you feel that:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You are safer from violence, discrimination or abuse where you live (right to protection)</td>
<td>80.2%</td>
</tr>
<tr>
<td>b. Your voice and decisions are respected more by adults in your family and community (right to be heard)</td>
<td>90.7%</td>
</tr>
<tr>
<td>c. You can say what you think about your beliefs and values more openly and freely than before (right to freedom of expression)</td>
<td>90.7%</td>
</tr>
<tr>
<td>d. You can take part openly in youth groups or other organized activities (right to freedom of association)</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

*Total response rate of 96, with 46 female and 50 male responses.

The adult survey responses to the same questions from their perspective were similarly high, in all categories of rights, but the adults were more optimistic in their assessment of the impact on adolescent/youth’s right to protection with 8% more adults than adolescents indicating that they thought the adolescents who participated in the programme were now safer from violence, discrimination and abuse where they are living.

**Table 3: Adult Survey Responses regarding Adolescent and Youth Rights**

<table>
<thead>
<tr>
<th>Do you feel that the adolescents you know who participated in this programme:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Are now safer from violence, discrimination or abuse where you live (right to protection)</td>
<td>88.2%</td>
</tr>
<tr>
<td>b. Have their voices and decisions respected more by adults in your family and community (right to be heard)</td>
<td>88.2%</td>
</tr>
<tr>
<td>c. Can say what they think about their beliefs and values more openly and freely than before (right to freedom of expression)</td>
<td>91.2%</td>
</tr>
<tr>
<td>d. Can take part openly in youth groups or other organized activities (right to freedom of association)</td>
<td>91.2%</td>
</tr>
</tbody>
</table>

*Total response rate of 68.

The programme did not directly address the pressing need of adolescents and youth in the region having access to economic opportunities and the ability to earn income. It did however, provide them with some skills that will stand them in good stead when looking for work or upon finding employment such as stronger negotiation skills, strengthened leadership skills, the ability to speak in public, to work with groups and to interact effectively with adults. The community-based activities of the programme also gave an increased sense of hope about the future for a significant number of participants, with 86.6% of those who responded to the agreeing with this

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7 Refer to MSC stories in Annex 5.
statement and 85.5% of the adults who work or are related to them having observed this programme impact.

The needs of each country were different with regard to their information needs to help inform policy and programming and consequently, so were the ways in which UNICEF and its partners made use of the Sida funds. However, interviews with government and NGO stakeholders made it clear that a focus on increased access to information about adolescents was much needed in the different countries in the region. Of particular note has been the request to share the methodologies and approaches used in the Survey of Young People in Egypt (SYPE) by Syria and Jordan. Syria has in fact, adopted approximately 40% of the same questions used in the SYPE.\(^8\) UNICEF MENARO has also been presenting the SYPE and related processes used in its development as a solid and good model for surveying the situation of young people through a participatory and multi-partner process as part of the regional knowledge dissemination for the programme whenever there is an opportunity.

<table>
<thead>
<tr>
<th>Indicator 1.2:</th>
<th>Programme successful in identifying the most relevant partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating:</td>
<td><strong>Effective</strong> - Programme partners have experience working with and are knowledgeable about effective ways to work with adolescents in the sectors concerned.</td>
</tr>
</tbody>
</table>

Finding 2: The ability to select knowledgeable, effective and relevant partners is one of UNICEF’s strengths in this programme.

What stood out for the evaluation team across the board was both UNICEF’s ability to pick the right partners to work in different contexts, but also to work collaboratively with these partners in a mutually respectful relationship. UNICEF also consciously worked to build the capacity of implementing partners where this was needed.

Since UNICEF works with government partners as a part of its operating mandate, this sometimes means working with government institutions that may not be that receptive to a rights-based participation approach in their work with adolescents and youth. However, in all cases, UNICEF has been working with the most relevant government organizations in each country and has striven to foster a more positive policy environment for young people, e.g. in Egypt UNICEF has been working with the National Council for Youth, the National Child Observatory and the Student Union Unit of the Ministry of Education, and in oPt, with the Ministry of Youth and Sport.

UNICEF was not as consistent regarding the criteria used to select partners. In some countries these were clearly outlined at the programme’s onset. For example, UNICEF Egypt developed clear criteria for the selection of which youth centres would participate in and receive support from the Sida-funded programme. These criteria reflected core principles related to adolescent and young people’s rights and participation.

In some other countries, partner selection used a more ad hoc process. However, even when ad hoc, it was apparent that there was an implicit set of partner selection criteria that included a positive view of adolescents and youth participation, partner capacity to deliver programming to

\(^8\) Interview with Population Council personnel, Egypt, July 2011.
diverse groups of adolescents and youth or to generate and analyze related data, or in the case of government partners, a location within government that would be influential with regard to the development of national youth policies and adolescent/youth programming.

UNICEF was also able to find ways to adapt and promote a positive adolescent development approach to fit in with national priorities in most countries participating. This was particularly evident in the development of national youth policies and strategies and related processes in Lebanon, Jordan and oPt and in the recent development of a Student Union project in Egypt, to which the Ministry of Education has given strong priority.

**Indicator 1.3:** Programme activities are relevant for vulnerable and disadvantaged adolescents (e.g., gender, poverty, minority ethnic and disabled groups).

**Rating:** *Fair* - Programme addressed the needs and capabilities of some but not all vulnerable and disadvantaged f/m adolescents.

**Finding 3:** The majority of programme activities are relevant for vulnerable and disadvantaged adolescents and youth and some groups with high risk behaviour.

**Target Groups Included**

The term “vulnerable and disadvantaged adolescents” is very broad and defined somewhat differently in each country participating. In Egypt, for example, one UNICEF staff member noted that from a participation perspective “all adolescents and youth are disadvantaged”. This viewpoint has application across the region because of the prevalent view that young people should defer to adults in all matters. Moreover, a premium is put by their parents on adolescents using any free time for academic pursuits.

However, even within this context there are additional groups that are particularly disadvantaged. These include adolescent girls, young people from poor, rural areas, particularly isolated rural areas, homeless adolescents and youth, young people with HIV/AIDS, young people in conflict with the law. Of these particularly vulnerable groups, UNICEF and its partners have been fairly effective at addressing the participation needs of and reaching adolescent girls and the rural poor, as well as in some countries such as Lebanon, have used programme funds to support young people in conflict with the law and adolescents with disabilities. Syria has also targeted adolescents with disabilities. Both Tunisia and Iran have integrated HIV/AIDS and healthy lifestyles awareness as a central programming component within their initiatives.

Interestingly although it is harder to reach poor, rural youth, UNICEF found their response to the programme has often been more active than that of their urban counterparts. This was the case, for example, for adolescent girls in Upper Egypt. Their high participation rates are one indicator that the programming is particularly relevant for these groups. The same holds true for Palestinian refugees involved in the adolescent empowerment initiative in Jordan where implementing partners noted that they have been far more active than non-refugee Jordanian adolescents and youth.

Implementing partner personnel interviewed in both Egypt and Jordan observed that the main reason for this appeared to be that these particularly disadvantaged groups did not have many (if any) other options available to them and so were enthusiastic about any kind of opportunity
to participate more actively in their communities and to interact with each other. In urban areas, there are generally more choices open to young people and as such, in some countries, implementing partners found that although initial participation was quite strong, sometimes there was a high turnover of participants.

The feedback from adolescent and youth participants in the different countries did indicate that it is critical that the programming take their academic requirements into consideration with regard to timing and the extent of commitment expected. For those who were poor, incentives such as paying their transportation to selected activities, etc. was important, as was keeping the cost of participating quite low or free.

**Adolescent Girls’ Participation**

What UNICEF and its partners have been particularly effective at is outreach activities designed to ensure that adolescent girls are included in the programming. The cultural context in the region leads adolescent girls to spend most of their time at home while adolescent boys spend more time in public spaces. Therefore this targeted approach has been of significant importance. In several countries this has involved spending a considerable amount of time convincing parents that it is beneficial for their daughters to spend time on volunteer community activities as a complementary activity to studying and for adolescent girls and boys to be interacting in public settings. Several of the countries, such as Jordan, Syria, oPt and Egypt also arranged to have separate programming for girls and boys at adolescent-friendly centres – and in the case of Egypt also ensured that additional female staff were hired and programme activities of interest to girls added to the traditional sports programmes that generally appealed to boys.

**Target Groups Requiring More Coverage**

In general, the evaluation found that programme activities designed to address the needs of adolescents and youth living in poverty and in remote areas, and those relevant to gender were more numerous than those designed to include disabled groups. With the exception of Lebanon and Syria, the participation of the latter group appeared to be more ad hoc than planned and was a gap mentioned by a number of UNICEF partners and staff. In particular, one CO staff person noted that their adolescent-friendly centres had not been set up to accommodate young people with physical disabilities. Another group that has received little attention are adolescents and youth who have intellectual disabilities. The challenge goes beyond increasing accessibility through changing physical facilities. Many personnel and the adolescents/youth themselves do not know how to work or interact effectively with young people with mental, intellectual and physical disabilities.

Key informants in Iran also noted that in general there is a need for UNICEF programming with adolescents to cover the social, mental and physical health of adolescents and youth, beyond HIV/AIDS focus of the programme there and to look at the underlying causes of challenges this age group faces in these areas.
Indicator 1.4: Programme activities are relevant for vulnerable and disadvantaged adolescents (e.g., gender, poverty, minority ethnic and disabled groups).

Rating: Effective - UNICEF CO partners/staff perceive that their work has benefited from progress in several areas with regard to changing national approaches to youth policy and programming; and strengthening of related advocacy efforts.

Finding 4: The regional nature of the programme has brought clear benefits and value to the country-based initiatives supported through the regional coordination of the Sida-funded Adolescents: Agents of Positive Change – Their Right to Participation programme, as well as through regional partnerships.

Regional Approaches

The three (3) primary objectives of the programme’s regional approach were to: i) Provide technical support to country offices in programme implementation; ii) Share information between countries; and iii) Provide oversight, and establish knowledge management system that would benefit UNICEF broadly in terms of participation and helping young people.

Diverse UNICEF staff at the regional and CO levels noted that the key successes in the regional approaches used noted by diverse UNICEF staff at the regional and CO levels included provision of guidance and technical assistance on national youth policy development, especially the promotion of participatory processes consultative processes that included adolescents/youth in several countries. The regional approach was also effective with regard to bringing partners in and documenting experiences.

The regional approach also meant that participating countries worked actively to fill the knowledge gaps about adolescents/youth in MENA, often using similar data collection techniques that has set the initial foundation for a limited degree of standardization and comparability of data. The regional approach also served to make this information accessible to the public and has led to more evidence informed policies. One UNICEF regional staff member noted that there has been a re-examination of policy in light of what has been happening in the region and that these policies are being translated into practice in the development of programmes, especially in oPt, Jordan and Lebanon (Syria before 2011) and that the Government of Morocco is now planning to fund 2,000-3000 youth friendly spaces because of information that has been collected through the programme.

The programme has also helped generate a real consciousness about which programmes should target which age groups, and the need to address the differing needs for the different stages of adolescence. For example, with younger adolescents national programmes are promoting student councils within the schools targeting school to work transitions, e.g. Jordan has been able to successfully develop this approach from a pilot project to providing national coverage in this area of programming. Given national priorities, Egypt and Iran’s programming is designed for older adolescents and youth and focuses on life skills, and peer education on HIV/AIDS. Regional staff noted that the countries in the region are not currently paying uniform attention to early adolescents and a stronger emphasis on early adolescence is needed in the future. This


\[10\] Interviews with regional UNICEF staff, July, September, October 2011.
same gap was noted in UNICEF’s 2010 global evaluation of adolescent programming, particularly for girls ages 10 to 14.

Regional staff also noted that new country programme documents, including Yemen which is not included in the Sida programme, have prioritized adolescents for next five years and are investing in related staffing and programming. They attributed the Sida-funded programme as a contributing factor to this stronger focus on adolescents in the region. In particular, they observed that they and their CO-level colleagues were no longer having to spend as much time convincing people/national partners to invest in adolescents and were able to focus on implementing programming as opposed to why UNICEF was advocating for this approach. *This “has been a huge result of the Sida funding... it is no longer about infrastructure, but about setting minimum standards, with signs of sustainability demonstrated by governments taking ownership of key programme components in Jordan and oPt.”*

The evaluation team observed there was a fairly coherent approach to adolescent and youth programming in the region, particularly compared with the results they encountered in the 2010 global evaluation process. This coherence was seen in the focus on adolescent-friendly spaces, data collection and analysis on adolescents and youth and in the development of national youth policies and strategies. The evaluation team also noted the link being made between community-based programming and national policy development and a consistent approach towards the promotion of adolescent/youth participation in policy development at the national level. Overall the evaluation found that the regional approach represented a solid investment on Sida’s part that has generated a considerable return and created a sense of optimism and hope among both the adolescent and youth participants and among some key stakeholders such as parents, community leaders and government officials. It also served to build regional partnerships that UNICEF staff spoke of as being effective such as the regional research work on adolescents undertaken in collaboration with the American University of Beirut and the development of the regional MENA Gender Equality Country Profile – Status of Girls and Women in the Middle East and North Africa, which contributes to strengthen the focus on gender equality.

**Staff Capacity**

UNICEF staff in several countries indicated there was a strong need for them to be trained on how to work and interact effectively with adolescents. This appears to be a particular need in middle-income countries where early child survival is no longer quite as pressing a priority and where there often appears to be a burgeoning youth population or demographic bulge so that there is a need to focus on a much range of issues than economic poverty. The MENA region is predominated by middle and high-income countries and many of these have populations with a high proportion of people under 30 years of age. This demographic trend combined with the relative newness of UNICEF’s work with young people, makes the regional nature of this programme a particularly appropriate model for the delivery of capacity for both UNICEF staff and their implementing partners on working with adolescents and youth.

UNICEF provided this type of capacity building through the programme in two ways. The first was to gather UNICEF’s adolescent focal points together to meet on an annual basis during Phase I and a bit less frequently in Phase II. This allowed them to compare notes and exchange experiences as well as optimize the success of initiatives in other countries in the region. It also

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11 Interviews with regional UNICEF staff, July, September, October 2011.
facilitated a more regional approach to key result areas for the programme such as the establishment of adolescent-friendly centres and spaces, the collection and analysis of national data on adolescents and youth and the development of national youth policies and strategies.

Unfortunately this type of regional meeting often falls “victim” to cost cutting measures, despite its demonstrated effectiveness as a means of sharing lessons learned and to develop more coherent regional approaches on specific issues. It is a particularly critical form of support for UNICEF staff Adolescent Focal Points given that positive adolescent development is a fairly new field that still often requires considerable internal advocacy and discussion to promote with both government partners and some UNICEF and other UN colleagues. Staff also commented on the great utility of missions from regional programme staff and the technical support they received through this process.

The second mode of capacity building was to offer regional workshops. The 2006 Regional Annual Progress Report noted that the 2005 regional workshop served to help;

“create regional and country level partnerships for the participation of children and young people through the development of regional and national level action plans to strengthen opportunities for children and young people’s participation. It also provided a platform for networking among adolescents and those who work with them. (MENARO 2006. p. 12)

Other regional capacity building initiatives made possible with Sida support included the development and piloting of a training kit on child participation based on the outcomes of the child participation workshop held in July 2005. The toolkit was designed to be used at the country level to strengthen capacity in the area of child participation of adolescents and young people, service providers, the partners, various duty bearers, as well as UNICEF staff on child participation.

At the regional level the Sida programme strengthened the capacity of the MENA RO by supporting the staff costs of a Regional Adolescent and Youth Development specialist to facilitate the coordination of the programme and technical support to the nine countries participating. While there was a year long delay in UNICEF’s fielding of this position12, the importance of this type of regional coordination can never be underestimated. This support was complimented by a strong commitment from MENARO senior management to adolescent and youth programming and the allocation of core resources for a P5 position of Regional Adolescent Specialist in the RO since 2009.

The programme’s timing has been fortuitous and UNICEF and Sida almost seem prescient in their decision to focus more strongly on adolescent and youth participation in the region since late 2005. The Arab Spring, in particular, has started to change general societal and national government attitudes towards adolescent and youth participation in a more positive and inclusive approach to this age group. The Adolescents: Agents of Positive Change – Their Right to Participation programme has helped solidify UNICEF’s role in the region as a leader in this area and to provide much needed technical assistance to its implementing partners.

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12 The reasons were apparently administrative. This delay created serious concerns among Sida officials.
**Country Level Perspective**

In **Egypt**, both UNICEF staff and those of implementing partners have been able to participate in diverse regional events. This included training on adolescent participation and annual meetings of UNICEF adolescent focal points. In oPt, the value-added of UNICEF’s regional-level approach played a key role in the development of an up-to-date, cross-cutting youth policy and strategy, in line with other MENA region countries, particularly **Jordan**. Of particular note is the fact that Ministry of Youth and Sport stakeholders who were engaged in the policy development process indicated that regional policy examples and input regarding expanding levels of youth participation were important factors in their policy development process.\(^{13}\) In **Morocco**, the main activity cited by key informants related to regional impact was a regional knowledge management workshop held in Tangier in 2009 which focused on adolescent and youth programming. UNICEF **Egypt** and **Jordan** have also arranged exchanges based on their different programming initiatives and **Syria** has also been working closely with UNICEF Egypt to adapt and model its own national youth survey on the SYPE.

In **Syria**, stakeholders commented on the fact that the programme there benefited from the expertise provided by the Regional Advisors and support in finding experts from the region. UNICEF staff also noted that the regional nature of the programme gave them opportunities to meet with other countries working on the same programme that facilitated their learning about effective programme approaches.

<table>
<thead>
<tr>
<th>Indicator 1.5:</th>
<th>Programme activities are relevant for vulnerable and disadvantaged adolescents (e.g., gender, poverty, minority ethnic and disabled groups).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating:</strong></td>
<td><strong>Fair to Effective</strong>(^{14}) - The programme has contributed to between 15 to 50% of UNICEF Country Programme components integrating a systematic approach to adolescent development and participation.</td>
</tr>
<tr>
<td><strong>Finding 5:</strong></td>
<td>The degree to which adolescent development and participation have been integrated systematically in UNICEF Country Programme components varies across the region, with some COs using a fairly systematic approach and others integrating adolescent participation issues mainly in another sector, such as education or child protection; the degree of integration has also increased somewhat from Phase I to Phase II.</td>
</tr>
</tbody>
</table>

In **Egypt**, for example, adolescent participation has been integrated into one project in the education sector where the Adolescent programme and Education sector are working together in the launch of a new project on adolescent participation in student unions at the high school level. There is also some integration between Child Protection and Adolescent programming, although to a more limited degree.

**Jordan** has also been able to introduce and scale up an Adolescent Friendly Schools model and established a national policy on Student Council involvement in developing and reviewing disciplinary policies and school development plans which stands as likely being the most successful in the region in these two areas of work. UNICEF has also worked with the Ministry of

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\(^{13}\) Interviews with government stakeholders, oPt, June 2011.

\(^{14}\) The findings were quite different in each country. Therefore there is no definitive rating here and the range outlined is quite wide.
Education to introduce life skills curricula in secondary schools. The capacity building of teachers for implementation of the new curriculum resulted in their adoption of more participatory pedagogical approaches. In Iran, Adolescent Friendly Services, focused on HIV/AIDS prevention and services are delivered through health centres managed by the Ministry of Health.

In Lebanon, UNICEF has worked with national partners to integrate positive adolescent development approaches within the child protection area and has used the Sida funding to work with adolescents with disabilities and on juvenile justice programming. Adolescent issues have also been integrated into some aspects of UNICEF’s education sector work there and significant attention given to adolescent involvement in related education initiatives/program interventions such as active learning activities, community schools and school parliaments.

In Morocco, in keeping with the observation by MENARO staff regarding a strong focus on adolescents in upcoming country programmes in the region, the evaluation found “a robust presence of adolescent development and youth participation projected for the programme period of 2012-2016”.

In oPt, the evaluation found that UNICEF has fostered a strong adolescent rights framework within its country programme based on the primary rights to which adolescents are entitled under the Convention of the Rights of the Child and that all UNICEF’s implementing partners have incorporated and used a positive development approach to adolescents. Iran noted that in order to integrate positive adolescent development approaches into other aspects of UNICEF programming effectively, staff still needs training in this area.

In Tunisia, key informant interviews noted that the programme had a catalytic role, with partners and within the UN system. In 2006, they were able to establish a UN coordinating body around youth (with a rotating headship). This provided an opportunity to discuss and have frank and open conversation with partners, including non-traditional partners.

### 2.3 Effectiveness

<table>
<thead>
<tr>
<th>Indicator 2.1:</th>
<th>Programme activities are relevant for vulnerable and disadvantaged adolescents (e.g., gender, poverty, minority ethnic and disabled groups).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating:</strong></td>
<td>Fair - The programme’s M&amp;E mechanisms at the country level includes mainly quantitative indicators to capture stated and unexpected results – and only one or two staff have the capacity/ability to measure programme outcomes and partial impact from an adolescent development and participation perspective.</td>
</tr>
<tr>
<td><strong>Finding 6:</strong></td>
<td>The evaluation found the monitoring and evaluation components of the programme were somewhat weak, and that although there were fairly consistent ongoing monitoring processes in place, reporting on results was uneven and not always specific enough to measure progress on some programme objectives, e.g. girls’ participation levels.</td>
</tr>
</tbody>
</table>

What UNICEF and its implementing partners were effective at doing in this regard has been in setting up and maintaining ongoing monitoring systems with regular field visits to project sites.

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15 Interviews with UNICEF Morocco staff; review of country programme documents, July 2011.
However, the quality of the monitoring reports was quite mixed and the evaluation found that UNICEF’s monitoring were often very activities and outputs focused, with less emphasis on qualitative analysis at the outcomes level.

In **Algeria**, there was some indication of limited capacity in M&E with one informant noting that, “We have a big problem here – we put in place indicators, and a logframe, but we didn’t have an effective system. It’s difficult to put in place solid indicators for a project that hasn’t run that long”. Another observed that, “This remains a component to be developed as with our partners, there is not a culture of evaluation.” What Algeria has been able to do however, is to undertake several studies to map the situation of young people to better inform programming and to provide an overall baseline for measuring change.

There are, however, some examples of good monitoring practices. In **oPt**, for example, M&E mechanisms at the national level for monitoring the implementation of national youth policy and strategy are in the early stages and UNICEF’s implementing partner, the Ministry of Youth and Sport has developed a series of indicators to assess policy outcomes and the impact of the policy and strategy on adolescent development and participation. In both Jordan and Morocco, the evaluation found that the CO was doing an effective job of monitoring progress on its joint programme on adolescence and that the CO has relied on the Country Programme’s monitoring and evaluation system to collect quantitative and qualitative data at local and national levels, and are using some of the M&E generated data for planning purposes.

In **Egypt**, while the programme initiatives did make some limited use of adolescents and youth to monitor programme progress at the community level, progress reports did not disaggregate participant data by sex. Therefore, although progress reports state that the programme exceeded its adolescent girls’ participation targets, there is no quantitative evidence provided in the reports to back up this statement. The evaluation team had no doubts that the statement was true given the considerable efforts made to achieve this result. However, without the data, it is not possible to document this success.

In **Iran**, the programme has established a rigorous monitoring process that includes regular input from the programme participants (refer to Annex 4 for a short case study of this process). The Adolescent Friendly Spaces (AFS) initiative has a clear set of reporting forms that everyone involved uses to help monitor progress. This paper-based monitoring process is supplemented by a field visit every two months to every AFS centre by UNICEF staff to check on programme-related activities. In **Jordan**, implementing partners noted that they did their own monitoring and that they met with UNICEF whenever there was something that needed their input.

A review of the programme proposals for Phases I and II also shows a range of indicators and types of results for each country, with some being focused more at the activities level and others at a more qualitative or transformative change approach. What appears to be missing in some instances is a reporting process that indicates in what ways the completion of the activities outlined and the related results are linked or are contributing to the programme outcomes. The challenge does not lie with the fact that each country is not achieving the results anticipated, as most evidence documented by the evaluation is to the contrary. The real problem seems to be in how UNICEF and its implementing partners report on their successes and challenges. The evaluation team also found considerable evidence of unexpected results – both positive and negative, most of which were not recorded or analyzed.
This, and a stronger focus on quantitative reporting are particularly problematic for a programme that is working to achieve attitudinal and behavioural change on a wide scale and is fairly cutting edge in its approaches. The programme is inherently successful, but needs to strengthen how it measures and reports on this success. Otherwise valuable lessons learned are lost and it becomes more difficult to obtain funding for further work in this area. In addition, as UNICEF is trying out new approaches related to positive adolescent development and participation it is also critical to document which of these works well so that they can be replicated elsewhere within UNICEF’s global system as well as by UNICEF’s diverse partners.

The RO has also observed the following problems with the M&E processes at the country level:

- Although there has been a thorough situation analysis and trend analysis, there is a lack of consistency in the surveys being implemented and lack of common indicators.
- There is a lack of good baselines when the programme was initiated which has made analysis of the outcomes and measuring change over time challenging.
- There was a lack of clarity about initial targets for regional staff to measure achievement levels. The inconsistency in quality of reporting at the country level has also made the overall regional reporting complex for UNICEF MENARO.

M&E systems at the regional level, do however, appear to be stronger and more consistent. The programme has annual work plans from each country and the RO itself that RO staff review on an annual basis. This is complemented by a RO management plan developed every two years. The last RO management plan singled out the Adolescents – Agents of Positive Change programme as a regional priority, with related indicators and allocated resources. This has included monitoring through regular programme reviews and meetings, a mid-year review, a year-end review and assessment missions by the RO Adolescent Specialist /Programme Coordinator. While these field visits do not provide scientific data they do give RO staff a sense of how the programme is progressing in each country, as well as ascertain what challenges they are facing. It also gives the RO staff an opportunity to provide direction regarding priorities in their discussions with CO staff. RO staff also have continued contact with and annual meetings with Sida.

Interviews with several Sida staff involved with the programme, over the six years it has been operating, indicated that Sida also has reservations about how well UNICEF is monitoring and reporting on the programme. Unfortunately, Sida’s capacity in terms of number of personnel in the region who can visit the programme sites is fairly limited. Therefore it may be that what tends to come to the fore are UNICEF’s reporting weaknesses as opposed to programme successes since Sida then has to rely upon UNICEF’s written progress reports. These, have, at times had a stronger focus on reporting on activities, thus have missed documenting some of the programme’s positive results or outcomes from a more analytical perspective. In response to this, since late 2009, UNICEF MENARO has worked systematically to improve regular reporting contact with Sida’s focal point in Amman, as well as invited Sida to attend launches of programme reports and join in or facilitate field visits.
Indicator 2.2: Degree of progress made towards achievement of expected outcomes and adherence to programme implementation schedule.

**Rating:**
- a) Effective - Implemented activities clearly contribute to the achievement of the majority of expected outcomes.
- b) Fair – 25 to 50% of objectives and outcomes achieved on time.  

**Finding 6:** Most country programmes experienced some degree of delay in achieving the anticipated objectives and outcomes related to partner buy-in, political changes at senior government levels, the complexity of managing multiple stakeholder partnerships and time consuming UNICEF administrative processes. Despite these delays at the country level, and the lack of staff for regional coordination the programme during half of 2009, UNICEF has been able to deliver on almost all of its projected outputs and outcomes.

**Progress on Programme Outcomes**

A couple of smaller and newer projects funded under the programme or with core resource support from UNICEF also experienced delays in their start-up. This has been partly due to the impact of the Arab spring – which has slowed down implementation on a number of fronts because there has either been a change of Ministers or else senior and mid-level officials have been reluctant to make decisions when the political situation is in such a state of flux.

UNICEF’s own global administrative systems have also sometimes slowed things down. For the shorter-term projects (i.e., one year in length) when there has been a delay in the start-up, because of the annual nature of UNICEF funding models, technically the implementing partners only have nine months in which to implement a project designed to be implemented over the space of a full year. While these can be extended, it does put an additional administrative burden on both the implementing partners and UNICEF.

The table below summarizes the status of progress on the key results identified for both phases.

<table>
<thead>
<tr>
<th>Result</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result 1: Information knowledge management on adolescents and young people strengthened</td>
<td>Achieved - extensive surveys or related studies conducted in most countries and contributing to evidence-based policy and/or programming</td>
</tr>
<tr>
<td>Result 2: Policy and programming: models scaled up and institutionalised</td>
<td>Partially Achieved - some scaling up done in most countries, institutionalisation of models in progress in some countries, not accepted in a few (e.g. Egypt and Algeria), and taken on board fully in others (e.g. oPt and Jordan)</td>
</tr>
<tr>
<td>Result 3: Promote opportunities for adolescent participation in friendly</td>
<td>Achieved - improved quality of programming offered in all</td>
</tr>
</tbody>
</table>

16 Again, there was some variation among the different countries in this regard.
Only 13% (12) adolescent survey respondents indicated that they had experienced any negative impact as a result of their participation in the programme. The primary issue appeared to be that families of the participants felt that the programme took up too much of the participants’ time. This overall observation was confirmed by the responses in the adult survey where 10.3% of the adults responded that the programme had a negative impact on the adolescent/youth participants. Again the primary complaint was that it took up a lot of their time — which parents in particular, often felt should be devoted more to their school work.

**Delays in Implementation**

The programme has been implemented in a region where the political context is often fluid. This has contributed to slower implementation than anticipated in some countries. The Arab Spring, in particular, has had a significant impact on programme implementation in Egypt, Tunisia and Syria. In Syria, a change in Sweden’s Development Cooperation Strategy and the political situation also led to a temporary suspension of programme funding there in 2011. In Egypt and Tunisia, it has led to widespread change in senior leadership and at technical levels in government making it challenging at times to get executive decisions on policy changes needed to move forward on programming approvals. Other countries, such as Iran, for example, found that a change of government and the restructuring of government ministries contributed to some delays in programme implementation. In both phases UNICEF administrative processes have also led to delays on some projects in some countries, and appears to represent a particularly heavy burden for the smaller civil society organisations.

For “**Result 1: Information knowledge management on adolescents and young people strengthened**”, the main challenge has been that the time it takes to develop and implement complex national adolescent and youth surveys and related studies was consistently underestimated by both UNICEF and its implementing partners. This, in fact, is the area where there were the most delays during Phase I of the programme. However, considerable progress has been made in this area in Phase II. These delays in programme implementation stand as a lesson learned for future related endeavours regarding how much time it takes to coordinate extensive studies of this nature. The regional nature of the programme may actually have contributed to faster implementation of information knowledge management in the different countries as they have learned from each other’s experiences in this area, as well as have shared related research methodologies through the regional encounters and meetings.

For “**Result 3: Promote opportunities for adolescent participation in friendly spaces**”, different models were tested out successfully in Phase I and several new approaches developed (e.g., community youth-led initiatives in Egypt, adolescent friendly health and HIV counselling services, in Iran (Phase II), community reparation processes for adolescents in conflict with the law in Lebanon, etc.). However, progress on “**Result 2: Policy and programming: models scaled up and institutionalized**”, has taken longer than expected in several countries and in two (Egypt
and Algeria) still has not been fully achieved. The real challenge has been in getting these models scaled up to the national level. This takes both political will and a substantial commitment of national resources, in addition to related policy change.

In Egypt, for example, during both phases of the programme UNICEF was working through the government-based National Council of Youth to develop an adolescent-friendly model for integration into existing youth centres. Ultimately although the pilots were quite successful, UNICEF Egypt found that it was not possible to institutionalise this model through this government body at this time and have therefore shifted key elements of this work to a national NGO specialising in adolescent and youth participation and development. It took time to work out that this was the decision needed and to come up with a viable alternative.

Other countries, such as Jordan and oPt, have been able to scale up and institutionalise the youth policy and adolescent-friendly spaces models quite successfully. The longer-term approach taken by Sida to funding over a six-year period has helped contribute to these successes. This has given each country involved time to work out the wrinkles in the programming and policy approaches and to foster a policy environment that is more adolescent-friendly. The timing of change does not generally happen quickly, as it requires significant attitudinal change, particularly as the programme was working on highly complex issues in multiple countries. Despite these delays, the programme has been making steady progress towards achieving its key results.

This also applies to “Result 4: Strategic partnerships and alliances improved”, where UNICEF has seen considerable results. There were fewer delays in this part of the programme implementation. This is likely in part, as it was necessary to establish the partnerships from the programme’s onset in order to implement most components and initially there was a relatively small pool of potential partners to pick from, as adolescent participation and rights is still a fairly new area of work. However, UNICEF has also made steady progress in identifying and building the capacity of new partners. 17

### Indicator 2.3: Extent to which beneficiaries (adolescents, parents, communities) satisfied with the results.

**Rating:** Excellent - Beneficiaries clearly express their satisfaction with all programme results and can explain why.

**Finding 8:** Adolescents and youth interviewed and surveyed expressed a high degree of satisfaction with the programme results, as did their parents, community leaders, and professional staff that work with them.

The positive outcomes of this programme are especially noticeable at the individual adolescent and youth level. The focus group discussions conducted as a part of the three country case studies provide a clear indication that the participants were satisfied with the changes they have either experienced directly themselves or else that they observed in their sons and daughters or adolescents and youth with whom they work. For the adolescents and youth many of these

17 Refer to examples of diverse partnerships in the country case study reports: oPt, Morocco and Egypt. 2011.
changes appear to be life changing or transformative. The *Most Significant Changes* documented in the focus group discussions included:

- Increased self-esteem and confidence
- Greater facility and confidence with public speaking
- Increased ability to negotiate with and influence peers, plus family and community members
- Strengthened advocacy skills
- Development of a sense of pride in their contribution to their communities
- Development of a commitment to volunteerism
- Better time management
- Increased awareness of individual rights to participate in the planning, implementation, monitoring and evaluation of all development initiatives related to their communities
- Strengthened leadership skills
- Improved relationship with parents and other family members
- Ability to apply life skills to their actual day to day lives
- Development of a belief that they can have a positive impact on their communities
- A new hope for their future.

Responses from both male and female adolescents were fairly similar. The main difference observed is that the girls involved faced far more constraints on their participation and were often initially more shy than the boys. The fact that they then recorded the same results as the boys speaks to how much of an impact the programme has had on their ability and capacity to participate in diverse fora. One exception to this the evaluation team noted was among girls in Upper Egypt where their participation far surpassed anything the programme implementers had expected. This appeared to be in part as for many of those involved it was the first time the girls concerned had had an opportunity to participate in any constructive activity in a safe environment outside their homes other than school, and the girls embraced it and made a substantial contribution to the programme.

The online survey results for adolescents and youth confirmed these qualitative results and showed that programme participants either strongly agreed or agreed with almost all categories of benefit statements listed in the survey, with the exception of gaining access to more economic opportunities and even in this category 33.3% either agreed or strongly agreed with this statement. Table 5 below provides a breakdown of their different responses.

<table>
<thead>
<tr>
<th>Statement of Programme Benefits</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Only agree a bit</th>
<th>Don’t Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>They have learned new things, and have more skills or more experience</td>
<td>64</td>
<td>65.3%</td>
<td>29</td>
<td>29.6%</td>
<td>5</td>
</tr>
<tr>
<td>They have been able to make new friends</td>
<td>47</td>
<td>47.9%</td>
<td>48</td>
<td>49%</td>
<td>3</td>
</tr>
<tr>
<td>They now have better access to the basic services they need</td>
<td>38</td>
<td>39.2%</td>
<td>41</td>
<td>42.3%</td>
<td>16</td>
</tr>
<tr>
<td>They feel better able to deal</td>
<td>46</td>
<td>48.4%</td>
<td>38</td>
<td>40%</td>
<td>10</td>
</tr>
<tr>
<td>Statement of Programme Benefits</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Only agree a bit</td>
<td>Don’t Agree</td>
<td>Total</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------</td>
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<td>-------------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>with the different aspects of their lives (friends, school, family, work, community)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They participate more in community and civic affairs</td>
<td>32</td>
<td>33%</td>
<td>44</td>
<td>45%</td>
<td>18</td>
</tr>
<tr>
<td>They have more access to economic opportunities and the ability to earn income</td>
<td>15</td>
<td>15.5%</td>
<td>27</td>
<td>27.8%</td>
<td>37</td>
</tr>
<tr>
<td>They get more support from family, friends, community members and social institutions (e.g., school) when they need it.</td>
<td>34</td>
<td>35%</td>
<td>45</td>
<td>46%</td>
<td>15</td>
</tr>
<tr>
<td>They feel more hopeful about their future</td>
<td>46</td>
<td>47.4%</td>
<td>38</td>
<td>39.2%</td>
<td>11</td>
</tr>
</tbody>
</table>

A small sample of additional comments adolescents and youth made regarding programme benefits from the online survey and MSC stories included:

**From Iran:**
- Ability to lead a group of 3 to 4 people and enhanced leadership skills
- Increased self-esteem
- I learned the skill of saying “no”
- I learned to be a peer educator
- I learned to accept more responsibility in the group
- I increased my knowledge about youth and adolescent problems
- I learned more about other people’s problems and society issues
- I got involved in filmmaking because of the programme
- I learned to collaborate with health centre staff
- My managerial skills improved

**From Jordan:**
- Acquiring the communication skills and interaction with the community
- How to open a dialogue and conduct constructive criticism
- Perceiving myself to be an effective member in the community
- Learned how to transfer my opinion to others with respect
- Learn how to plan for my future and how to be more ambitious
- Developed ability to deal with parents more effectively
- How to act in different roles in the school theatre
- How to preserve a clean environment
- How to form and build networks with others
- Learned how to participate effectively through the school parliament to improve the relation between the school and home and between the school management and students.

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18 N.B.: all of these comments have been translated from either Farsi or Arabic into English.
From Lebanon:
“*The programme permitted me to develop relationships with youth from different religions and regions of Lebanon.*”

“If my sentence had not been to compensate for what I have done through public service hours, I would have gone to prison. This would have meant having a criminal record, which means having no future. I still have a clean record and this will enable me to continue my life as I have always imagined it.”

“I am so grateful for the time I am spending in the follow-up sessions and public service hours. It helped me get to know different people and share with them their problems. Also, I realized how dangerous my situation was and decided to work on solving it and stop drug addiction.”

“I am very happy now because my relationship with my father is much better. We talk a lot and discuss matters in a constructive way. I do not feel angry any more and I regret damaging my school. If only I realized before that negative attitudes never work out I would have never done this.”

From Egypt:
- Our concern became more community oriented rather than thinking about ourselves on individual basis. This contributed our feeling of belongingness to our country - Egypt
- We are very proud of the fact that we led community change initiatives because this helped to change the traditional view about the role of the youth that they are lazy or can do nothing
- Our role in changing our communities through specific initiatives became more vital and considered by the community members and NGOs we are working with.
- Majority of the participants expressed that there was a significant change in the way their parents dealt with them. Their parents became very proud of them especially when they participated effectively in some of the community activities.
- Our understanding of and commitment to volunteerism was changed completely
- We know what the meaning of the participation is and how to exercise it through different initiatives 19

**Adult Feedback**
The adult survey findings indicated that the majority of parents, community members, implementing partner staff and other adults in regular contact with participants in diverse capacities felt that the programme had benefited the adolescent/youth participants to a significant degree (with respondents answering that they either strongly agreed or agreed with the benefit statements outlined). Table 6 below provides a breakdown of their responses and shows that with the exception of assisting participants gain more access to economic opportunities, the programme appears to have predominantly highly positive impacts on many aspects of the participants’ lives.

19 Refer to Annex 5 for additional sample MSC stories.
Table 6: Adult Perception of Programme Benefits for Adolescent/Youth Participants

<table>
<thead>
<tr>
<th>Statement of Programme Benefits</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Only agree a bit</th>
<th>Don’t Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>They have learned new things, and have more skills or more experience</td>
<td>39</td>
<td>56.5%</td>
<td>26</td>
<td>37.7%</td>
<td>3</td>
</tr>
<tr>
<td>They have been able to make new friends</td>
<td>32</td>
<td>46.4%</td>
<td>32</td>
<td>46.4%</td>
<td>4</td>
</tr>
<tr>
<td>They now have better access to the basic services they need</td>
<td>21</td>
<td>31.3%</td>
<td>38</td>
<td>56.7%</td>
<td>6</td>
</tr>
<tr>
<td>They feel better able to deal with the different aspects of their lives (friends, school, family, work, community)</td>
<td>34</td>
<td>50%</td>
<td>29</td>
<td>42.6%</td>
<td>4</td>
</tr>
<tr>
<td>They participate more in community and civic affairs</td>
<td>23</td>
<td>38.3%</td>
<td>32</td>
<td>53.3%</td>
<td>4</td>
</tr>
<tr>
<td>They have more access to economic opportunities and the ability to earn income</td>
<td>9</td>
<td>13.6%</td>
<td>25</td>
<td>37.9%</td>
<td>24</td>
</tr>
<tr>
<td>They get more support from family, friends, community members and social institutions (e.g., school) when they need it</td>
<td>19</td>
<td>28.3%</td>
<td>28</td>
<td>41.8%</td>
<td>18</td>
</tr>
<tr>
<td>They feel more hopeful about their future</td>
<td>26</td>
<td>37.7%</td>
<td>33</td>
<td>47.8%</td>
<td>9</td>
</tr>
</tbody>
</table>

Feedback from parents and community members in the focus group discussions in the country case studies indicated that they had observed many positive changes in the adolescents and youth involved.

- Some indicated that their children/adolescents became more independent and could do a lot of things without referring to them as before. However, they indicated that this was both a positive and negative change because their children should refer to them in all cases before taking some critical decisions.
- Others indicated that their children/adolescents became more sociable as they had been very shy and isolated in most of their activities.
- Others noted that the participation helped their children/adolescents to maximize their skills/capabilities and use the potential talents in very positive actions with their families, peers and communities.

There were only a few comments about negative impacts from both adolescents and adults. Most of these referred to the amount of time programme activities took which detracted from the time participants spent on schoolwork and with their families. In addition, to concerns about programme activity and school balance on the part of both adolescents and adults, both groups also noted that there was a problem with some participants misinterpreting their rights and misunderstanding the concept of the freedom to mean that they could be disrespectful to
their teachers and parents. One student noted his/her disillusionment with the lack of response from school management to the students’ requests for changes and decided to leave the programme because of this. Another noted that there was resistance to the students’ role in the Parent and Teachers Assembly and school parliaments on the part of school managers. The adults also commented on absence of the team work spirit and effective participation among the committees’ members in some cases.

**Indicator 2.4:** Extent to which beneficiaries (adolescents, parents, communities) satisfied with the results.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent - Beneficiaries clearly express their satisfaction with all programme results and can explain why.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding 9</td>
<td>UNICEF has effectively engaged adolescents and youth regarding obtaining their input into initiative design/planning, to serve on national youth councils, working as peer educators, conducting community needs assessments and other programme activities, and to a lesser degree in contributing to programme monitoring.</td>
</tr>
</tbody>
</table>

Adolescent and youth involvement has been a particular strength of the programme at all levels. While the adult survey indicated that just over a quarter (26.1%) of the initiatives implemented through the programme were adult-led and initiated, an additional 10.1% were initiated and led by adolescents and youth; and 44% were “started and led by adults, but with a lot of leadership and decision-making from adolescents involved.”

The strongest and most consistent form of adolescent/youth involvement in the programme has been in *programme implementation*, with 90.8% (87) of adolescent/youth respondents indicating they had been involved at this level and close to 98% (67 of 68 respondents) of adults sharing this perception. Just over three-quarters (76.3%) of the adolescents surveyed indicated they had been involved in *monitoring programme progress*, while 82.6% (57) of the adults made this observation. In *Lebanon*, for example, adolescents were involved in the initiation, design, planning and endorsement of the National Youth Policy, and in the Youth Forum where young representatives are actively engaged in following up on the endorsement and approval of the youth policy and the upcoming inter-ministerial action plan.

Adolescents/youth were also used as *resource people* in most programmes, with 79.6% of respondents indicating they had served in this role. This high level of participation as resource people was confirmed by the data collected from the key informant interviews, e.g., it is quite strong in *opt* where both female and male adolescents were consulted on the types of resource roles to be undertaken and served as resources throughout the implementation of the programme. In *Lebanon*, it is also applicable for the Sawtuna programme where young people both initiated interviews and edited youth-focused TV shows.

In *Morocco*, there was also evidence that the programme’s implementation relied on young people’s vision, opinions and participation, with considerable participation in survey work on adolescents and youth. In *Egypt* UNICEF and its implementing partners have made extensive use of adolescents/youth as resource people in youth-led initiatives programming, where they have played a central role as peer educators. They were also consulted in the formulation of the SYPE.
In Algeria, the experience has been more mixed. There has been some degree of participation of adolescents as resource people, but key informants indicated that there was a need for a more systematic approach to this process. In Jordan, adolescents and youth have been actively involved as resource people. In Syria, adolescents were involved in this role in the mid-term review of the programme, with their input being fed straight to related decision makers in the government. They also designed and implemented the Healthy Village project, the Adolescent Friendly Space, and parts of the centre, e.g., a library was included because of their input.

In Tunisia, adolescents were directly involved in youth-friendly centres as peer educators and coaches. However, UNICEF staff noted in some contexts it is not possible to do so to protect confidentiality, e.g., in HIV counselling programmes. There was a lower level of adolescent/youth involvement in programme planning, standing at close to 65% (62 out of 98 adolescent respondents), while adult survey responses for this question stood at 71% (49 of 67 respondents). While this still represents a significant majority of those surveyed, both the focus group discussion feedback and the open-ended comments in the online surveys included requests for greater involvement in initiative planning, particularly of training processes. In Egypt, for example, FGD participants felt that many training topics were very traditional from their point of view and not linked adequately to the real community needs and their rights.

It is also of interest to note the discrepancy between adolescent/youth and adult perceptions. The adults consistently rated adolescent/youth participation in different aspects of the programme as being between 5 to 7% higher than the results found in the adolescents’ responses. While not a huge difference, it is still statistically significant and possibly an indication that there is still room and a need for more involvement of adolescents and youth in programme design, implementation and monitoring. This may require some of the adults involved in the programming to become more open to this way of operating.

The main gap with regard to adolescents/youth participation has been in evaluation. This may be in part, as this is a fairly new approach that requires some external support to maintain the assessment objectivity. In the Egypt country case study, the evaluation team noted that,

“the investment needed to do this effectively was actually relatively small. [Consequently] so the main issue is one of time and process, i.e., allowing sufficient time to involved adolescents and youth in a monitoring and evaluation role and establishing clear processes and guidelines for doing so.”

There were some initial concerns as to whether programme participants could be involved as evaluators without losing the objectivity of the evaluation or generating a bias towards only documenting positive feedback. However, the evaluation team found that in both Egypt and oPt the focus group discussion participants were quite frank in their feedback and did not hesitate to state where they thought the programming could be improved, particularly with regard to the training they received and the adolescent and youth facilitators trained and selected by the evaluation team documented this fairly strong critique quite faithfully. They were also

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20 This was observed and confirmed directly by this evaluation’s Team Leader in the course of a visit to the Adolescent Empowerment programme in Jordan as part of UNICEF’s 2007 global evaluation of the agency’s gender policy and practice in which there was clear evidence that there was active participation by the young people involved.
supervised and guided in this process by the evaluation team’s national consultants as one means of helping maintain this objectivity and ensuring a form of quality control.

2.4 Efficiency

<table>
<thead>
<tr>
<th>Indicator 3.1:</th>
<th>Programme resources used efficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating:</strong></td>
<td>Effective - Programme has utilized existing local capacities (of either right-bearers or duty-holders) and local resources to help achieve its outcomes; A moderate level of additional resources has been allocated by partners/stakeholders/ counterparts to cover programme costs.</td>
</tr>
</tbody>
</table>

Finding 10: Most, although not all countries, have been able to garner or leverage Sida’s support into additional funding from either partners or other donors. There has also been a fairly substantial amount of in-kind contributions from adolescents, youth and adult community members to support diverse initiatives.

At the regional level MENARO has been able to negotiate and obtain and leverage complementary funding from the Norwegian Ministry of Foreign Affairs for a fourth phase (2011-2013) of the programme ‘Palestinian Adolescents: Agents of Positive Change – towards an Environment Promoting Peace and Reconciliation’. This programme was in fact the first sub-regional programme in MENA on adolescent participation and included Jordan, Lebanon, occupied Palestine territory and Syria. It served as a forerunner to the broader Sida-funded regional programme.

Because MENARO was able to show impact and progress over the past several years, it was also able to get additional funding from UNICEF’s Headquarters. Since both Norway’s and Sida’s funding has been long-term, this has also made it possible to develop longer term planning – something which UNICEF RO staff noted is unique in the area. This, in turn, has helped demonstrate visible results and that has generated more funding.

The experience of each country participating has been a bit different regarding their being able to mobilize additional resources to support the initiatives originally funded with Sida’s support. However, there has been a consistent use of local capacity and in-kind contributions in the form of voluntary labour by adolescents, youth and adult community members.

In Iran, UNICEF has been able to get additional support from the Ministry of Health, a UNAIDS regional fund, and a number of donors in addition to using some of the agency’s regular resources. Staff there have found that having access to thematic funds from the divisional office in New York has helped a great deal as it is difficult to attract donors to a country like Iran. Consequently, the Sida support through the Adolescents: Agents of Positive Change program has been instrumental in ensuring support for UNICEF’s work with adolescents and youth. UNICEF Iran was also able to leverage this with the funds from the Global fund on HIV/AIDS, and with this support staff there feel that they can have a significant impact at the national policy level within this field.

In Egypt, UNICEF and its implementing partners have been quite successful with regard to mobilizing community resources to fund youth-led community initiatives as well as substantial inputs of volunteer labour from both adult and adolescent community members. UNICEF Egypt has also allocated core funding to support follow-up programming work for which the Adolescents: Agents of Positive Change programme acted as a catalyst. In addition, UNICEF
worked closely with UNFPA and UNDP to develop a joint programme to support the Survey of Young People in Egypt.

The Survey on Young People in Egypt initiative was able to generate considerable additional resources, and had a total of nine external donors, including the World Bank, the Ford Foundation, UNDP, UNFPA, UNICEF, Sida, Population Council, CIDA, and Embassy of the Kingdom of Netherland, and UNIFEM (now UNWOMEN).

**In oPt**, the political situation means that there is a severe shortage of funding for municipal governments and village councils, and consequently, a dependency on external donations. In this context, the existing local capacity to support the programme has been most evident in “in-kind” volunteer services to reduce staffing costs so as to assist adolescent friendly learning centres (AFLC) and youth club activities. There has also been some irregular and limited assistance by community members and organizations, often related to finding or refurbishing suitable spaces for AFLC activities, donations of furniture, equipment and supplies and the organization of small, community-based fund raising activities.21

The 2009 Assessment Study on the Sustainability of Adolescent Friendly Learning Centres noted that programme overhead costs were covered in all centres and that local volunteers made a significant contribution, but that none of the centres evaluated was in a position to take over the cost of funding the AFLC programme activities.22

**In Morocco**, Phase II of the joint programme on adolescent participation was funded equally by UNICEF and UNFPA at the national level and there has been a considerable contribution of volunteer labour in community-based programmes by both adolescents and adults. In **Syria**, the main additional funding has come from Norway to support Palestinian refugees and from the European Union for a programme for Iraqi refugees, both of which included components targeting adolescents and youth.

**Lebanon** has not yet found additional funding for its juvenile justice programming; however, for the National Youth policy, funds were pooled by a number of sister UN agencies and other donors for the continuation of the plan. **Jordan’s** National Council for Family Affairs has not been able to find additional funding for its programming. **Tunisia** has relied primarily upon Sida for the funding of this programme and with the political situation in a state of flux is temporarily hamstrung in its ability to search for new funding to continue the programme there.

**Indicator 3.3:** Inputs and outputs distributed among different age groups of adolescents (10-14 years; and 15-19 years)

**Rating:** *Fair* - Approximately 1/3 of inputs and outputs allocated to one specific age group and 2/3’s to the other.

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22 UNICEF. May 2009. Assessment Study on Sustainability of Adolescent Friendly Learning Centres.
Finding 11: More programming appears to be focused on older adolescents (15 – 19), and youth up to 24 years of age. However, UNICEF has also made a concerted effort to include 10 to 14 year olds where possible.²³

The country by country summaries below give an indication of some of the challenges faced by UNICEF in making programming more inclusive of younger adolescents. They also indicate a general need for UNICEF to develop a more coherent approach to ensure the specific needs of younger and older adolescents are addressed fairly equitably in programming. UNICEF staff noted that for the younger adolescents to participate, their parents generally have to give permission and often also become involved in the programme. This requires more time and outreach to achieve.

Country Examples:

In Algeria, the main target group for Sida funded activities was 12-18 years, i.e., the last year of primary school up to the end of high school. For the national strategy, the age group was 14-19 years.²⁴

In Egypt, the priority for the Egyptian government has been to work with youth (15 to 24) and consequently, the programme there has been working primarily with older adolescents and youth in its youth-led initiatives, life skills training and young entrepreneurs’ incubator programme work. However, UNICEF also made a concerted and successful effort to ensure that the SYPE included younger adolescents and questions that specifically targeted the 10 to 14 year old age group. Its work with the Child Observatory on child researchers also has been inclusive of younger adolescents, as well as its media initiatives work. The SYPE individual questionnaire was also divided into six versions: one for females (10-14 years), then males (10-14 years); females (15-21 years), males (15-21 years); females (22-29 years) and males (22-29 years).²⁵

In Iran, UNICEF staff noted that while there has been an effort to address all adolescents in the 10-19 year age group, sometimes it has been easier to reach the older age group, with the primary users of the adolescent friendly centres being from ages 15 to 24. This is because the younger adolescents, especially female adolescents, are often confined to the home. In this context youth are considered to include those well into their twenties. Therefore many of the programmes in Iran and the region also involve 20-24 year olds, with an emphasis on their taking a trainer or leadership role in programme activities.²⁶ In Lebanon, the juvenile justice programme has focused on adolescents aged 14 to 18 and the National Youth Policy (which includes a youth card, a youth situation analysis and a youth and law study) covered the age group 15- 24 years. Also, the KABP study on HIV/AIDS/SRH and Risky Behavior among young people focused on adolescents and young people in schools and universities.

In Morocco, the evaluation found that the programme has not developed a clear set of criteria for distributing inputs and outputs by age group, relying mostly on the Convention on the Rights of the Child (CRC) age definition of children to help decide the criteria for programme beneficiaries. However, in Morocco a key issue affecting youth (15 to 24) is that youth

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²³ Summaries and examples based on key informant interviews with UNICEF staff and implementing partners in each country.
²⁴ Based on key informant interviews, Algeria. Sept 2011.
²⁶ Based on key informant interviews, Iran. Sept-Oct 2011.
unemployment rate stands at 17.6%. Therefore many young people remain dependent on their families’ income long past the age of 19, the technical cut off point for UNICEF adolescent programming. UNICEF Morocco’s main programme activities such as participatory research covered different age groups, which suggest associated inputs for this activity were distributed among different age groups, e.g. specific questionnaires developed for two age groups: 8-12 and 13-18 years old. However, the evaluation did not find that a coherent strategy to address the needs of each specific age group was present at the design and planning stages.27

In oPt, the evaluation team concluded that although all implementing partners identify at least two adolescent age-groups and plan programme activities for each group, there were few criteria defined for distributing inputs and outputs among adolescents of different age groups. The NGOs there reported that different activities are planned for each group and that there was an ‘ad hoc’ but usually fair division of resources among these groups, but with no “formal criteria” of which they are aware.28

In Syria29, younger adolescents are still covered by the basic education system where there is a very low dropout rate for them; UNICEF Syria provides a parallel system. Their experience is that this age group is easy to reach through schools through invitations to events and activities in the schools. For example, with Sida funding UNICEF has been supporting a special programme for 8th graders called the Go For Business Orientation. It explains the difference between a job and a career, as well as discusses opportunities beyond government sector. UNICEF has partnered with Syria Trust for this initiative. With the older adolescents, UNICEF Syria has found that there are many more dropouts and that it is hard to reach them if they are in the labour market. Currently they do outreach through their peers to bring them to the adolescent-friendly centres. They have also brought in adolescents with disabilities and special needs. For youth (in Syria defined as up to age 22, UNICEF Syria staff commented that “when adolescents turn 19 we can’t just kick them out of the centres”. Staff there has also found that adolescents who were 15 at the beginning of programme are now 22 – and they have become the centres’ top trainers.

In Tunisia30, UNICEF staff noted that 10-14 year olds were involved in previous programmes (e.g., basic skills), but were not targeted specifically. The younger age group is also not eligible to participate as this work is focused on Voluntary Confidential Counselling and Testing and any adolescents under the age of 16 need parental consent to participate.

<table>
<thead>
<tr>
<th>Indicator 3.4: Gender equality considered in allocation of resources</th>
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<tr>
<td><strong>Rating:</strong></td>
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<tr>
<td><strong>Finding 12:</strong></td>
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29 Based on key informant interviews, Syria. Aug -Sept 2011.  
30 Based on key informant interviews, Tunisia. Aug-Sept 2011.
(including one where most of the programme beneficiaries are boys) and a third country where the implementation of the gender equality objective has been fairly ad hoc.

“When mom went home she told dad about what she saw and how we work through the programme. She told him that we respect each other and work as one team. After hearing this, my dad became more flexible regarding my participation in the programme activities.” (Female youth participant – Step for Our Future programme, Rizqat Eldear, Egypt).

The Sida programme clearly states that promoting gender equality is an objective that needs specific attention. Most COs made an effort to ensure equal opportunities for female and male adolescents and youth to participate in the programme, by adapting its implementation to the local cultural context. In some cases this meant conducting separate activities for males and females, informing and seeking local authorities and parents’ permission for the female adolescents to participate in organized activities. This overall approach appeared to be successful and meant that gender equality needs were generally taken into account in resource allocation and that the programme benefits were distributed equitably among female and male participants.

In Algeria however, the programming is more general and did not focus on either girls or boys in Phase I or II. UNICEF Algeria has recognized this gap and is now considering girls in the south of the country to be a priority group for UNICEF’s next action plan (2012-14).

In Egypt, during Phase I, UNICEF Egypt set an explicit target of increasing female membership in youth centres by 20% and worked to achieve this by providing diverse inputs such as hiring female coordinators, offering programming of specific interest to girls and outreach activities for parents. UNICEF also developed youth centre selection criteria that included the existence of a women’s club, volunteer club, pioneer club, pioneer and youth parliament at the centres and an existing reasonable level of female membership in the centre. These two factors – the selection criteria and the specific inputs put in place to increase female participation and membership led to UNICEF Egypt exceeding its targets and achieving a 50% - 75% increase in female membership in the youth centres participating during Phase I of the programme (based on a sample of youth centres). During Phase II, UNICEF Egypt did not set any explicit targets for female participation in its programming although it was implicit that all programming should strive for a gender balance. However, without the clear targets and without sex disaggregated reporting on participation, it is not possible for the evaluation to assess whether UNICEF and its partners were meeting their implicit equity targets.

In Iran, UNICEF set an objective of that 50% of their programming had to be for female adolescents and youth. They have found that they encounter big differences between big and small cities in running gender integrated programmes and that to achieve this objective, in some centres they offer programming for girls and boys at different times and have to have women work with girls and men to work with boys. What UNICEF and its partners have been working towards is gender sensitive access to services; however, their programming does not specifically

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32 Interviews with key informants in Iran, Sept – Oct 2011.
address gender equality issues. They do recognize that gender inequality contributes to HIV and do cover some of related issues in their peer educator training and other training programmes. The needs assessment they conducted with young people identified both gender issues and HIV transmission as a priority, but UNICEF and its partners have to work carefully around these issues as the Ministry of Health has not yet supported incorporating HIV-related gender issues in their joint programming.

In **Jordan**, there has been a strong emphasis on equal participation for adolescent boys and girls’ participation. Their focus has not just been on numbers but also on finding ways of ensuring effective participation of adolescent girls. To do this sometimes they set up girls-only training as they have found that in mixed training groups, they have had to build in other ways to make it comfortable for girls. They also indicated that they have to consider if it is safe for adolescent girls to participate – for example, if they can they travel on public transportation, or if they could participate in indoor or outdoor sports facilities.

In **Lebanon**, the situation is mixed, as there are two programmes that focus primarily on male adolescents and youth. One that works with disabled people only has 4% participation from adolescent girls, possibly because disabled girls are protected and kept at their homes more than boys. The other deals with juvenile justice and has a predominantly male clientele as there are few adolescent girls who are involved in and sentenced for criminal activity. One of the training programmes for the families of the adolescents involved with the law addresses gender equality issues during the awareness sessions for family members. This was counterbalanced somewhat by the fact that the National Youth Policy and Sawtuna programming had female participation of 40 to 50%.

In **Morocco**, the evaluation found that the programme does not systematically consider gender equality in resource allocation. Instead this issue appeared to be treated on an ad hoc basis, with programming in some communes taking explicit actions to ensure gender balance and in others not. This highlighted the need for clear guidance from the regional programme on gender equality to ensure a more consistent approach to gender equality and the related resource allocation. The needs analysis done to support the development of a national youth strategy did, however, have a 50/50 gender composition. *34*

In the **oPt** programme, the evaluation found that gender equality is consistently taken into account and is generally a factor for resource allocation. It is also integrated into programme inputs and activities effectively and strategically. *35*

In **Syria**, the programme took gender equality issues into consideration by offering computer training for adolescent girls only as their parents will not let them participate if there are boys present at the training. Restrictions on adolescent girls’ mobility for cultural reasons were cited by respondents as a major factor limiting girls’ participation. However, the programme there may have needed to take a more proactive approach to addressing this issue more systematically.

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*33* Based on interviews with key informants in Jordan, Aug - Sept 2011.
*36* Based on interviews with key informants in Syria, Aug - Sept 2011.
UNICEF Tunisia\(^{37}\) worked to ensure that the youth friendly centres looked at gender and that particular attention was paid to gender balance in male/female participation so that the funds allocated would benefit both sexes. UNICEF’s experience there was that at some centres adolescent girls were the majority of participants. This appears to be because parents feel more comfortable if their daughters are going to activities at the school rather than playing in the street (which boys can do). In one school with sports programs UNICEF advocated to have separate dressing rooms so more girls could participate. UNICEF Tunisia did not look at gender issues in basic training in its centres, however, as it was not considered a priority since the country is one of the most advanced in the region regarding women’s rights. The country is however, still rated as number 107 out of 130 countries on the Global Gender Gap Index (2010) so there may be a need to revisit this approach in the future and the CO has acknowledged the need to consider more details related to gender equality issues. In Tunisia, they also noted that gender equality programming needs to consider how to deal with the fact that there are more adolescent girls than adolescent boys in schools.

### 2.5 Sustainability

<table>
<thead>
<tr>
<th>Indicator 4.1: Measures to ensure sustainability of programme outcomes included in programme design at national level</th>
<th>Rating:</th>
<th>Fair - There are a few mechanisms to ensure sustainability of programme outcomes at the country programme level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding 13:</td>
<td>UNICEF has tried to build in sustainability into programme outcomes by investing in capacity building of its diverse partners and by working to create an enabling environment for adolescent development and participation. However, UNICEF partners generally understand sustainability to mean access to ongoing financial resources and not all COs have been able to build in a systematic way to address financial sustainability beyond the programming period at the country level.</td>
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“We cannot create new systems which will end when project does. Instead we will focus on building capacities within the existing system, e.g., we will be looking at legislation to change it [the systems] to help sustain the impact.” (UNICEF Egypt staff)

Most of the countries involved encountered challenges in building in financial sustainability of the various programme components. Much depended upon whether or not their government partners “bought into” the value of the adolescent-friendly approaches being promoted by UNICEF and its civil society partners. When this was the case, more ongoing government support was forthcoming. If not, this remained a challenge. It is also a challenge for most civil society partners as they are generally dependent upon donors – whether individual or institutional to support their work.

In Algeria, UNICEF has tried to institutionalize initiatives at the government level. While the government is willing to commit human resources, there is no budget to continue the work and the government institutions involved have relatively little capacity, finance or clout around the governmental bargaining table.

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\(^{37}\) Based on interviews with key informants in Tunisia, Aug - Sept 2011.
To address these budgetary challenges, UNICEF Syria was able to work with partners that have ongoing programmes for adolescents, such as the Ministry of Health. Other mechanisms the CO used to build in sustainability have included building in materials on positive adolescent development into the nursing curricula to strengthen capacity in this area on an ongoing basis and to train local communities how to write funding proposals so that they could find resources other than UNICEF/Sida support.

UNICEF Egypt has addressed this budgetary sustainability issue by using a capacity building approach based on the premise that it is their implementing partners, particularly at the government level that will need to continue work on adolescent and youth programming. Their aim is to build partner capacity to develop and implement rights-based approaches with a strong focus on positive adolescent development and participation and in so doing create a cadre of personnel who will know how to work effectively with youth and be committed to this approach. This strategy, however, requires a fairly significant investment to on-going training of strategic partner staff in order to develop a critical mass of adults involved in policy and programming who know how to apply positive adolescent development approaches.  

UNICEF Lebanon shares this viewpoint and has focused on using increased knowledge of how to apply a rights-based approach to create sustainability among its partners. The National Youth Policy endorsement process and upcoming action plan is directly addressing this sustainability issue and includes a specific budget by the government for its future implementation.  

UNICEF Tunisia has used a capacity building approach to sustainability and utilized a training of trainers approach. Other sustainability mechanisms have included the institutionalization of the work with different levels of government, particularly through changes to government by-laws and regular allocation of budgets to support adolescent/youth programming. Tunisia has also established M&E tools the Ministry of Education asks each school to use. Between this initiative and the Training of Trainers (ToT), there are now people inside the ministry who are driving this forward.

In Jordan, the approach has been to work with the top decision makers of implementing partners to get them to adopt programme rights criteria and make sure it is included in key strategic documents and partner work plans. To help build financial stability UNICEF Jordan has been phasing out Sida funding gradually, going from 80% to 33% in the last year, with the Jordanian government now covering the majority of programme costs. They have also been able to identify and work with some partners that have solid, sustainable, and durable programmes for their AFS work, where the managers are on board, and youth committees have very low turnover. To achieve this took a lot of initial hard work to convince the managers this approach was worth the investment in time and resources. However, once convinced UNICEF Jordan staff noted that; “they’ll run with it”.  

In Morocco, the main mechanisms used to ensure outcome sustainability have been include the integration of the Adolescents: Agents of Positive Change programme into the existing framework of UNICEF’s country programme, specifically within local commune development plans at first and then in the 2012–2016 Country Programme Document (CPD). This is critical as

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39 Based on interviews with key informants in Lebanon, Aug 2011.  
40 Based on interviews with key informants in Tunisia, Aug-Sept 2011.  
41 Based on interviews with key informants in Jordan, Aug-Sept 2011.
local commune development plans play an important role in helping communes and provinces take ownership of Agents of Positive Change approach. The 2012-2016 CPD has also set itself the task of establishing 35 Child-Friendly Centres – this would include adolescent-friendly approaches. 42

In Iran43, UNICEF has used two strategies to promote sustainability of the outcomes: one is a variation on capacity building which has focused on increasing the quality of services so that there will be an increase in demand for services; the second has been to advocate for the government to take over the related projects in the country. UNICEF is currently negotiating with the government about the future of project and developing a road map on how to proceed. To do this effectively, they need to further strengthen the data gathering system that is in place.

The capacity building approach the different UNICEF COs have developed make sense in the contexts within which they work since increasingly donor contributions come as earmarked funds for special purposes and tend to be relatively short term in nature. In middle-income countries such as those that predominate in the region, there is also a greater onus on the host government to take increased ownership of the new adolescent programming approaches introduced by the programme. The evaluation found evidence that this sense of ownership was taking hold in several countries – although possibly not yet to the extent that UNICEF and Sida may originally have hoped.

The evaluation team’s observation, however, is that positive adolescent development is a fairly new concept and that it can take considerable time for new approaches to be accepted and mainstreamed. On the plus side, the team found that in comparison with gender equality principles and practices, diverse types of stakeholders appeared to be open to and accepting of adolescent participation far more rapidly than has been the case for gender in diverse contexts in the past. This may be in part because once the different stakeholders have seen empowered adolescents and youth in action they are often startled at young people’s strong capacity and ability to lead and act within their communities. Another aspect is that working with young people address both females and males and is therefore often perceived as being less threatening than gender equality programmes where empowerment of women is often a main objective. The latter is still a controversial issue in the MENA region.

The challenge facing both UNICEF and Sida here is to strike a balance between taking the longer-term approach needed to ensure there are partner buy-in and capacity development and the need for donors to work within finite budget cycles. The compromise Sida adopted by funding Phase II has worked reasonably well from this perspective. In general, positive adolescent development and participation needs to be viewed as a long-term social change management process and funded accordingly as a means of attaining sustainability. Because of the Arab Spring this is an even more a pivotal time on which to support work on adolescents’ participation and rights in the region. It is also one where even relatively small inputs, if strategic, as has been the case with the UNICEF programming, can make a significant difference.

In some cases, it is also a question of time. There is a clear demonstrated interest on the part of implementing partners. However, full adoption of the approaches introduced by the programme

43 Based on key informant interviews in Iran, Sept – Oct, 2011.
require time to become more mainstream since they are based on a broad shift in attitudes to working with adolescents using a positive development and rights approach. The biggest challenge UNICEF has faced in this process has been the relative lack of capacity of key government partners in these approaches. UNICEF has been quite effective at building partner capacity at the local community level where the adolescent friendly spaces programming has taken place, but now needs to scale up this experience in capacity building to a more national level and be more systematic about increasing the understanding of public sector personnel about how to work effectively with adolescents and youth. To build partner capacity at this level will require a longer-term commitment.

In **Egypt**, the strategic use UNICEF Egypt made of the Adolescents: Agents of Positive Change programme funding has helped prepare the ground for scaling up. In particular, the programming from Phases I and II demonstrated that the methodology is effective. However, as one UNICEF staff pointed out; “the scale has to change and we have to do it now.” The evaluation team found that there was already evidence of scaling up and replicability among the different initiatives funded through Sida, as well strong interest in doing so in the future. 44

The programme in **Iran** is currently supporting 14 AFS centres in seven (7) cities and six (6) provinces and UNICEF Iran has found that in Tehran and Khoramabad the Youth Advisory Boards there are the most active and they propose and act on new projects. People have come to visit the AFCs from other regions of the country and there are other communities requesting AFCs, but the programme is not being replicated yet. The plan presently under negotiation with the Ministry of Health which is officially in charge of the project and is the authority that is making the decision to scale up, is to implement Adolescent Friendly Spaces in existing health centres in other parts of the country. However, UNICEF would also like to see service delivery points for the AFS expanded beyond health centres in the future, e.g. municipalities could be an alternative delivery point. The scaling up process in Iran, however, is limited by a political and cultural context in which it is often difficult to identify viable additional partners and to share/exchange information. These constraints also hinder the development of situation analyses on adolescents, especially female adolescents that could provide evidence of the need for scaling up.

In **Lebanon**, the vocational rehabilitation and inclusion components of the programme have been replicated and integrated to complement each other, using funding from sources other than Sida and UNICEF. With regards to the National Youth Policy in Lebanon, the partnership established with the Prime Minister’s Office, concerned ministries, in particular the Ministry of Youth and Sports and the Youth forum it created, facilitated the scaling up process. This includes a plan to establish a Higher Youth Commission within the Prime Minister’s office for the implementation of the National Youth Policy budgeted plan by concerned ministries. **Tunisia** has also been able to replicate aspects of the programme with civil society organizations.

In **Jordan**, the AFS approach has been upscaled to the country-level. UNICEF Jordan and Egypt have also been exchanging resources and knowledge, with Jordan sending Egypt copies of resources they had developed in Jordan and Jordanian participation and stakeholders taking part in a study tour of similar programmes in Egypt. In Jordan, the Life skills Based Education project introduced through the Adolescents: Agents of Positive Change programme was

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mainstreamed into the national Jordanian curricula, including teacher’s guidebooks and text books and supported with related teacher training. UNICEF Jordan has also been able to obtain the endorsement of new rules and regulations for Student Councils and Parent Teacher Associations that govern the work of all schools. This was supported by the training of school staff and by end of 2011, will have covered 100% of school principals of governmental schools. This programme started with a pilot in 118 schools and subsequently was scaled up nationally.

In **Morocco**, the implementation of Child/youth Friendly Communes project in five pilot communes has attracted attention from other communes such as Chefchaouen and Mohammedia as well as from international agencies such as the Canadian International Development Agency, USAID, France’s Programme Concerté Maroc, etc. There are currently plans therefore to scale up the programme beyond the pilot area following an assessment of the results of the pilot phase.\(^{45}\)

In **oPt**, the Palestinian Authority is supporting the Adolescent Friendly Learning Spaces in particular. The model developed is working well and many of the older ‘youth clubs’ have taken a more Adolescent Friendly Learning Spaces approach. UNICEF staff interviewed reported that the concept of the “adolescent friendly space” is a regional one that is being replicated in other countries a bit differently in each context. In addition, there is a programme, funded by Norway, that also works with Palestinian adolescents as agents of positive change which UNICEF staff indicated inspired the development of the more regionally-based and coordinated Sida-supported Adolescents: Agents of Positive Change programme.\(^{46}\)

In **Syria**, while UNICEF did not use Sida funds in their work with the Ministry of Culture, they were able to call upon the experience they gained from the programme in their work with this other government partners. UNICEF Syria also found that funds they received from; Norway and Sida for adolescent programming was extremely helpful in establishing a base from which to build and which they were then able to use to replicate similar programme approaches with Iraqi refugees and other local partners. Syria was also able to call upon Egypt’s experience with a national survey for young people to help develop their own data collection process. Jordan also has expressed interest in finding out more about Egypt’s data collection experience.

**Regional** staff noted that the successful programme components of this programme is not yet being replicated in UNICEF’s other regions. While Africa has expressed interest in what MENA is doing, currently that region is more focused on young child survival. In Latin America and the Caribbean the focus is more on HIV/AIDS and gender equality, and Asia has focused on HIV and adolescents in emergencies. In general, UNICEF’s experience has been that the focus on adolescents is easier in middle-income countries. The region that might have the most similarities with MENA is Asia. Therefore it would be make sense to strengthen cross-regional knowledge between MENA and Asia. This process has started MENA participation in a regional meeting on ADAP and emergencies in Asia Pacific and Asia Pacific and participation in the Tanger knowledge management meeting with focus on adolescents in 2010.

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2.6 Most Significant Changes – Stakeholder Perspective

In addition to the MSC stories collected through focus group discussions in oPt, Morocco and Egypt as a part of the country case studies, the evaluation team was also able to document programme impact through phone interviews with UNICEF staff and implementing partners in Algeria, Lebanon, Jordan, Syria, and Tunisia. This section provides a summary of the most significant changes UNICEF staff and implementing partners noted on a country-by-country and regional basis.

Table 7: Most Significant Changes from Implementing Partner and UNICEF Staff Perspectives

<table>
<thead>
<tr>
<th>Country</th>
<th>Most Significant Changes</th>
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| Algeria  | - An increase in the visibility of adolescents and inclusion of their viewpoints in a national study on adolescents and youth.  
- Construction of a base of evidence to influence policy and programming, including a KAP study of the right to participation, and of existing knowledge about adolescents and youth in the country.  
- Increased knowledge in government about the strengths and weaknesses of existing legislation in relation to adolescents/youth. |
| Egypt    | - Increased participation of adolescents and youth at both the national policy level and within community-led initiatives.  
- A positive shift in attitude of adults at the community and national levels with regard to adolescent rights and participation.  
- Increased access to and use of knowledge about adolescents and youth at the national level as a result of the SYPE. |
| Iran     | - Increased number of allies advocating for adolescent/youth participation and increase in knowledge re adolescent and youth, particularly with regard to HIV.  
- Increased alliance with parents.  
- Increased awareness of consequences of risky behaviour among and a significant change in behaviour of adolescents most at risk (sexually active, sex workers, drug users), particularly with regard to HIV, even after they have left the programme.  
- Active involvement in and commitment of Ministry of Health to the operation and monitoring of Adolescent Friendly Centre funded by Sida.  
- Opportunity to break the silence on very sensitive issues with government, counterparts and adolescents/youth, including within their families.  
- Ability to work directly with adolescents.  
- In new UNDAF the next country programme has a very high profile and higher level of investment for adolescents and young people. |
| Lebanon  | - Re-integration of underage/juvenile delinquent within their families and communities after being jailed using a community compensation approach.  
- Strengthened self-confidence among adolescents and youth in conflict with the law and a strengthened relationship with the community.  
- Improved relationships between young people and their families.  
- Helping create an enabling environment inside the family that enable positive open dialogue between the young people and their parents supported by the proper follow-up & coaching.  
- A shift from a focus on personal activities to participation in collective and community activities.  
- Visible role of adolescents in media programming.  
- Initiation of a National Youth Policy and process with active involvement of adolescents and youth. |
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<tr>
<th>Country</th>
<th>Most Significant Changes</th>
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</table>
| Jordan  | - Adolescent/youth who participated have become more responsible, knowledgeable, open minded and empowered.  
- Able to influence policies, rules and regulations of Ministry of Education guiding Student Councils which now provide more space for adolescents to participate, and provide input into management of schools, school planning. 70-80% of school principals trained on new rules and regulations and one national day now established for election of student councils every year –This started with 118 schools, and has now upscaled to every school. Ministry of Ed. now has M&E tools – all schools use them with SC and PTAs,  
- Ministry now providing some financial support for this activity (approx $30,000 (USD) whereas was formerly 100% funded by Sida programme.  
- Adolescents and children contributed directly to the shadow CRC report in 2011.  
- Established concept of Adolescent Friendly Spaces and people both understand and apply it.  
- Youth workers used core principles of protection, participation, & non-discrimination in their work. |
| oPt     | - Establishment of AFS approach and increase in programme services for adolescents/youth, particularly girls.  
- Development of National Youth Policy and Strategy.  
- Development of more positive, pro-social behaviours in adolescent and youth participants.  
- Greater community engagement.  
- Skill development and improved educational achievement.  
- Mental health of participants improved. |
| Morocco | - Opened respectful and mutual dialogue between adolescents/youth and adults.  
- Increased participation of adolescents and knowledge of their rights.  
- Successful pilot phase implementation of five child friendly “communes” or towns.  
- Increased understanding among youth of local governance systems.  
- Increased appreciation among adults of adolescent participation in local governance processes.  
- Significant contribution made in terms of technical and some financial support to nation-wide youth consultations with regard to a national integrated multi-sector youth strategy. |
| Syria   | - Development of AFS to ensure adolescent participation in one community (Hawaij al-Mussah).  
- Established alliances & partnerships with youth union, First Lady’s NGO, & many other local partners.  
- Established a department in the Ministry of Health that deals specifically with adolescents and which is using the strategy to develop programmes, and work with partners.  
- Nursing students trained about adolescent health.  
- Development of national Adolescent Health Strategy using bottom-up approach |
| Tunisia | - The adoption of a participatory approach in the different areas of work with and for children and adolescents.  
“We changed the way partners (especially government partners) approach young people. Now they’re looking for support to get young people to participate, ensure services for young people are accessible and more appropriate. They used to talk a good line on this, but now they are more serious in their requests.” |
| Regional| - Strong need perceived and recognition that adolescent participation and rights in the region are important. Including advocacy for adolescent girls’ right to participation.  
- UNICEF and its implementing partners have developed a knowledge base on which to |
base policy. This has strengthened UNICEF’s advocacy role related to adolescents and has led to more evidence-informed policies.

- Model of child friendly schools is now being adapted and moved into an adolescent-friendly schools model.
- Increase in number of adolescents/youth in region engaged in positive participation.
- Opened some new ground with innovative social, cultural and economic strategies for adolescent and youth participation and rights.
- Provided learning opportunities, and places for adolescents/youth to gather.

2.7 KAP ANALYSIS

To help triangulate the data collected from different sources through the evaluation process, as well as assess some key qualitative indicators for the evaluation the evaluation team reviewed all data collected from the perspective of changes in knowledge, attitudes and practices. While there was some variation from country to country, the evaluation team found fairly solid evidence of change in all the areas indicated below from multiple sources. Table 8 represents a small sample of this evidence for summary purposes only. A more detailed documentation of the KAP process for each country and at the regional level can be found in Annex 3.

Table 8: KAP Analysis Summary

<table>
<thead>
<tr>
<th>Type of Changes</th>
<th>Sample Indicators</th>
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<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Did participants acquire new knowledge that allowed them to take advantage of new opportunities generated by programme?</td>
<td>Training offered to adolescents and young people in: life skills, youth participation, peer education, peer counseling, research methodologies, human and civil rights, media and advocacy, communication tools, facilitation skills, team-building, and management skills. Access provided to information on healthy lifestyles, reproductive health, HIV/AIDS, nutrition, changes during adolescence, etc.</td>
</tr>
<tr>
<td>Change in stakeholders’ knowledge/awareness of the programme and related activities.</td>
<td>Knowledge management improved through dissemination of research findings about adolescents and young people, lessons learned and best practices in adolescents’ and young people’s participation in policy and programme development, implementation, monitoring and evaluation. Government stakeholders in several countries began using these studies to help develop and inform evidence-based policy and programming.</td>
</tr>
<tr>
<td>Change in stakeholders’ knowledge and understanding of youth/child rights.</td>
<td>Programme has increased awareness of child rights among programme participants, implementing partners, parents, community members &amp; some key policy makers.</td>
</tr>
<tr>
<td>Evidence of acquisition of life skills that allow to do things such as being able to engage in open dialogue with their peers (or other life skills).</td>
<td>Survey respondents majority of adolescents and youth who responded indicated they had an improved ability to express their opinions and views and engage in constructive dialogue.</td>
</tr>
<tr>
<td>Evidence of stakeholder understanding of the link between adolescent participation and community development.</td>
<td>Case for prioritization of adolescent development and participation is better established in the region, which has freed up UNICEF capacity to focus more on implementation.</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td></td>
</tr>
<tr>
<td>Effect of volunteerism and/or advocacy has affected adolescents’ and youth’s attitudes towards self and community.</td>
<td>Impact varies by country, but programme participants in MENA generally experienced: - Increased self confidence and self-esteem - Increased hopefulness for the future - Increased ambition - Greater sense of efficacy</td>
</tr>
<tr>
<td>Type of Changes</td>
<td>Sample Indicators</td>
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<tr>
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<tr>
<td>- Feeling better able to cope with the various aspects of their lives (family, friends, school, work, community) - Development of more pro-social behaviours - Increased interest in community and civic engagement - Increased expectations for participation opportunities - More positive interaction with communities</td>
<td></td>
</tr>
<tr>
<td>Change in adult views in community about child rights.</td>
<td>Resentment and active resistance by some people in authority and community members to adolescents and youth advocating for their rights. - Other community members and key decision makers are supportive of young people seeking realization of their rights and act as allies.</td>
</tr>
<tr>
<td>Changes in family attitudes towards adolescents.</td>
<td>- Varies across region, but programme participants generally experienced increased support from their families, as well as greater attention being paid to and respect demonstrated for their opinions. - Conflict experienced in some families regarding youth participation in programmes and engagement in advocacy work.</td>
</tr>
<tr>
<td>Effect of volunteerism and/or advocacy on adult attitudes in community re: this age group.</td>
<td>Adolescents and youth increasingly being viewed as positive change agents, as competent and as worthy of respect</td>
</tr>
<tr>
<td>Recognition of adolescents as valuable partners in national and/or community policy development</td>
<td>Adolescents increasingly being invited to participate in community and national policy development, monitoring and evaluation.</td>
</tr>
<tr>
<td>Practices</td>
<td></td>
</tr>
<tr>
<td>Do participants feel able to deal with confrontation with their families, community members or their peers if they hold different opinions?</td>
<td>- Programme developed capacity of adolescents and youth to voice their views and opinions in their day-to-day life. - FGDs indicated improved relationships with adult family members</td>
</tr>
<tr>
<td>Can they speak in public about issues of importance to themselves and/or their communities?</td>
<td>Adolescents engaged in a variety of activities to raise public or peer awareness about issues of importance to themselves and/or their communities.</td>
</tr>
<tr>
<td>Degree of participant involvement in any community related activities</td>
<td>Older programme participants (20-24 year olds) encouraged to take leadership or trainer roles in programme activities. Youth-led community initiatives using community assets approach.</td>
</tr>
<tr>
<td>Increased or different coverage of youth and adolescent issues in the media</td>
<td>Some advocacy work and sensitization training of journalists and other media professionals to issues and concerns of adolescents done in individual countries, e.g. Jordan and Egypt.</td>
</tr>
<tr>
<td>Are the media or national partners including adolescents/youth in the development of related programming and communications?</td>
<td>Young people produced and contributed to TV shows, documentaries, newspaper and magazine articles, and websites focusing on issues of concern to them in a number of countries. Lebanon and oPt is a notable example.</td>
</tr>
<tr>
<td>Adolescents were given platform in which to voice their concerns, priorities, &amp; ideas in national policy &amp; other relevant fora.</td>
<td>Adolescents’ and young people’s civic and political participation remains limited in MENA, but it is increasing. The Arab Spring has had a strong impact on bringing focus to the need for positive youth participation. - Access to information and communication technologies are providing a platform for adolescents and young people to voice their concerns, priorities and ideas.</td>
</tr>
<tr>
<td>Have new partnerships or alliances formed that focus on adolescent participation?</td>
<td>- Partnership with Ministry of Youth in most countries in region for development of national youth policies and strategies. Partnerships established with other ministries in some countries, such as Algeria, Iran. New partnerships established with a variety of international, national, and local NGOs, multilateral agencies and government bodies across the region. Quite limited, but positive engagement with the private sector. - New UN Interagency Task Force on Adolescents in MENA established.</td>
</tr>
<tr>
<td>Have any of the national or regional partners changed their programme and policy development processes to</td>
<td>Increased priority given to adolescent participation and development in upcoming UNDAF framework and action plans in several countries in the region. - Most countries in MENA have involved youth in policy development and in the</td>
</tr>
<tr>
<td>Type of Changes</td>
<td>Sample Indicators</td>
</tr>
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</tbody>
</table>
| ensure that they incorporate a youth participation component and are Based on the results of the situational analyses of adolescents in that particular country? | development of national action plans and development strategies.  
- Youth participation is quite strong in AFS planning and development in most countries.  
- Adolescents in Syria have been involved and influenced UNICEF’s programming, as well as that of other organizations.  
- Young people involved in developing the terms of reference and in conducting research for two external evaluations of adolescent programming for MENARO.  
- The PTA in Jordan has endorsed life skills-based education in Jordan.  |
| Kinds of new activities adolescents and youth engage in to exercise their rights where they are living. | Availability of AFCs and AFSCs in a growing number of underserviced or vulnerable communities have provided adolescent boys and girls with opportunities for learning, socialization, access to recreational activities, health and counseling services.  
(AFCs in Egypt, OPT, Lebanon, and Syria provide after school activities and AFSC’s in Tunisia most and Iran are in health centres and emphasize HIV/AIDS prevention.)  
- More participatory practices and adolescent friendly pedagogical approaches and curricula implemented in schools in some countries in the region. |
| Increased integration of positive adolescent development approaches in UNICEF and partner programming. | UN Directors Team of the UNDG for MENA established adolescents and young people as one of its three strategic priorities for 2009-2011. This has generated greater focus on adolescents and youth in the region, and contributed to young people’s inclusion in national development plans and strategies. This prioritization has also fostered coordination amongst UN agencies in the region and the establishment of a joint UN task force. UNICEF and UNFPA are co-leading the Regional UN Development Group Strategic Action Plan on Youth. |
| Evidence of other ways in which adolescents’ rights are being achieved. | Programmes structured to provide for equal participation by boys and girls.  
- Accommodations made, where culturally and politically required, for sex segregated programming and consent from parents, husbands, and local authorities for female adolescents’ participation.  
- AFCs which receive support from UNICEF are strategically located to provide a safe space, services, and participatory programmes for adolescents and youth who are the most vulnerable and disadvantaged. |
| Evidence of healthier lifestyles being adopted. | Implementing partner and UNICEF staff have documented that at risk youth in Iran have adopted safer sex practices even after completion of programme. |

### 2.7 Implementation Challenges

“The big challenge is everyone wants quick results…” (UNICEF Regional Staff)

The programme also faced a number of implementation challenges. The biggest of these appears to have been in getting government partners to institutionalize participatory and positive adolescent development approaches. This appears to have been a particular issue in Algeria and Egypt. In Algeria, key informants noted that the programme there is just beginning to get off the ground – being one of the last to join the programme. Implementation in Algeria was also slowed down considerably by the Foreign Affairs Ministry decision to centralize all development assistance as this has meant UNICEF has had to get the Ministry’s permission every time CO staff need to meet with their key governmental implementing partners for the programme. One informant also noted that the National adolescent strategy was developed through the programme, but has not yet gotten financial backing from the government for its implementation. Algeria indicated that since they had only joined the programme in Phase II, they still were just beginning to see evidence of programme impact and hope to be able to consolidate this in their 2012-2014 programme under UNDAF. Up until mid-2011 Algeria had also decided to lead with the strategy development as opposed to the promotion of adolescent friendly spaces, but is now working on the design of a project model to promote participation at
the local level to be implemented in 2012. The other countries found that the evidence provided by the success of the AFS approach often helped convince key government stakeholders of the need to adopt more participatory approaches in their work with adolescents and youth and consequently reinforced subsequent related policy and strategy development processes.

In **Egypt**, UNICEF has been able to institutionalize a participatory positive adolescent development model within the Ministry of Education, but not yet been able to do so within the National Council for Youth. In **Syria**, UNICEF was making considerable progress on multiple fronts. However, Sida has temporarily suspended funding for the programme there as of 2011, in line with Sweden’s foreign policy considerations related to the current political situation in the country. In **oPt**, the ongoing challenge is finding funding to sustain the programme as the different levels of government have limited resources. Iran also has problems with finding funding from donors that can secure sustainable programming.

In **Tunisia**, progress has slowed down somewhat due to the large-scale political transitions the country is undergoing and the current focus of government on its upcoming constitutional elections. They also faced a challenge in that their approach to adolescent programming was more general whereas the Sida programme focused on participation. The CO there wanted to continue a more integrated approach within its other programmes, and for the purposes of the Sida programme decided to integrate it in the health programs, for instance – transmissible diseases, addiction, etc. while continuing to promote participation in all aspects of life. For Tunisia’s National Adolescent Strategy, partway through the process, in 2010, the government decided it was going to do this on its own without the assistance of UN organizations. However, while there are plans to finalize the strategy between the end of this year and mid-2012, as the country is in the process of establishing a new government, it is not yet confirmed that this youth strategy will be endorsed.

In **Lebanon**, the continuous unstable political situation led to a considerable delay in the endorsement of the NYP. The main factors contributing to this included: a) the dismantling of government for a long period of time; b) continuous changes of ministers that had to review and approve the NYP; and c) lack of interest of some political ministers in developmental issues.

A common challenge for all countries is related to what is the cut off point in terms of age for programming for adolescents. Technically based on the agency’s mandate UNICEF is only supposed to provide programming for children up to the day before their 19th birthdays. However, none of UNICEF’s government partners in the region divide up adolescent and youth programming in this way and most define youth as going up to 30 or beyond. To its credit, UNICEF has not asked its partners to arbitrarily cut off participation in the programme as soon as participants turn 19. However, this remains a gray area that UNICEF needs to find a less ad hoc and informal means of addressing.

In some countries, UNICEF has done this effectively by working in partnership with UNFPA – which works with older adolescents and youth. In others, it remains a challenge and sometimes creates a situation in which UNICEF programming is successful in empowering adolescents and strengthening their capacity to exercise their right to participation, but then stops offering support just when considerable momentum and expectations have built up. UNICEF has addressed this challenge in some countries by offering the older youth roles as project coordinators and trainers. However, this continuity issue is one which UNICEF needs to address
and integrate into its programming for adolescents and young people more systematically.

Others challenges UNICEF and its partners noted that they have encountered in the implementation of this programme have included the following:

- Convincing parents and other adults of the importance of adolescent and youth participation, with parents being concerned about volunteer and recreational activities detracting from studies, and about exposure to inappropriate interactions with the opposite sex.
- Adolescent girls continue to face multiple constraints on their participation and UNICEF and its partners will need to continue invest in special initiatives and support mechanisms to ensure adolescent girls’ active participation.
- Working with multiple partners on any specific programme component generally necessitated additional coordination time in order to ensure that everyone’s agendas and mandates were met and to coordinate a coherent approach to adolescent and youth rights and participation.
- In the urban areas, some COs found that there were competing demands and interests with the Sida-funded adolescent space initiatives.
- Changing cultural views about adolescents takes considerable time and patience and without training and support some adolescents are also hesitant to exercise their rights
- Adolescents in some countries were quite critical of the quality of the training they received.
- Timing of the trainings for adolescents needs to be coordinated so as not to conflict with examination periods or other critical points during the school year.

Another challenge that has faced several countries in the region has been the impact of the Arab Spring on programme implementation. In Tunisia and Egypt, this led to some delays in the implementation of various activities. For example, while the evaluation team was in Egypt a major event designed to showcase the media work of programme participants was postponed due to anticipated demonstrations and potential political unrest. In Syria, the political situation engendered by the Arab Spring and national current events combined with a shift in Sweden’s Development Cooperation Strategy led to a temporary suspension of the programme there. On the plus side, the overall political upheaval that underpinned the Arab Spring has led to a shift in perception of the role of adolescents and youth in society. This was particularly notable in the evaluation team interviews in Egypt where multiple stakeholders made reference to this phenomenon. This has led to increased support for programming that will foster and recognize adolescent and youth programming such as the newly launched Student Unions’ project by the Ministry of Education and UNICEF.
2.9 **SUCCESS FACTORS**

The key factors UNICEF staff and implementing partners indicated contributed to the programme’s success included:

**Relevance**
- In several countries the adolescent and youth age group had been consistently neglected for so long and did not have access to extra-curricular activities in the public schools or community at large so they were very receptive to new opportunities.

**UNICEF’s Leadership Role**
- Political will, openness and commitment of decision-makers in key partner organizations, both government and NGOs. This commitment has often come about because UNICEF took the initiative and has worked hard to increase the visibility of adolescents with its national partners, starting with the media. This helped create a movement towards real participation in several countries.
- Exposure to the regional approach (leadership) was an important support cited by UNICEF staff in several countries.
- The fact that UNICEF staff were able to say that these things are happening in other countries in the region as well, also helped to push this programme forward as they were able to point to what is going on elsewhere.
- UNICEF’s reputation as a leader in this area of work and the respect the organization commands with its national partners.
- UNICEF played a catalytic role with both national and UN partners in several countries.

**Collaborative Approach to Partnership**
- UNICEF’s collaborative and respectful approach to partnership across the region has also been instrumental in the programme’s success, as has UNICEF’s hands on experience working with youth and adolescents and willingness to share this knowledge and experience with partners with consistent cooperation and a lot of technical assistance.
- The relationship built up with national partners over the six years of the programme.
- There was very good co-operation with other partners, including other UN agencies.

**Staff Capacity**
- There is a competent team at the regional level who are strong advocates and who know what is needed and have a long-term strategy to sustain the programme’s vision.
- The willingness of UNICEF staff to provide technical assistance and share tools and resources with national partners.
- The presence of qualified teams at the national level to manage the project activities and regular coordination and follow-up among the different parties concerned.

**Timing and Context**
- After the revolution in Egypt and Tunisia, adolescent and youth participation is now considered much more of a priority.
**Approaches Used**

- The different trainings the adolescents have received and their exposure to other groups, as well as the fact that the group members were from different parts of the country (Jordan).
- The range of approaches used (e.g., life skills training, sports for both girls and boys, youth-led community initiatives, etc.) all focused on building adolescent growth and development from a strongly participatory perspective.
- The combination of using participatory approaches that built civic engagement and included civic education to help build the skills adolescents need for their future involvement as adult citizens in their respective societies.
- Capacity building and participation opportunities allowed adolescents to engage in community initiatives and demonstrate leadership and competence.
- The programme built on existing services and added new values and activities to these (Iran).
- Confidentiality of the services offered for HIV counselling and testing.
Overall UNICEF and its implementing partners have successfully achieved the outcomes anticipated for the Adolescents: Agents of Positive Change programme. One exception to this is in the institutionalisation of a positive adolescent and youth rights and development approach within all of the governmental youth structures targeted. However, even here UNICEF has made considerable progress in most of the countries involved. Both UNICEF and Sida also need to juxtapose the progress on this outcome against the fact that the programme has been working on fostering a fairly significant shift in attitudes and practices. This kind of social change management normally takes at least ten years and UNICEF with its implementing partners and Sida’s support has already made considerable strides in this area in just six years. For this type of change, that can almost be considered breakneck speed. A summary of progress on the programme’s key objectives as outlined in the programme document follows:

**Objective 1: Establish a consistent knowledge base across the participating countries in both phases on adolescents and young people in order to influence policy and programming**

- Much of UNICEF’s work on knowledge generation and management related to adolescents and youth was implemented during Phase II. While not all nine (9) countries undertook large-scale national studies they all have been able to generate increased knowledge on adolescents and youth and there is evidence that national partners are using this data to inform policy and programme development. There has also been considerable sharing of this knowledge and related methodologies across the region. This regional sharing was cited by various UNICEF CO level staff as being a real value added of the programme. At the regional level, there was also significant work done in this area, e.g. In October 2010 a Knowledge Management and Adolescents workshop was held in Tanger, Morocco for UNICEF staff and partners to discuss and better understand knowledge management in relation to adolescents, including the new social media forms plus a study on Arab Youth was conducted with the American University of Beirut from 2009-2011, as well as regional MENA Gender Equality Profiles developed by the Regional Office with support from this programme.

**Objective 2: Strengthen the capacity of national governments, partners, service providers and young people themselves to streamline their priorities in national policies and to provide support for youth structures and to support networking.**

- While it is to varying degrees, there is clear evidence in each country of increased participation of adolescents and youth in either or both national policy development processes and in community leadership and action. Youth structures have been strengthened throughout the region. Although some of these improvements have yet to be
scaled up or are just on the brink of doing so, there are also several countries where this scaling up process is well under way.  

**Objective 3—Promote opportunities for adolescent participation in friendly spaces through home, school and community**

- This is the area where UNICEF truly excelled and can claim consistent successes in all nine countries. While the adolescent-friendly spaces model was interpreted somewhat differently in each country to suit each specific context, the development of positive adolescent development programming approaches that have a powerful impact on adolescent and youth participation stands out as the core of the value added that UNICEF has brought to this programme. Egypt, Jordan and oPt, in particular with their community-led youth initiatives, civic engagement and adolescent empowerment focused programming have created highly effective models for enhancing adolescent and youth participation that merit replication throughout the UN system. The impact on the adolescents and youth themselves has been transformative in nature and provides the most convincing argument for national partners who may not be familiar with the benefits of adolescent and youth participation.

**Objective 4—Build partnerships for advocacy to promote the rights of adolescents to development and participation.**

- Building effective collaborative partnerships is a UNICEF strength. The agency has applied this strength to particular effect in this programme and established a solid base of highly diverse partnerships. Governmental partners are in different sectors, depending upon the programme focus in each country, and have included the Ministries of Health and Education (amongst others) in several countries, as well as the central government bodies responsible for youth, especially the Ministries of Youth and/or Family. One challenge facing UNICEF and its partners in this programme has been limited access to national and regional expertise in adolescent development and participation and the fact that, with exception of some NGO partners such as Save the Children and a few national NGOs, most institutions involved have limited or no experience working with a positive development and participation approach. The different COs have therefore striven to build the capacity of both types of partners, as well as their own staff. UNICEF has also established a few partnerships with the private sector and this is an area which UNICEF could explore more in the future to further diversify its adolescents rights and participation advocacy partnerships and fundraising. At the regional level partnerships were set up with the American University of Beirut and at a more informal level a network of UNICEF adolescent focal points fostered and supported.

### 3.1 Lessons Learned

UNICEF staff identified the following lessons learned during the programme implementation and the evaluation team has also added in several observations gleaned from the key informant interviews and focus group discussions:

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47 The development of a youth policy guide with case studies from five countries in the region in 2010-2011, led from the regional level will be published and disseminated in early 2012.
**Participatory Approaches**

- The most effective participatory approaches used in the programme (based on the feedback from both participants and those who work with them) were those which found ways to ensure participation of the adolescents and youth at all stages of the programme planning, design, implementation, monitoring and evaluation and in which the young people themselves took an active role as resource people. The combination of civic engagement and community research and needs assessment followed up by adolescent and youth-led community initiatives had a powerful impact on both the individual participants and served to improve living conditions in the local communities and began to shift adult attitudes and perceptions of adolescents and youth to a more positive construct.
- The adaptation of the adolescent friendly spaces model to existing youth structures was effective as it built on existing programmes and enhanced the sustainability of this approach and served to build local and national capacity.
- The assets-based approach used as part of the community needs assessments in some countries was very successful in soliciting community support and resources, whether demonstrated in effort, in-kind or financial support and the follow-up also gave community ownership to the initiatives that was very beneficial during their actual implementation.\(^4\)\(^8\)
- UNICEF needs to take a more systematic approach to establishing complementarities between different country programme components such as education and child protection.
- Learning how to exercise their right to participate is a necessary foundation for adolescents and youth to be able to exercise their right to freedom of speech and develop skills to become citizens who can fully participate in their societies.

**Strategies Used**

- Countries which were able to demonstrate the effectiveness of participatory, positive adolescent development approaches such as the creation of adolescent friendly spaces and of youth forums were able to use this to help advocate for complementary policy development or reform more easily than those which started strictly with advocacy for a participatory national youth policy or strategy.
- Getting the media on board early on in the process also proved an effective advocacy strategy.
- Providing venues and mechanisms for adolescents and youth to become involved in programme and policy planning, implementation, monitoring and evaluation is the most effective form of advocacy to promote the adoption of participatory, positive adolescent development approaches as once implementing partners see them in action, they cannot fail to be impressed and are often more readily convinced by this experience than by a series of related meetings to discuss it from a more conceptual basis.

**Adolescent Girls’ Participation**

- To ensure girls’ participation it was necessary from the initiation of the programme to stress the importance of equal representation of females and males across all initiatives and to develop explicit strategies to facilitate adolescent girls’ participation such as parental outreach, sometimes separate programming for girls and boys, provision of chaperones for

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\(^4\)\(^8\) 2005/2006 and 2007 Annual Progress Reports for Sida
training and other programme-related travel, etc. Where this was done, both the quantity and quality of adolescent girls’ participation increased.

**Age Diversity**
- Unless UNICEF made a concerted effort with partners or was working in a primary or middle school setting, the needs of younger adolescents (10 to 14 years) tended to be superseded by that of the older adolescents and youth (15 to 24).
- Youth past the age of UNICEF’s mandate can stay involved in programming and play effective roles as project coordinators, small group facilitators and trainers.

**Participation of Vulnerable and Marginalized Groups**
- Participants in rural areas or who otherwise would have little or no access to adolescent/youth programming were very responsive to the programme while those in urban areas often had a lot of distractions and competing interests and did not have as much time to invest in volunteer work.
- Programme planning needs to include explicit strategies to include and outreach to young people with disabilities to ensure that they are encouraged and able to participate.

**Staff Capacity**
- Some staff in the different institutions concerned indicated that they did not know how to work with adolescents and youth or how to communicate with them effectively and that this was a fairly common challenge for their colleagues. Any future endeavours in this area will need to include a systematic approach to building staff capacity of both implementing partners and UNICEF CO staff in this area.

**Data Collection and Analysis Processes**
- National adolescent and youth surveys are similar to mini-censuses in their scope and complexity and require considerable time to develop and implement, particularly if there are multiple partners involved and if the survey design process includes consultation with adolescents and youth. The implementation process of these surveys also presents additional opportunities to include adolescents and youth in the role of survey administration, especially at the community level. Involvement of young people in the analysis of such surveys can enhance the application of survey findings to effective programme and policy development.

### 3.2 Recommendations

“This project has really helped us a lot. We are very grateful for donor support to help us move forward.” (UNICEF CO Staff, MENA region)

“Change takes time – we need to continue.” (UNICEF CO Staff, MENA region)

The current political climate regarding youth participation offers a unique opportunity to use a relatively small amount of resources to make a huge impact. The target group is more than hungry for it. With the right support it should be possible to harness the strong appetite for change that currently exists in the region in very constructive and positive directions both for adolescents and youth as individuals and with regard to the contribution they can make to their
communities and countries. Sida and UNICEF have collaborated to implement a highly successful programme.

The programme has started to develop its own momentum. In some countries this is sustainable on its own and in others this long-term change process still needs additional support to consolidate the results achieved to date. Sida had mentioned to UNICEF and the evaluation team that the agency was not planning to fund a Phase III and that its priorities in the region for the future are in the area of the right to freedom of speech. This programme has demonstrated quite clearly that increased participation of adolescents and youth at the community and national levels is an important foundation and cornerstone for being able to exercise the right to freedom of speech.

Based on this evaluation of the ‘Adolescents: Agents of Positive Change’ programme in the MENA region the evaluation team therefore makes the following recommendations:

**Continuity**

1. That Sida revisit its analysis of regional priorities in light of the evidence provided by the evaluation of this programme and the implications of the Arab Spring and seriously consider supporting a third phase of the programme which would promote the increased use of participatory approaches such as the civic engagement/education and youth-led initiatives model implemented in Egypt, for example, to foster increased capacity and ability among adolescents and youth to exercise their right to freedom of speech. This could be done using a cost sharing formula with UNICEF having to contribute to the programme from its core resources and/or find other donors to match the Sida contribution. This should include possible collaboration with the private sector.

**Target Groups**

2. That future UNICEF programming for adolescents and youth in the region, include approaches and components that specifically address the need of younger adolescents (10 to 14 years old), adolescent girls, adolescents facing mental health issues, as well as adolescents and youth with disabilities and other particularly marginalized groups to participate, and to realize their rights to freedom of association and expression.

**Programme Approaches**

3. Future UNICEF programming for adolescents and youth in the region needs to systematically include clear measures that will foster the financial sustainability of the programmes (in so far as the local context permits) and where possible programme planning should take a long term approach as opposed to funding small, projects with short implementation periods of just a year.

4. MENARO should work with UNICEF HQ to document and analyze the different approaches and models used to promote adolescent and youth participation in the programme and systematically share these good practices with other regional offices and CO as well as with other UN agencies.

5. UNICEF MENARO and HQ should work to mobilize resources to scale up the civic engagement and youth-led initiatives approaches developed through the ‘Adolescents: Agents of Positive Change’ programme both in other countries in the region and elsewhere in the world, including strategies and models for institutionalizing these approaches at the national and regional levels.
**Knowledge Management and Generation**

6. That UNICEF MENARO establish standard indicators for regional and national situation analyses and surveys to facilitate regional comparisons.

7. That UNICEF MENARO either find funding to continue yearly regional meetings for Adolescent Focal Points or else set up a system for monthly videoconferences to facilitate the sharing of experiences and challenges across the region, as well as to help sustain the programme’s results.

**Adolescent Development and Participation as a” Cross Cutting Issue”**

8. That UNICEF COs examine more effective ways to integrate positive adolescent development approaches throughout all of their programme areas. This could be done through the annual work planning process at the CO level, the development of new country programmes and then extended to other members of the UNCT through the UNDAF processes.

**Monitoring and Evaluation**

9. That UNICEF MENARO revise and finalize the guidelines it has developed regarding how to work with adolescents and youth in monitoring and evaluation processes based on the lessons learned from the use of young researchers in this evaluation and in the evaluation of the Norway funded ‘Adolescents – Agents of Positive Change: towards an environment promoting peace and reconciliation’ and share these with the COs in the region as well as with other regions.

10. That UNICEF MENARO hold a regional workshop for the Adolescent Focal Points and M&E officers on how on to do participatory planning and implementation as well as how to document, monitor and evaluate change related to adolescent development and participation using rights-based approaches, with a particular emphasis on the development and measurement of qualitative indicators.

11. That UNICEF MENARO ensure that any reporting on all activities involving adolescent participation of any type, be disaggregated by sex and age and that the results of this analysis be used to inform the rest of project/programme implementation and future project/programme design.

**Incentives**

12. That in collaboration with the different regions in which it works, **UNICEF HQ** develop a clear policy and strategy regarding the use of incentives to encourage participation of adolescents and youth and other groups in all aspects of programme planning, design, implementation, monitoring and evaluation as well as in online surveys.
## List of Focus Group Discussions - Egypt

<table>
<thead>
<tr>
<th>Place of meeting</th>
<th>Profile of Participants</th>
<th>Sample Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>Focus group discussion of 8-10 participants of the Junior Incubator Project in the 15-19 age group, half males and half females</td>
<td>Jackie Kameel – Managing Director</td>
</tr>
<tr>
<td></td>
<td>Evaluation methodology training and sample FGD</td>
<td>12 young researchers</td>
</tr>
<tr>
<td></td>
<td>One focus group of youth in Cairo have participated in the programme (age group 20-24) organized by Nahdet El-Mahrous NGO</td>
<td>Paula Sobhy</td>
</tr>
<tr>
<td></td>
<td>One focus group of adolescents in Cairo and Qena who have participated in the programme from the media clubs (age group 15-19), organized by YAPD</td>
<td>Dina Sayed – Officer of Media Centre, The Youth Association for Population and Development</td>
</tr>
<tr>
<td></td>
<td>Final consultation meeting with the Cairo based young researchers</td>
<td>Salma Wahba – Adolescence Officer</td>
</tr>
<tr>
<td></td>
<td>One focus group of staff and board of the youth centres in Assuit organized by YAPD</td>
<td>Moustafa Barakat – Head of the YAPD, Assuit Branch</td>
</tr>
<tr>
<td></td>
<td>One focus group of adolescents in Assuit who have participated in the programme (age group 15-19) organized by YAPD</td>
<td>Moustafa Barakat – Head of the YAPD, Assuit Branch</td>
</tr>
<tr>
<td></td>
<td>One focus group of young people in Assuit who have dropped out of the programme (age group 15-24) organized by YAPD</td>
<td>Moustafa Barakat – Head of the YAPD, Assuit Branch</td>
</tr>
</tbody>
</table>

## List of Focus Group Discussions - Morocco

<table>
<thead>
<tr>
<th>Place of meeting</th>
<th>Profile of Participants</th>
<th>Sample Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ouarzazate</td>
<td>Elected officials, officials of the pilot commune of Ouisselsate and Ouarzazate province</td>
<td>5</td>
</tr>
<tr>
<td>2. Ouarzazate</td>
<td>Elected officials, officials of the pilot communes of Bni Mathar and Guenfouda and Jerada province</td>
<td>6</td>
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<tr>
<td>3. Aït Ouallal</td>
<td>Members of the Children/Youth</td>
<td>8</td>
</tr>
</tbody>
</table>
### List of Focus Group Discussions - oPT

<table>
<thead>
<tr>
<th>Country</th>
<th>Name and Title</th>
<th>Organization</th>
<th>Focus Group Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>oPT</td>
<td>Focus Group Discussion - Ramallah</td>
<td>Adolescents from 13-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus Group Discussion - Ramallah</td>
<td>Adolescents from 16-19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus Group Discussion – Ramallah</td>
<td>Parents, Community Members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus Group Discussion – Der Abu Misha’al Youth Centre</td>
<td>Adolescents from 13 to 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus Group Discussion – Der Abu Misha’al Youth Centre</td>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus Group Discussion – Balata Happy Childhood Centre</td>
<td>Adolescents from 13-15</td>
<td></td>
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<tr>
<td></td>
<td>Focus Group Discussion – Balata Happy Childhood Centre</td>
<td>Adolescents from 16-19</td>
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</tr>
<tr>
<td></td>
<td>Focus Group Discussion – Balata Happy Childhood Centre</td>
<td>Parents and Family Members</td>
<td></td>
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### List of Key Informant Interviews

<table>
<thead>
<tr>
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<th>Name and Title</th>
<th>Organization</th>
<th>Name and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algeria</td>
<td>Nouara Messara – Principal Programme Assistant, Child Protection &amp; Adolescent Right to Participation</td>
<td>UNICEF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amel Allahoum – Social Policy Specialist</td>
<td>UNICEF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mondher Khaled – Former Deputy Rep</td>
<td>UNICEF</td>
<td></td>
</tr>
<tr>
<td>Egypt</td>
<td>Salma Wahba – Adolescence Officer</td>
<td>UNICEF</td>
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<tr>
<td></td>
<td>Phillipe Duamelle – UNICEF Representative</td>
<td>UNICEF</td>
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<tr>
<td></td>
<td>Hala Abu Khatwa – Chief of Communication</td>
<td>UNICEF</td>
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<tr>
<td></td>
<td>Inas Hegazi – Education Specialist</td>
<td>UNICEF</td>
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<tr>
<td>Organization</td>
<td>Contact Person/Role</td>
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<tr>
<td>Egyptian Red Crescent Society</td>
<td>Hoda Barakat – Head of Social Sector (responsible for youth clubs)</td>
<td></td>
<td></td>
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<tr>
<td>Population Council</td>
<td>Dr. Rania Roushdy – Senior Research Manager, Poverty, Gender and Youth Manager</td>
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<tr>
<td>YAPD</td>
<td>Hisham El Rouby – Chairman</td>
<td></td>
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</tr>
<tr>
<td>The National Council for Childhood and Motherhood</td>
<td>Ragaa Shehata – Egyptian National Child Rights Observatory Coordinator + 2 staff</td>
<td></td>
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</tr>
<tr>
<td>Nahdet El_Mahrousa NGO (NM)</td>
<td>Jackie Kameel – Managing Director</td>
<td></td>
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<tr>
<td>Nahdet El_Mahrousa NGO (NM)</td>
<td>Amal Ehsan – Project Manager, ex NM staff</td>
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<tr>
<td>Egyptian Youth Federation</td>
<td>Beethoven Tayel – Board Member of Federation</td>
<td></td>
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<tr>
<td>Egyptian Youth Federation</td>
<td>Rana Gaber – Programme Director</td>
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<tr>
<td>Linkonline</td>
<td>Sherif El Gail – Portal Development Manager</td>
<td></td>
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<tr>
<td>Population Fund (UNFPA)</td>
<td>Mona Moustafa – National Programme Officer, Coordinator of the UN Youth Task Force</td>
<td></td>
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<tr>
<td>Ministry of Education</td>
<td>Ahmed Sayed Ibrahim – General Coordinator of Egyptian Schools Student Union</td>
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<tr>
<td>Egypt</td>
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<tr>
<td>UNICEF</td>
<td>Nadra Zaki – Protection Specialist</td>
<td></td>
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</tr>
<tr>
<td>Meeting with Assuit based young researchers</td>
<td>Moustafa Barakat – Head of the YAPD, Assuit Branch</td>
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<tr>
<td>Iran</td>
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<tr>
<td>UNICEF</td>
<td>Alizera Tajilili – Youth and Adolescent Development Officer</td>
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<tr>
<td>UNICEF</td>
<td>Anna Riatti – Deputy Representative</td>
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<tr>
<td>UNICEF/Ministry of Health</td>
<td>Behnaz Raad – Adolescent Friendly Services Project Manager</td>
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<tr>
<td>UNICEF/Ministry of Health</td>
<td>Maryam Parvaneh – Adolescent Friendly Services Project Staff</td>
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<tr>
<td>UNICEF/Ministry of Health</td>
<td>Forouzan Hemati – Former Project Manager Adolescent Friendly Services Project</td>
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<tr>
<td>Country</td>
<td>Organization</td>
<td>Manager</td>
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<tr>
<td>Jordan</td>
<td>Ministry of Education</td>
<td>Dr. Zainab Al Shawabkeh – Head of Formal Education</td>
<td></td>
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<tr>
<td></td>
<td>National Council for Family Affairs</td>
<td>Lubna A. Awidi – Cultural Education Program Assistant</td>
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<tr>
<td></td>
<td>UNICEF</td>
<td>Jumana Haj-Ahmad – Youth and Adolescent Development Specialist</td>
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<td></td>
<td>UNICEF</td>
<td>Itaf Al-Awawdeh – Adolescent Development Officer</td>
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<td></td>
<td>Princess Basma Youth Centre</td>
<td>Jenine Jaradat - Director</td>
<td></td>
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<tr>
<td></td>
<td>UNICEF MENARO</td>
<td>Liv Elin Indreiten – Adolescents: Agents of Change Programme Coordinator and Adolescent and Youth Development Specialist</td>
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<tr>
<td></td>
<td>UNICEF MENARO</td>
<td>Marilena Viviani, Deputy Regional Director</td>
<td></td>
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<td></td>
<td>UNICEF MENARO</td>
<td>Vivian Lopez Regional Advisor Adolescent Development</td>
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<tr>
<td></td>
<td>Sida</td>
<td>Muna Barghouth Regional Programme Officer / Sida Regional Water Cooperation &amp; Democratic Governance Programmes Embassy of Sweden</td>
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<tr>
<td>Lebanon</td>
<td>Developmental Services Centre</td>
<td>Naziha Dakroub – Manager of Developmental Services Centre</td>
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<td></td>
<td>Social Movement Association</td>
<td>Charlotte – Project Coordinator</td>
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<tr>
<td></td>
<td>Disabled Forum</td>
<td>Samar Boulis El-Nagar - Manager of Disables Forum</td>
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<tr>
<td>Morocco</td>
<td>UNICEF</td>
<td>Aloys Kamuragiye - Representative</td>
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<td></td>
<td>UNICEF</td>
<td>Cesar Villar – Youth Advisor Maghreb Sub-region</td>
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<tr>
<td></td>
<td>Ministry of the Interior – Local Authorities Department</td>
<td>Liouaa Abdelkhaliki – Chief Monitoring Services (CAEJ Initiative), Planning and Equipment Division</td>
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<tr>
<td></td>
<td>Ministry of the Interior – Local Authorities Department</td>
<td>Bouchra Boutaleb – Project Manager, Adolescents and Young People’s Equitable Access to Information</td>
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<tr>
<td>Ministry of Youth and Sports</td>
<td>Technology</td>
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<tr>
<td>Younes El Jaouhari – Director of Youth Children and Women’s Affairs</td>
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<tr>
<td>Genevieve Ah-Sue - Representative</td>
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<tr>
<td>Khalid Belhassan – Youth Specialist</td>
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<tr>
<td>Abdelatifah Ezzine – National Consultant for the Participatory Research in the five CAEJ pilot communes</td>
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<tr>
<td>Abdelhakim Yessouf – Programme Specialist, Local Development Programme</td>
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<tr>
<td>Sanaa Benouda – Programme Assistant</td>
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<tr>
<td>First session of Children and Youth Communal Council in Aït Ouallal</td>
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<tr>
<td>Evaluation team invited as observers</td>
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<tr>
<td>Visit to school by Governor of Province (Cellule de Protection)</td>
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<tr>
<td>Evaluation team invited as observers</td>
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<tr>
<td>Visit to Dar Al</td>
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<tr>
<td>Kahdija Doudour – Vice President</td>
<td></td>
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<tr>
<td>UNICEF</td>
<td>Yuri Obara – Education Officer</td>
<td></td>
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<tr>
<td>UNICEF</td>
<td>Yasmina Laasry – Operations Officer</td>
<td></td>
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<tr>
<td>UNICEF</td>
<td>Linda Sall, Chief of Section, Adolescent Development and Participation</td>
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<tr>
<td>candie cassabalian, Adolescent Development Officer</td>
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<tr>
<td>Maysoon Obeidi, Adolescent Development Officer</td>
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<tr>
<td>Douglas Higgins, Deputy Special Representative</td>
<td></td>
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<tr>
<td>Hanadi Abu Jaber (by videoconference) Learning for Development Officer, Nablus</td>
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<tr>
<td>Lara Abu Shilbayeh, Planning and Programme Specialist (former Chief of Section, Adolescent Development and Participation)</td>
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<tr>
<td>Reem Tarazi Adolescent and Child Protection Officer, Gaza Office</td>
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<tr>
<td>Ministry of Youth and Sports</td>
<td>Munzer Masalmen, Acting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Director** | Fathi Khader, Director General, Adolescents
| Miveen Zitawi, Financial Manager
| Ibrahim Sabah
| Ni’mat Shanti, Assistant Director of Youth Activities
| Haya Joma’h
| Abdul Rahman N’eirat, Director for Research and Sport Planning
| Khalil Hamad, Manager at the Directorate General of Planning and Policy Making
| Wa’el Rimawi, Coordinator of National Database, Strategy and Training
| Nevine Zitawi, Financial Manager
| Nemat Shanti, Assistant Director of Youth Activities
| Firas Rimawi, Database Manager
| Himat Shanteer, Director of MoYS, Tulkarem Directorate |
| **UNFPA** | Barbara Piazza-Georgi, Representative |
| **Ministry of Planning** | Mahmoud Ata’u, Social Sector Planning Directorate |
| **Tamer (NGO)** | Niveen Shaheen, General Coordinator |
| **Al Nayzak** | Hanadi Nasrallah, Scientific Programmes Field Coordinator
| Shireen Hussein, Programmes and Projects Manager |
| **PYALARA NGO** | Hania Bitar, General Director
| Hamdi, Programme Manager and Deputy Director |
| **Sweden** | Sida
| Malin Stawe, Senior Programme Manager Democratic Governance and Human Rights
| Regional Team Iraq and MENA
| Department for Conflict and Postconflict Cooperation |
| **Syria** | UNICEF
| Mohamad Knaawi – Project Officer |
| **Tunisia** | UNICEF
| Akthem Fourati – ADAP Focal Point |
| Ministry of Women’s Affairs | Raja Bel Hadji – Director |
## ANNEX 2: INDICATOR RATINGS CHART FOR OVERALL EVALUATION FRAMEWORK

Please note: All of the indicators outlined below are based on the specific evaluation questions outlined in the evaluation TORS and designed to respond to those.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Poor</th>
<th>Fair</th>
<th>Effective</th>
<th>Excellent</th>
<th>Data Collection Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Relevance</strong></td>
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</tbody>
</table>
| 1.1 Programme objectives address the rights and needs of the target groups (adolescents, parents, service providers, policy makers) | | | | | - Progress reports  
- Monitoring and evaluation reports  
- Focus group discussions  
- Semi-structured interviews  
- MSC Consultation Groups  
- Surveys |
| | - Target groups report that programme objectives have only not addressed their rights and needs to a very limited degree or not at all.  
- No reference in programme reports to link between objectives and the rights and needs of target groups. | Programme objectives partially address the rights and needs of target groups (either only the rights or the needs, or only a few rights and needs). | Programme objectives have addressed the majority of the rights and needs of target groups. | Programme objectives have taken into consideration all of the rights and priority needs of target groups. | |
| 1.2 Programme successful in identifying the most relevant partners for this programme | | | | | - Progress reports  
- Monitoring and evaluation reports  
- Focus group discussions  
- Semi-structured interviews  
- MSC Consultation Groups  
- Surveys |
| | - No system in place for identifying most relevant partners.  
- Selected partners are not very knowledgeable about working with adolescents or perceive adolescents as a problem group as opposed to asset. | - Few criteria exist for identifying most relevant partners and these criteria only used on an ad hoc basis.  
- Programme’s partners are only somewhat knowledgeable about working with adolescents. | - Criteria for most relevant partner selection is clearly outlined and used most of the time.  
- Programme partners have experience working with and are knowledgeable about effective ways to work with adolescents in the particular sector concerned. | - Partner selection criteria up in consultation with partners and stakeholders; used consistently in program planning and design and partners for programme identified selected on this basis.  
- Programme has considerable experience working with and is knowledgeable about effective ways to work with adolescents in the particular sector concerned. | |
| 1.3 Programme activities are relevant for vulnerable and disadvantaged adolescents (due to gender, poverty, ethnic and disabled) | | | | | - Progress reports  
- Monitoring and evaluation reports  
- Focus group discussions  
- Semi-structured interviews  
- MSC Consultation Groups  
- Surveys |
| | Programme has not consulted female/male vulnerable and disadvantaged adolescents in the identification of their needs and potential, and therefore has not taken their different needs and capabilities into account in programme design. | Programme addressed the needs and capabilities of some but not all vulnerable and disadvantaged f/m adolescents.  
Or: Programme activities were designed to address the needs of priority needs defined by vulnerable and disadvantaged f/m adolescents and are designed to help them fulfil their potential. | Programme activities address the majority of priority needs defined by vulnerable and disadvantaged f/m adolescents and are designed to help them fulfil their potential. | F/M vulnerable and disadvantaged adolescents participated in communicating their needs and potential and to inform programme design; adequate resources allocated for related activities that take their needs and potential into account in programme design. |
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Poor</th>
<th>Fair</th>
<th>Effective</th>
<th>Excellent</th>
<th>Data Collection Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>groups)</td>
<td>needs and potential of m/f adolescents, but lower priority given to implementation of these particular activities or they were only included as an “add-on” after main resources allocated.</td>
<td>account; their needs are integrated throughout the programme’s activities; programme takes full consideration of their different capacities in order to reach the outcomes. And m/f adolescents from vulnerable and disadvantaged groups have made visible progress in tapping into their potential.</td>
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<tr>
<td>1.4 Regional approach adds value to programme</td>
<td>UNICEF partners and staff do not perceive regional approach to have: - contributed to or changed national approaches to youth policy and programming; or - has led to development of a consistent approach and coordination of adolescent-related programming in the region - strengthened related advocacy efforts.</td>
<td>UNICEF partners and staff perceive that the regional approach has led to limited progress in some areas with regard to: - changing national approaches to youth policy and programming; or - development of a regional approach and coordination of adolescent-related programming in the region - strengthening of related advocacy efforts.</td>
<td>- Regional-level situation analysis and knowledge gained from expert roundtable discussions on adolescents are used to inform formulation of youth policies in MENA - Regional review of youth policies’ formulation and implementation processes in MENA has led to shift in policy focus to greater emphasis on positive adolescent development in region. - Advocacy efforts in region are better coordinated and more visible.</td>
<td>UNICEF partners/ staff perceive that regional approach has: - increased the number of countries formulating youth policies in MENA - increased the number of national youth and adolescent based on positive adolescent development in region and led to a change in attitudes towards adolescent participation among senior policymakers. - advocacy efforts in region are better coordinated, more visible and are generating more programme funding.</td>
<td></td>
</tr>
<tr>
<td>1.5 Program contributes to a systematic approach to adolescent development and participation in all components of UNICEF Country</td>
<td>The programme has not contributed to adoption of a systematic approach to adolescent development and participation in UNICEF Country Programmes.</td>
<td>The programme has contributed to 10-25% of UNICEF Country Programme components integrating a systematic approach to adolescent development and participation.</td>
<td>The programme has contributed to 26-50% components of UNICEF Country Programme integrating a systematic approach to adolescent development and participation.</td>
<td>The programme has contributed to over 50% or all UNICEF Country Programme components integrating a systematic approach to adolescent development and participation.</td>
<td>Progress reports • Monitoring and evaluation reports • Semi-structured interviews • Telephone interviews</td>
</tr>
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</table>
### Indicators Data Collection Methods

<table>
<thead>
<tr>
<th>Programme</th>
<th>Poor</th>
<th>Fair</th>
<th>Effective</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>2.0 Effectiveness</strong></td>
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<tr>
<td>2.1 Effective monitoring and evaluation mechanism in place at regional and country level</td>
<td>- The programme’s monitoring and evaluation (M&amp;E) mechanism does not include quantitative and qualitative indicators to capture stated or unexpected results. - M&amp;E generated information is used very little or not at all at either the regional or country level. - There is little or no capacity/ability to measure programme outcomes and partial impact.</td>
<td>- The programme’s M&amp;E mechanisms at regional and country level include only quantitative indicators to capture stated and unexpected results. - M&amp;E generated information is only used occasionally to inform the design or revision of adolescent programming. - Only one or two staff have the capacity/ability to measure programme outcomes and partial impact from an adolescent development and participation perspective.</td>
<td>- The programme’s M&amp;E mechanism at regional and country level includes qualitative and a few qualitative indicators related to stated results and unexpected outcomes. - M&amp;E generated information is used for planning purposes. - There is at least one staff person in each UNICEF cluster and implementing agency who has the capacity/ability to measure programme outcomes and partial impact from an adolescent development and participation perspective.</td>
<td>- The programme’s M&amp;E mechanism at regional and country level includes quantitative and qualitative indicators on stated and unexpected results. - M&amp;E generated information is used in contributing to a systematic approach to adolescent development and participation in all the components of UNICEF country programme. - UNICEF and implementing partner staff see the integration of adolescent development and participation as a core technical skill and required knowledge set and have the capacity/ability to measure programme outcomes and partial impact from an adolescent development and participation perspective.</td>
<td>- Annual reports</td>
</tr>
<tr>
<td>2.2 Degree of progress made towards achievement of expected outcomes</td>
<td>Little or no progress made towards achievement of expected outcomes. Or: Achieved activities are not aligned with expected outcomes.</td>
<td>Achieved activities are consistent with a few expected outcomes, and some progress has been made towards achievement of expected outcomes.</td>
<td>Implemented activities clearly contribute to the achievement of the majority of expected outcomes.</td>
<td>All programme activities planned have been implemented and are contributing towards achievement of all expected outcomes.</td>
<td>- Annual reports</td>
</tr>
<tr>
<td>2.3 Extent to which Beneficiaries express little or Beneficiaries are somewhat Beneficiaries are satisfied with Beneficiaries clearly express</td>
<td></td>
<td></td>
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<td></td>
<td>Focus Group discussions</td>
</tr>
<tr>
<td>Indicators</td>
<td>Poor</td>
<td>Fair</td>
<td>Effective</td>
<td>Excellent</td>
<td>Data Collection Methods</td>
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<tr>
<td>beneficiaries (adolescents, parents, communities) satisfied with the results</td>
<td>no satisfaction with the programme results.</td>
<td>satisfied with the programme results.</td>
<td>majority of programme results.</td>
<td>their satisfaction with all programme results and can explain why.</td>
<td>and verification process</td>
</tr>
<tr>
<td>2.4 Extent to which programme participants (adolescents and other relevant stakeholders) have been involved in planning, design, implementation and monitoring of programme activities and as resource people</td>
<td>Participants have not been involved at any level of programme planning, design, or implementation, monitoring and evaluation of activities or as resource people.</td>
<td>Participants have only been involved in the implementation of the programme, with limited service as resource people.</td>
<td>Participants have been involved in one pre-implementation activity (planning consultations or design), in implementation of programme activities, and as resource people.</td>
<td>Participants have been involved in all programme cycle phases: planning, designing, implementing, and monitoring and evaluation of programme activities, as well as resource people.</td>
<td>• Planning documents • Annual reports • M&amp;E / Progress reports • Focus Group discussions and verification process • Semi-structured interviews • Telephone interviews</td>
</tr>
</tbody>
</table>

### 3.0 Efficiency

<p>| 3.1 Programme resources used efficiently | - Programme has not fully utilized existing local capacities (of right-bearers and duty-holders) and local resources to achieve its outcomes - Partners/ stakeholders/ counterparts have allocated no or little additional resources to cover any costs to support or complement the programme. | - Programme has utilized an ad hoc approach to existing local capacities of right-bearers and duty holders and mobilizing local resources to achieve its outcomes. - A limited amount of additional resources has been allocated by partners/stakeholders/ counterparts to cover programme costs. | - Programme has utilized existing local capacities (of either right-bearers or duty-holders) and local resources to help achieve its outcomes. - A moderate level of additional resources has been allocated by partners/stakeholders/ counterparts to cover programme costs. | - Programme utilizes existing local capacities of both right-bearers and duty-holders and local resources to help achieve its outcomes. - A significant amount of additional resources has been allocated by partners/stakeholders/ counterparts to cover programme costs. | • Planning documents • Annual reports • M&amp;E / Progress reports • Focus Group discussions and verification process • Semi-structured interviews • Telephone interviews |
| 3.2 Objectives and outcomes achieved on time | Only up to 25% of objectives and outcomes have been achieved on time. | 26-50% of objectives and outcomes have been achieved on time. | 51-75% of objectives and outcomes have been achieved on time. | Over 75% of objectives and outcomes have been achieved on time. | • Planning documents • Annual reports |</p>
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Poor</th>
<th>Fair</th>
<th>Effective</th>
<th>Excellent</th>
<th>Data Collection Methods</th>
</tr>
</thead>
</table>
| 3.3 Inputs and outputs distributed among different age groups of adolescents (10 -14; 15-19) | - Approximately 10% of inputs and outputs allocated to one specific age group and 90% to the other.  
- No criteria for distributing inputs and outputs among adolescents of different age groups. | - Approximately 1/3 of inputs and outputs allocated to one specific age group and 2/3’s to the other.  
- Few criteria defined for distributing inputs and outputs among adolescents of different age groups. | - Approximately 40% of inputs and outputs allocated to one specific age group and 60% to the other.  
- There are clear criteria set for distributing inputs and outputs among adolescents of different age groups. | - Allocation of inputs and outputs for specific age groups is fairly even or else clearly follows well-established criteria for resource allocation based on the priority needs of these different age groups. | • M&E / Progress reports  
• Semi-structured interviews  
• Telephone interviews |
| 3.4 Gender equality considered in allocation of resources | Allocated resources do not take gender equality into consideration. | Gender equality is only taken into consideration for gender-specific activities. | Gender equality is taken in consideration for gender-specific activities as well as for some general programme activities where they can make a strategic contribution. | Gender equality is consistently taken into account in resource allocation and integrated throughout programme inputs and activities effectively and strategically. | • Planning documents  
• Annual reports  
• M&E / Progress reports  
• Semi-structured interviews  
• Telephone interviews  
• Financial reports or interview with Admin/Finance units |
| 4.0 Sustainability                                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                        |
| 4.1 Level of buy-in by national partners (Government and civil society) | There is little or no evidence within national partner programmes that ethical, sustainable and meaningful adolescent participation takes place over more than one programme cycle or is included in policy or programmes at the community or national levels. | Programme and policy documents at the community, national and community levels include some references to processes, resource allocation and results that support ethical, sustainable and meaningful adolescent participation. | Programme and policy documents at the community and national levels integrate references to processes, resource allocation and results that demonstrate ethical, sustainable and meaningful adolescent participation is taking place in most policy or programme components. | Sustainable and meaningful participation for adolescent is mandated in nationally supported policies and programme design, implementation and evaluation.  
Programme and policy documents at the community and national levels integrate references to processes, resource allocation and results that demonstrate ethical, sustainable and meaningful adolescent participation is taking place. | • UNICEF Programme and Policy documents  
• UNICEF Strategy/Planning documents  
• National partner programme and policy documents  
• National partner strategic planning documents  
• UNICEF/National Partner M&E/progress reports  
• Semi-structured interviews  
• Telephone interviews  
• Financial reports or interview with Admin/Finance units |
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Poor</th>
<th>Fair</th>
<th>Effective</th>
<th>Excellent</th>
<th>Data Collection Methods</th>
</tr>
</thead>
</table>
| 4.2 Measures to ensure sustainability of programme outcomes included in programme design at national and regional level | No mechanisms in place to ensure sustainability of programme outcomes at national and regional level. | There are a few mechanisms to ensure sustainability of programme outcomes at either national or regional level. | There are clear mechanisms in place to ensure sustainability of programme outcomes at both national and regional level. | There are clear mechanisms in place to ensure sustainability of programme outcomes at both national and regional level and funding has been allocated by national partners to facilitate this process. | - UNICEF Programme and Policy documents  
- UNICEF Strategy/Planning documents  
- National partner programme and policy documents  
- National partner strategic planning documents  
- UNICEF/National Partner M&E/progress reports  
- Semi-structured interviews  
- Telephone interviews |
| 4.3 Replicability of model in other locations/regions | Model has not been replicated or scaled up in other locations/regions. | Only one or two programme components have been scaled up or replicated in other locations/regions. | More than two programme components have been scaled up or replicated in other locations/regions.  
- Other organizations have inquired about how to replicate the programme elsewhere and have visited the programme to research how to do this. | Entire model and related approaches can be replicated in other locations/regions.  
- Programme is already being replicated in other locations/regions. | - Planning documents  
- Annual reports  
- M&E / Progress reports  
- Semi-structured interviews  
- Telephone interviews |
ANNEX 3: KNOWLEDGE, ATTITUDES AND PRACTICES SUMMARIES

Introduction

Knowledge, Attitude & Practice (KAP) analysis is considered as one of the highly focused evaluation techniques that measure changes in human knowledge, attitudes and practices in response to a specific intervention, usually outreach, demonstration or education. Whereas social surveys may cover a wide range of social values and activities, KAP analysis focuses specifically on the Knowledge, Attitudes and Practices (Behaviors) for a certain topic. In this programme it is about "Creating an enabling environment allowing adolescents to grow to their full potential and participate effectively in the development efforts on the local & national levels'.

Since KAP analysis is unique to a particular setting and designed for a specific issue, the following are the three dimensions of this methodology followed by the KAP protocol in the current evaluation:

- **Knowledge** possessed by the target groups in the current project (including the adolescents, their peers, parents and other stakeholders) and their understanding of the project themes.
- **Attitude** refers to their feelings about the main project activities and knowledge gained, as well as any preconceived ideas they may have about these subjects.
- **Practice** refers to the ways the target groups react in which they demonstrate their knowledge and attitudes gained from the programme through their actions/behaviour where they live and work or where they have been able to turn into some of the new ideas gained into policy change and development.

Based on that, the following are the key issues to be subject to the KAP analysis concern and study whether directly from the fieldwork & data collection tools or through the content analysis & review of the program documents such as progress reports.

<table>
<thead>
<tr>
<th>KAP Analysis Tracking Chart: MENARO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Indicator</strong></td>
</tr>
<tr>
<td>Learned new knowledge that allowed them to take advantage of new opportunities generated by programme</td>
</tr>
<tr>
<td>- Capacity building activities for adolescents and young people varied by country. Objective was to develop confidence, self-esteem, and communication, problem-solving and decision-making skills. Training offered to adolescents and young people in: life skills, youth participation, peer education, peer counseling, research methodologies, human and civil rights, media and advocacy, communication tools, facilitation skills, team-building, and management skills. Access provided to information on healthy lifestyles, reproductive health, HIV/AIDS, nutrition, changes during adolescence, etc.</td>
</tr>
<tr>
<td>- Training kit on child participation developed and disseminated through the region to support capacity building of adolescents and young people, service providers, implementing partners, various duty bearers and UNICEF staff.</td>
</tr>
<tr>
<td>- A handbook for national youth policy development is being prepared to strengthen and harmonize NYP processes across the region.</td>
</tr>
<tr>
<td>- Development of conceptual framework for measuring good practices in child participation, including criteria and indicators for implementation and monitoring, and establishment of a set of basic principles and ethical standards. Framework to be used to build</td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td>- The Right to Participation: Adolescents – Agents of Positive Change Progress Report for 2010 MENARO</td>
</tr>
<tr>
<td>- MENARO Annual Progress Report for Sida 2006</td>
</tr>
<tr>
<td>- UNICEF staff interviews</td>
</tr>
<tr>
<td>- Implementing partner</td>
</tr>
</tbody>
</table>
capacity to identify, document, promote and replicate good practices.

- Knowledge base on adolescents and young people strengthened in most countries in MENA and at RO through systematic collection of data via desk reviews, surveys, situation analysis, trend analysis, and collaboration with national statistical institutions, NGOs, and other UN agencies. Data collected is disaggregated by gender and age. Less data available about younger adolescents (ages 10-14). Somewhat improved data collection about vulnerable and disadvantaged groups, such as children with disabilities. Strengthening evidence base enables stronger advocacy efforts for a holistic, integrated approach to youth policy.

- RO in collaboration with MENA HIV/AIDS network and Morocco CO held knowledge management workshop for UNICEF staff and partners with the aim of improving outcomes for adolescent and youth programming in MENA. Role of social media was one of the topics discussed. HQ is promoting development of similar workshops in other regions.

- Some needs assessments and situation analyses were conducted by adolescents and youth (e.g. in Jordan and Egypt).

- UNICEF is leading the development of an advocacy kit on young people in MENA / Arab States for the UN.

- Regional situation analysis of adolescents and young people recently undertaken in partnership with the American University of Beirut – Issam Fares Institute. Process involved collaboration with other academic institutions and issue-focused expert round table discussions. This research will help to identify opportunities for young people’s development and participation.

- Establishment of stronger knowledge base has enabled development of evidence-based policies.

- Sida funds enabled strengthening of MENARO’s technical capacity on adolescents and young people, which in turn facilitated stronger support to country programs. Regional Advisor on Adolescent Development at P5 level and one Adolescent and Youth Development Specialist at P4 level hired at MENARO. One Sub-Regional Advisor on Adolescent Development and Participation position established, based in and focusing on Morocco, Algeria and Tunisia. The Adolescent and Youth Development Specialist is the Programme Coordinator for Adolescents: Agents of Change. One two year duration UNV position on Adolescents and Emergencies. With this staffing, MENA has strongest adolescent development capacity of any RO in UNICEF.

- In partnership with Harvard University’s School of Public Health, MENA RO, with support from Child Protection and M&E has generated a database with over 300 indicators on children and youth.

- Capacity building and advocacy provided by UNICEF enabled establishment and scaling up of AFCs and more adolescent friendly schools in a number of countries in the region.

- Central role of RO in knowledge management and information sharing and in providing technical advice to country offices and partners builds capacity and supports harmonization of approaches. Promotes sharing of lessons learned and best practices.

<table>
<thead>
<tr>
<th>Stakeholders’ knowledge/awareness of the</th>
<th>- Networking, information sharing, and learning facilitated by RO and COs by documentation, meetings, trainings, conferences and study tours for governmental partners, NGOs, young people and UNICEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>- MENARO Progress Report to Sida for 2009</td>
<td>interviews</td>
</tr>
</tbody>
</table>
| programme and related activities | staff.  
- Knowledge management improved by dissemination of research findings about adolescents and young people, lessons learned and best practices in adolescents’ and young people’s participation in policy and programme development, implementation, monitoring and evaluation.  
- Communication and advocacy strategies have targeted policy-makers, adolescents’ and youth, parents, and the general public. | - MENARO Progress Report to Sida for 2009  
- UNICEF staff interviews |
| Stakeholders’ knowledge and understanding of youth/child rights | - General lack of awareness and understanding of children’s rights in MENA, including amongst policy makers and children and young people.  
- Programme has had some impact in increasing awareness of children’s rights amongst programme participants, implementing partners, parents, community members and some key policy makers.  
- UNICEF is building capacity of other UN organizations on adolescent and youth participation. | - MENARO Progress Report for 2006, 2009, 2010  
- UNICEF staff interviews  
- Implementing partner interviews |
| Acquisition of life skills that allow to do things such as being able to engage in open dialogue with their peers (or other life skills) | - Capacity building for adolescents offered by UNICEF and implementing partners in life skills, communication skills, peer education & advocacy.  
- Survey respondents indicated adolescents and youth improved ability to express their opinions and views and engage in constructive dialogue. | - MENARO Progress Report to Sida for 2006, 2009  
- UNICEF staff interviews  
- Implementing partner interviews  
- Adolescent survey  
- Adult survey |
| Stakeholder understanding of the link between adolescent participation and community development | Case for prioritization of adolescent development and participation is better established in the region, which has freed up UNICEF capacity to focus more on implementation. | - UNICEF staff interviews |

**Attitudes - MENARO**

| Impact varies by country, but programme participants in MENA generally experienced: | - Increased self confidence and self-esteem  
- Increased hopefulness for the future  
- Increased ambition  
- Greater sense of efficacy  
- Feeling better able to cope with the various aspects of their lives (family, friends, school, work, community)  
- Development of more pro-social behaviours  
- Increased interest in community and civic engagement  
- Increased expectations for participation opportunities  
- More positive interaction with communities | - Adolescent survey  
- Adult survey  
- Implementing partner interviews |
| Adult views in community on child rights | - Resentment and active resistance by some people in authority and community members to adolescents and youth advocating for their rights.  
- Other community members and key decision makers are supportive of young people seeking realization of their rights and act as allies.  
- Increased public acceptance in MENA of girls receiving education. | - MENARO Progress Report to Sida for 2009  
- Adolescent survey  
- Adult survey  
- Implementing partner interviews |
| Changes in family relations | - Varies across region, but programme participants generally experienced increased support from their families, as well as greater attention being paid to and respect demonstrated for their opinions. | - Adolescent survey  
- Adult survey  
- Implementing partner interviews |
Conflict experienced in some families regarding youth participation in programmes and engagement in advocacy work.

- Adolescents and youth increasingly being viewed as positive change agents, as competent and as worthy of respect.
- Increased awareness of young people's needs and concerns.
- Increased recognition of adolescents and youth's contributions to conflict resolution and post-emergency recovery efforts in areas that have experienced violent conflicts or natural disasters.

Adolescents increasingly being invited to participate in community and national policy development, monitoring and evaluation.

Recognition of adolescents as valuable partners in national and/or community policy development

Adolescents increasingly being viewed as positive change agents, as competent and as worthy of respect.

- Increased awareness of young people's needs and concerns.
- Increased recognition of adolescents and youth's contributions to conflict resolution and post-emergency recovery efforts in areas that have experienced violent conflicts or natural disasters.

Programme developed capacity of adolescents and youth to voice their views and opinions in their day-to-day life.

Do participants feel able to deal with confrontation with their families, community members or their peers if they hold different opinions?

- Adolescents engaged in a variety of activities to raise public or peer awareness about issues of importance to themselves and/or their communities.

Can they speak in public about issues of importance to themselves and/or their communities?

Older programme participants (20-24 year olds) encouraged to take leadership or trainer roles in programme activities.

Participant involvement in any community related activities and why?

Some advocacy work and sensitization training of journalists and other media professionals to issues and concerns of adolescents done in individual countries, e.g. Jordan and Egypt.

Increased or different coverage of youth and adolescent issues in the media

Young people produced and contributed to TV shows, documentaries, newspaper and magazine articles, and websites focusing on issues of concern to them in a number of countries. Opl is a notable example.

Are the media or national partners including adolescents/youth in the development of related programming & communications?

- Adolescents' and young people's civic and political participation remains limited in MENA, but it is increasing. The Arab Spring has had a strong impact on bringing focus to the need for positive youth participation.
- Access to information and communication technologies are providing a platform for adolescents and young people to voice their
<table>
<thead>
<tr>
<th>Other Relevant fora</th>
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<tbody>
<tr>
<td><strong>Incorporation of adolescents' input into national and community policies (i.e. Are their concerns, priorities and recommendations actually being acted upon?)</strong></td>
</tr>
</tbody>
</table>
| - Creation of Arabic Voices of Youth website. Adolescents were consulted about the design and content. “The website offers children and adolescents, including the hard-to-reach, a safe and supportive global cyberspace within which they can explore, discuss and partner on issues related to their rights, as well as develop their leadership, networking, and critical thinking skills through active and substantive participation with their peers and with decision makers globally.” (MENARO Annual Progress Report 2007, p.12)
- Regional workshop on child participation, offered by UNICEF in collaboration with Save the Children Sweden, attended by adolescents and youth, and by NGO, government, and civil society partners. Some of the key recommendations developed by the workshop formed the basis for a variety of regional level interventions. Participants continued networking through an e-discussion forum established by UNICEF.
- MENARO is supporting conference on Youth in Northern Africa, in partnership with Economic Commission for North Africa.
- UNICEF's innovative approach has opened some new ground with the inclusion of young people's issues into broader social, cultural, and economic strategies.
| - MENARO Annual Progress Report for Sida 2006 |
| - UNICEF staff interviews |

<table>
<thead>
<tr>
<th>Have new partnerships or alliances formed that focus on adolescent participation?</th>
</tr>
</thead>
</table>
| - Partnership with Ministry of Youth and Sports in most countries in region for development of national youth policies and strategies. Partnerships established with other ministries in some countries, such as Algeria, Iran.
- Partnered with Ministry of Planning and other line ministries on National Development Plans.
- New partnerships established with a variety of international, national, and local NGOs, multilateral agencies, and government bodies across the region. Quite limited, but positive engagement with the private sector.
- UN Interagency Task Force on Adolescents in MENA as of end 2009. |
| - MENARO Progress Report for Sida 2009 |
| - UNICEF staff interviews |

<table>
<thead>
<tr>
<th>Have any of the national or regional partners changed their programme and policy development processes to ensure that they incorporate a youth participation component and are based on the results of the situational analyses of adolescents in that particular country?</th>
</tr>
</thead>
</table>
| - Integrating vision of adolescent participation in UNDAF framework and action plan.
- Most countries in MENA have involved youth in policy development and in the development of national action plans and development strategies.
- Youth participation is quite strong in AFS planning and development in most countries.
- Adolescents in Syria have been involved and influenced UNICEF's programming, as well as that of other organizations.
- Young people involved in developing the terms of reference and in conducting research for two external evaluations of adolescent programming for MENARO. |
| - MENARO Progress Report to Sida for 2009 |
| - UNICEF staff interviews |

<table>
<thead>
<tr>
<th>Kinds of new activities adolescents and youth engage in to exercise their rights where they are living</th>
</tr>
</thead>
</table>
| - Availability of AFCs and AFSCs in a growing number of underserved or vulnerable communities have provided adolescent boys and girls with opportunities for learning, socialization, access to recreational activities, health and counseling services. (AFCs in Egypt, oPT, Lebanon, and Syria provide after school activities and AFSC's in Tunisia and Iran are in health centres and emphasize HIV/AIDS prevention.)
- More participatory practices and adolescent-friendly pedagogical approaches and curricula implemented in schools in some countries. |
| - MENARO Progress Report for 2010 |
| - MENARO Progress Report to Sida for 2009 |
| - Implementing partner interviews |
in the region.
- Street protests in most countries and revolutions in Tunisia, Egypt and Libya, Syria with major protests and violence. Realization of rights to participation and expression present challenges to realization of right to protection from violence in these conflict situations.

Increased integration of positive adolescent development approaches in UNICEF and partner programming

- Stronger integration in country programmes of projects addressing adolescents and youth. Linkages established with other sector-specific programmes. Increased cross-sector coordination among line ministries.
- Most countries in region have, with UNICEF’s technical and financial support, strengthened National Action Plans and integrated rights-based components on adolescents and youth into National Development Strategies. This has resulted in allocation of funding for implementation by a number of national governments in the region.
- UN Directors Team of the UNDG for MENA established adolescents and young people as one of its three strategic priorities for 2009-2011. This has generated greater focus on adolescents and youth in the region, and contributed to young people’s inclusion in national development plans and strategies. This prioritization has also fostered coordination amongst UN agencies in the region and the establishment of a joint UN task force. UNICEF and UNFPA are co-leading the Regional UN Development Group Strategic Action Plan for Youth 2010-2011 in MENA and the Arab States.
- RO has advocated for inclusion of adolescent and youth development and participation in preparation of CCA and UNDAF.
- All the new CO programme documents (except for Yemen) have prioritized investments in staffing and programming for adolescents for the next 5 years or focus on this age group within sector specific plans.
- UNICEF is working with the UN at regional level to ensure same priority on adolescent issues is included in UNDAFs and UNCT discussions led by the Resident Coordinators.
- Sida funding has contributed to scale up of positive adolescent development initiatives, enabled longer term programming and leveraging of national partners and funds from UNICEF HQ for sustainable development.
- In countries like Jordan and oPt, where infrastructure is more established, UNICEF is able to focus more on advocacy for setting minimum standards for adolescent programmes, services, policies and participation.
- Some attempt at policy level to address economic disparities.
- Regional strategy revised to encompass adolescents’ and youth’s participation, civic engagement, empowerment, education, employability, equity, and policies.
- Stronger equity focus in situation analysis and other research will support the development of stronger programming interventions for marginalized young people, including adolescent girls and young people with disabilities.
- UNICEF is developing strategy to link development of adolescent friendly schools with school-to-work transitions. Critical for stability and economic development and realization of adolescents’ rights.
- MENARO is mobilizing attention outside the region for work UNICEF is doing on and with adolescents in MENA.
- New incumbent in Chief of Adolescent position at UNICEF HQ likely to bring more focus to adolescents globally, support for
### KAP Analysis Tracking Chart: Algeria

#### Knowledge

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source</th>
</tr>
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<tbody>
<tr>
<td>Learned new knowledge that allowed them to take advantage of new opportunities generated by program</td>
<td>- Adult survey&lt;br&gt;- UNICEF staff interviews</td>
</tr>
<tr>
<td>Stakeholders’ knowledge/awareness of the programme and related activities</td>
<td>- Algeria Annual Progress - Report for SIDA , 2007&lt;br&gt;- UNICEF staff interviews</td>
</tr>
<tr>
<td>Stakeholders’ knowledge and understanding of youth/child rights</td>
<td>- Algeria Annual Progress - Report for SIDA , 2010&lt;br&gt;- UNICEF staff interviews</td>
</tr>
<tr>
<td>Stakeholders’ understanding of the link between understanding youth rights and empowerment</td>
<td>- Adult survey&lt;br&gt;- UNICEF staff interviews</td>
</tr>
<tr>
<td>Acquisition of life skills that allow to</td>
<td>- Adult survey&lt;br&gt;- UNICEF staff interviews</td>
</tr>
</tbody>
</table>

#### Indicator

<p>| Regional strategies and for field level implementation of programmes. | - MENARO Progress Report to Sida for 2009&lt;br&gt;- MENARO Annual Progress Report 2007&lt;br&gt;- UNICEF staff interviews&lt;br&gt;- Implementing partner interviews |
| Other ways in which adolescents’ rights are being achieved | - Legislation against female genital mutilation and cutting passed in Egypt and Sudan, and improved legislation in Djibouti.&lt;br&gt;- Increased involvement of women in politics in Jordan, Kuwait and Morocco and recently enfranchised in Saudi Arabia.&lt;br&gt;- Programmes structured to provide for equal participation by boys and girls.&lt;br&gt;- Accommodations made, where culturally and politically required, for sex segregated programming and consent from parents, husbands, and local authorities for female adolescents' participation.&lt;br&gt;- AFCs which receive support from UNICEF are strategically located to provide a safe space, services, and participation programmes for adolescents and youth who are the most vulnerable and disadvantaged. |
| Evidence of healthier lifestyles being adopted | - While unable to gather information about condom use, HIV/AIDS, and other sensitive issues on surveys due to political and cultural climate in MENA countries, low rates of HIV and teen pregnancy are indicators that the programme possibly is having a positive impact on young people's behaviour. |</p>
<table>
<thead>
<tr>
<th>do things such as being able to engage in open dialogue with their peers (or other life skills)</th>
<th>respondents. - Participants were able to make new friends. - Majority of the work aimed at the policy level, &quot;upstream&quot;, so minimal life skills impact.</th>
<th>interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind of training offered through the programme and which of these participants found most useful</td>
<td>- Training of trainers on adolescent participation for professionals and volunteers working with adolescents. - Innovative training on how to involve adolescents and youth in emergency response (participants were youth age 19-26) - Training for media professionals on adolescent participation.</td>
<td>- Algeria Annual Progress Reports for SIDA, 2007, 2008, 2010 - UNICEF staff interviews</td>
</tr>
<tr>
<td>Stakeholder understanding of the link between adolescent participation and community development</td>
<td>- Situational Analysis highlighted necessity of well equipped adolescents for general development.</td>
<td>- Situational Analysis on Adolescents’ Right to Participation</td>
</tr>
</tbody>
</table>

**Attitudes – Algeria**

<table>
<thead>
<tr>
<th>Adolescent/youth perspective on male/female youth rights</th>
<th>- KAP, Situational Analysis identified that adolescents are very aware of discriminatory practices toward girls from parents and that girls’ have less freedom on several accounts, particularly in more remote areas. Some also identified discriminatory practices toward boys from teachers. - Generally, adolescents were very aware of their “basic” rights, but less so of their right to participation.</th>
<th>- Situational Analysis on Adolescents’ Right to Participation - UNICEF staff interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>How their volunteerism has affected their attitudes towards self and community</td>
<td>- Adolescents feeling “responsible”, “important”, “engaged”, “ambitious”, “hav(ing) something to say” identified as key changes from their involvement. - Adolescents feel more hopeful about the future.</td>
<td>- Adult Survey</td>
</tr>
<tr>
<td>How their volunteerism has affected adult attitudes in community re this age group</td>
<td>- Meetings and dialogue created an “attitude of sharing and mutual learning” among adults and young people involved in programme.</td>
<td>- Adult survey</td>
</tr>
<tr>
<td>Changes in family relations</td>
<td>- Baseline was extensively documented in KAP study. Work with media and NGOs is still in course of operation – results not fully known.</td>
<td>- Situational Analysis on Adolescents’ Right to Participation - UNICEF staff interviews</td>
</tr>
<tr>
<td>Adult views in community on child rights</td>
<td>- Baseline was extensively documented in KAP study. - Work with media and NGOs is still in course of operation – results not fully known.</td>
<td>- Situational Analysis on Adolescents’ Right to Participation - UNICEF staff interviews</td>
</tr>
</tbody>
</table>

**Practices – Algeria**

<p>| Do participants feel able to deal with confrontation with their families, community members or their peers if they | - Slightly negative response to improvement in adolescents’ ability to be heard by family and community. | - Adult Survey |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold different opinions?</td>
<td>- Slightly positive response in improvement in adolescents’ ability to</td>
<td>- Adult survey</td>
</tr>
<tr>
<td></td>
<td>share beliefs and values openly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Positive response in adolescents’ ability to take part openly in youth</td>
<td></td>
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<tr>
<td></td>
<td>groups or other organized activities.</td>
<td></td>
</tr>
<tr>
<td>Can they speak in public about issues of importance to themselves and/or</td>
<td>Slightly positive response to adolescents’ increased participation in</td>
<td>- Adult survey</td>
</tr>
<tr>
<td>their communities?</td>
<td>community/civic affairs.</td>
<td></td>
</tr>
<tr>
<td>Participant involvement in any community related activities and why</td>
<td>- Commission headed by Ministry of Family and Women worked on developing</td>
<td>- Algeria Annual Progress Report for SIDA , 2010 - UNICEF staff</td>
</tr>
<tr>
<td></td>
<td>an integrated adolescent strategy across Ministries (Health, Education,</td>
<td>interviews</td>
</tr>
<tr>
<td></td>
<td>etc.), but it is not receiving tangible (financial) support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Documentary created from focus groups for KAP study.</td>
<td></td>
</tr>
<tr>
<td>Are the media or national partners including adolescents/youth in the</td>
<td>- Extensive media partnerships and training have led to significant</td>
<td>- UNICEF staff interviews</td>
</tr>
<tr>
<td>development of related programming &amp; communications?</td>
<td>promotion of adolescent rights.</td>
<td></td>
</tr>
<tr>
<td>Increased or different coverage of youth and adolescent issues in the</td>
<td>- Adolescents had opportunity to give some input directly on national</td>
<td>- UNICEF staff interviews</td>
</tr>
<tr>
<td>media</td>
<td>adolescent strategy.</td>
<td></td>
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<tr>
<td></td>
<td>- 400 adolescents participated in KAP study, the data of which are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>informing policy.</td>
<td></td>
</tr>
<tr>
<td>Are adolescents being given a platform in which to voice their concerns,</td>
<td>- Partnership with Ministry of Family and Women existed around national</td>
<td>- Algeria Annual Progress Reports for SIDA , 2008, 2010 - UNICEF staff</td>
</tr>
<tr>
<td>priorities, and ideas in national policy and other relevant for a?</td>
<td>adolescent strategy, but bureaucracy made it less cooperative</td>
<td>interviews</td>
</tr>
<tr>
<td></td>
<td>- Various media outlets involved in promoting participation.</td>
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<tr>
<td></td>
<td>- Research partnership with CRASC.</td>
<td></td>
</tr>
<tr>
<td>Have any of the national partners changed their programme and policy</td>
<td>- Not significantly from government. Some resources went into the</td>
<td>- UNICEF staff interviews</td>
</tr>
<tr>
<td>development processes to ensure that they incorporate a youth</td>
<td>development of the adolescent strategy, but there is significant</td>
<td></td>
</tr>
<tr>
<td>participation component and are</td>
<td>doubt that its recommendations will be funded.</td>
<td></td>
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<tr>
<td></td>
<td>- A project is developing with the Real Madrid football club that may</td>
<td></td>
</tr>
<tr>
<td></td>
<td>involve a significant resource commitment.</td>
<td></td>
</tr>
<tr>
<td>Have national partners agreed to contribute to the funding of</td>
<td>There has been some progress in the National Committee on Adolescents</td>
<td>- Algeria Annual Progress Report for SIDA , 2010 - UNICEF staff</td>
</tr>
<tr>
<td>programming and policy development that includes a significant</td>
<td>on the adolescent strategy, but it is still not clear whether this will</td>
<td>interviews</td>
</tr>
<tr>
<td>participation component for adolescents/youth?</td>
<td>be sustainable, much less continue to improve.</td>
<td></td>
</tr>
</tbody>
</table>
based on the results of the situational analyses of adolescents in that particular country?

Kinds of new activities adolescents / youth engage in to exercise their rights where they are living

- Participated in training for emergency response.
- Focus groups and individual interviews for the KAP study and situational analysis.
- Some direct input into development of national adolescent strategy.

Egypt KAP Analysis

The following are the key sources used to develop this analysis. The status outlined against each of the below indicators includes both of the positive/negative evidences that show the extent to which associated objective/s have been achieved.

- Annual Progress reports by UNICEF COs.
- Donor reports.
- Regular progress reports produced by different implementing partners.
- Results from Focus Group Discussions, Most Significant and in-depth interviews conducted with the different stakeholders, partners and beneficiaries.
- Most Significant Change (MSC) stories developed through the application of the MSC technique with a group of the stakeholders and beneficiaries.
- The documentation of the interviews conducted with UNICEF staff and other partners.
- Publications and handouts produced during the life of the programme.

KAP Analysis Tracking Chart: Egypt

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Indicator/variable status</th>
</tr>
</thead>
</table>
| Learned new knowledge that allowed them to take advantage of new opportunities generated by programme | - Most adolescents/stakeholders became more aware about child/youth rights as part of human rights.  
- The adolescents had the opportunity to learn more about time management, and how to plan and design for an initiative/activity within very specific framework.  
They acquired different skills as leadership, facilitation, budgeting, negotiation, communication and presentation skills through various training programs.  
Also, they learned more about the right meaning of Participation and their important role in the community development. *Through this training I was able to discover many of potentials that I didn’t know anything about. I knew that I had good negotiation and communication...* |
**Stakeholders’ knowledge/awareness of the programme and related activities**

The stakeholders were aware about the programme related activities/initiatives. They outlined it in very comprehensive manner during the different FGDs and interviews. The youth-led initiatives were one of the common important programme activities that the stakeholders were aware about it in more detail.

**Stakeholders’ knowledge and understanding of youth/child rights**

The concepts of child/youth rights became very common in all the discussions conducted with the adolescents and they became more aware about the key pillars child/youth rights particularly their right to express about their rights, participate, protection, etc. However, some parents/teachers and other stakeholders are still giving more attention to the right to learn, work and live in a healthy environment more than adolescent rights to freedom, protection and able to work in an association.

**Stakeholder’s understanding of the link between understanding the youth rights and their empowerment**

The results of the evaluation revealed a strong positive correlation for the link between stakeholders’ understanding of the youth rights and their empowerment. This was evidenced in their managing of different youth-led initiatives as a result of their right understanding where they could exercise their rights on the ground. However, some other cases reported that there is little understanding of the right to freedom and expression about their rights from some of the adolescents. “I really very proud of my son but sometimes I feel that he talking to his brother and not to his father. I’m afraid to lose the very thin line between his right to express about what he is thinking freely and the need to listen from adults as well due to their level of maturity”. Said Abu-Hassan.

**Stakeholder understanding of the link between adolescent participation and effective adolescent policy development**

Participation became a cross cutting concept and intervention in all the programmes managed by UNICEF Egypt after considering the participation from very limited angle. Adolescents became more aware about the need to listen to their views and being engaged in all the policies targeting them. Adolescents have received various trainings on negotiation and communication skills where they learned how to be engaged in the policy development and change in later stages.

**Acquisition of life skills that allow to do things such as being able to engage in open dialogue with their peers (or other life skills)**

Life skills was one of the strong interventions carried out in Egypt. This gave the opportunity to the adolescents, their parents and other stakeholder’s to learn more about the time management, readiness to new job, and how to open a good dialogue with their parents and other skills. Most male and female adolescents became more aware on how to open a constructive dialogue with all the needed freedom with their parents when they were asking or advocating for their rights. “Currently, I have a good relation with my family after having lacked the feeling of belongingness to my family” Said Mahmud-17 years.

One of the most significant changes captured from the discussions with the adolescents was the ability to form new friendships after being lacked from the isolation and fears to interfere in different social relations. “After participating in the project, now I have many of new friends. Now I have enough self-confidence to introduce myself to others and start from there- Aya Said-a 15 years old”.

However, there was a failure in carrying out the parents’ forum by the NGO concerned. The stakeholders considering this component as one of the most useful interventions needed to decrease the gap between the adolescents and their parents and ensure their support of the programme.

**Kind of training offered through the programme and which of these participants**

Communication skills, life skills, time-management, negotiation skills and how to carry out some of the youth-led initiatives were the most important trainings offered to the adolescents. Also, some of the adolescents were engaged in the media clubs have been trained on some of the technical drama aspects that was helpful to them to exercise their rights and present it

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49 IDCS refers to The Egyptian Information and Decision Support Center.
<table>
<thead>
<tr>
<th>Stakeholder understanding of the link between adolescent participation and community development</th>
<th>Stakeholders developed a fair understanding of the meaning of the participation and the role it plays in the community development. The youth were engaged in different of the youth-led community initiatives that aimed to improve the community development and that is why parents were willing to allow their adolescents to participate effectively in such activities. Also, there was significant support at the institutional level from some of the youth centers to help stakeholders understand the link between adolescent participation and community development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Some adolescents participated in conducting small studies at the community level where they used the information they collected in managing the youth-led initiatives in the community properly.</td>
</tr>
</tbody>
</table>

**Attitudes - Egypt**

| Adolescent/youth perspective on male/female youth rights | The perception of the adolescents/youth regarding to the male/female youth rights changed significantly in a positive way. Although there was still some resistance from some of the parents to send their girls to be engaged in youth centres activities or to travelling outside their villages, especially in Upper Egypt, there was also clear evidence of parents changing their attitudes in this regard.

"I'm very happy because my supervisor in the youth centre convinced my father to allow me to travel to Cairo and participate effectively in some of the project activities there, Aya-17 years old.

"At the beginning, I was worried about my participation in the programme because I was still young and a girl as well but I succeeded and got the 1st rank of the Government level in the media club activity. This made me feel so happy, increased my self-confidence and changed my perception on the girl participation in the youth related issues. Sarah-15 years old." |
|---|---|
| Adolescent/youth involvement in programme activities as volunteers and why they joined this activity | The level and concept of being a volunteer was promoted throughout the duration of the programme. Some participants in the project asked to work as a volunteer with no salary in the NGO or the youth centers. This was because they felt that they were recognized by the community and had a role to play there.

Most adolescents/youth were engaged in and joined programme activities because of their interest. "We have to pay not get money from this project because we learned new information, gained new skills and participated effectively in many of the youth-led initiatives that contributed to improve our communities and we learned what is the meaning of the leadership & responsibility - Mohammed-22 years old.

One strong intervention in Egypt was the youth-led initiatives that gave young people the opportunity to carry out by themselves their own initiatives according to the nature of issues identified in the community. Also, this strengthened the team spirit among the initiative team members. |
|---|---|
| How their volunteerism and/or advocacy has affected their attitudes towards self and community | Since most of the youth-led initiatives was carried out through the management of each of the youth centers or the NGOs were targeting the community itself, there was fullvolunteering from the adolescents to carry out the activities in the field. In fact, the evaluation results revealed that their engagement in such volunteerism activity resulted in more strong self-esteem, learning from others, learning how to plan and tackle the challenges faced, how to communicate with others including the policy makers and how to document it.

"Through each and every initiative, I have learned and acquired something new. My cultural, political, social, health and environmental awareness has increased- Mohamed-22 years old" |
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</thead>
<tbody>
<tr>
<td>How their volunteerism and/or advocacy has affected adult attitudes in</td>
<td>The advocacy efforts exerted by the adolescents to manage and carry out some of the youth-led initiatives were very significant. This had impact on the improvement in the community perception about the important role of youth engagement in these activities.</td>
</tr>
</tbody>
</table>
However, there was also some resistance at the beginning to accept the adolescents as leaders of these initiatives from the community. This improved later especially when they learned how to interact with young people positively and properly.

**Adolescent/youth views on gender issues and gender relations**

The trainings the adolescents received taught them how to open a constructive dialogue with their parents. Most adolescents reported that their relation with their parents has been improved. "My father started to listen to me and allowed me to participate in two of the community initiatives where I was staying for a long time with the other team members. This encouraged me to exert double effort to let this not impact on my school achievement" - Mahmoud-18 years old.

**Changes in family relations**

The trainings the adolescents received taught them how to open a constructive dialogue with their parents. Most adolescents reported that their relation with their parents has been improved. "My father started to listen to me and allowed me to participate in two of the community initiatives where I was staying for a long time with the other team members. This encouraged me to exert double effort to let this not impact on my school achievement" - Mahmoud-18 years old.

**Adult views in community on child rights**

The FGDs indicated that parents and other community leaders had become more aware of child/youth rights.

**Recognition of adolescents as valuable partners in national and/or community policy development**

The different meetings and interviews conducted with the implementing partners and stakeholders in the current evaluation revealed that there was significant recognition of adolescents as valuable partners in national and community policy development. Also, there were many consultations meetings organized to get the feedback of the young people, with an age group spread of 10-29 during the development of the young people’s survey. However, the evaluation meetings with the adolescents and some of the project coordinators at the community level also revealed the absence of a pre-defined plan and strategy for most of the activities, especially the community initiatives. Most project interventions were managed as isolated activities. FGDs noted that there is still some kind of misunderstanding of the youth involvement during the design process of the training plans, topics, timing and methodology. At the national level, the recognition of some governmental partners towards the role of young people in the students’ union and their need to be heard and their views to be considered was clear. However, this is not the case for all Government Institutions, e.g., such as the NCY which did not consider the youth during the development of the national plan of youth.

### Practices – Egypt

**Can young people speak in public about issues of importance to themselves and/or their communities?**

The quality of most of the trainings on the communication and negotiation skills helped the adolescents to open a successful dialogue with the community members in public whether during the implantation of the community initiatives or other community issues. 'For the 1st time, I was able to sit and talk with my dad and other adults in the community in public where they listened to me and got convinced by what I was saying' - Mahmoud-18 years. However, there is still some resistance from some people in the community and this will still take time to change.

**Participant involvement in any community related activities and why?**

The change of parents’ attitudes towards the importance of the youth engagement in the community project activities also has a positive impact on their flexibility during discussions they hold with their children. The main reasons for this include:
- Their feeling that adolescents are now valuable members in the community.
- Most adolescents became more self-confident and more empowered as a result of some of the training received and their participation in the youth-led initiatives.
- Also, the feeling of the belongingness among the adolescents was promoted and impacted on their interest to participate in the community activities.
- Their perception regarding youth rights, especially the right to participate and express their views, helped facilitated youth participation in community activities and to talk more openly with their parents.

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50 NCY stands for the National Council for Youth.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| Are the media or national partners including adolescents/youth in the development of related programming and communications? | There is still a lack of involvement of national partners such as the National Council of Youth in activities such as developing the national plan of youth or discussing the new youth centre law. The media component in the program in Egypt, however, promote the following 3 interventions:  
- Set up of a few media clubs to get adolescents to learn and express their point of views and exercises their rights through drama and other short movies.  
- Develop the 1st internet portal for youth in collaboration with a private sector company (Masrawi).  
- Training of media university students' on some of the youth related issues. |
| Increased or different coverage of youth and adolescent issues in the media | Participation became a cross-cutting intervention in all programmes targeting youth and other relevant parties in Egypt, noting that this was supported particularly after the Egyptian Revolution. So, the coverage of youth adolescents' issues in media became much better not only due to the UNICEF programme but also due to the efforts of other programmes from other INGOs and other factors. |
| Are adolescents being given a platform in which to voice their concerns, priorities, and ideas in national policy and other relevant for a? If so, is adolescents' input being incorporated into national and community policy? (i.e. Are their concerns, priorities and recommendations, actually being acted upon?) | Please refer to the responses outlined against variable/indicator 4 above.                                                                                                                                 |
| Have new partnerships or alliances formed that focus on adolescent participation? | Yes, there was very strong partnership in the project in Egypt that focused on adolescents participation such as:  
- Federation of youth NGOs  
- National Students Union  
- Different NGOs targeting the youth such as YAPD[^51] and NM[^52] |
| Have national partners agreed to contribute to the funding of programming and policy development that includes a significant participation component for adolescents/youth? | Most national partners show their interest to contribute to the policy development. YAPD was the one national partners that asked to direct the funding in future programmes to support mainly the policy development related issues. The student's union project also agreed to support this issue with some limited funding from their side. |
| Have any of the national partners changed their programme and policy | The National Council for Youth gave more attention to the results of the young people survey and organized some technical policy meetings to turn some of the results into points of action in the national plan of youth. |

[^51]: YAPD Stands for Youth Association for Population & Development NGO.  
[^52]: NM stands for Nahdet El-Mahrous NGO.
To ensure that youth participation is incorporated into development processes, processes to ensure that they incorporate a youth participation component and are based on the results of the situational analyses of adolescents in that particular country?

**Kinds of new activities adolescents youth engage in to exercise their rights where they are living**

- Media clubs
- Youth-led initiatives managed through different NGOs such as NM NGO, YAPD or the Egyptian Red-Crescent society.
- Youth friendly centers.
- The webpage called "useful talk" developed through Masrawi.
- Student union under the Ministry of Education.

**Increased integration of positive adolescent development approaches in UNICEF and partner programming**

Protection programme in UNICEF Egypt started to look at adolescents at risk. Now adolescents and protection are going to be combined as one focus area in UNICEF Egypt. The integration between the Education sector represented in the Students' Union intervention as a platform to exercise their rights in the schools.

### KAP Analysis Tracking Chart: Iran

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Indicator</th>
<th>Source</th>
</tr>
</thead>
</table>
| Adolescents and youth learned new knowledge that allowed them to take advantage of new opportunities generated by programme | - Successful peer educator programme in AFCs supported by training. Approximately 700 peer educators trained by December 2009.  
- Adolescents and youth represented by democratically elected Youth Advisory Boards (YAB) in AFCs.  
- AFC Youth Advisory Boards in Khoram-abad developed project proposals (e.g. for a mobile clinic in an underserviced area) that were accepted and funded.  
- Young people developed teamwork and conflict resolution skills.  
- Adolescents and youth developed speaking skills and the ability to present their ideas persuasively. | - MENARO  
Adolescents: Agents of Positive Change Progress Report for 2009  
- UNICEF staff interviews  
- Implementing partner interviews  
- Adolescent survey |

| Stakeholders' knowledge/awareness of the programme and related activities | - Increased use of AFCs by adolescents, including girls.  
- Parental participation in counselling and programmes at AFCs.  
- Large number of diverse organizations contributing to AFS programmes (Ministry of Health, municipalities, regional education association, schools, universities, Red Crescent Society, libraries, sports clubs, cultural centres, Basij, mosques, charities, drug prevention co-ordination centre, provincial council on drug prevention).  
- Use of media to promote community development.  
- Situation analysis of adolescents desk review conducted in 2009-2010. Research topics included: smoking, drug use, unemployment, and marriage at an early age, sexual and reproductive health, HIV/AIDS, and risky behaviors. Data collected will be used to inform the UNICEF strategic framework for adolescent programming and | - MENARO Progress Report for 2010  
- MENARO Progress Report for 2009  
- UNICEF staff interviews  
- Implementing partner interviews |
| Stakeholders’ knowledge and understanding of youth/child rights? | - Increased acceptance of HIV prevention training in a culturally conservative society.  
  - Peer education programme. Peer educators involved in monitoring and evaluation of their service delivery and in evaluation of their training needs.  
  - Democratically elected Youth Advisory Boards at AFCs.  
  - Capacity building of health centre staff for delivery of AFS.  
  - Parental acceptance of adolescents and youth’s participation in AFC programmes and of their son’s and daughter’s volunteer work as peer educators.  
  - Situation analysis of adolescents developed knowledge base. | - UNICEF staff interviews  
- Implementing partner interviews |
| --- | --- | --- |
| Stakeholder’s understanding of the link between understanding the youth rights and their empowerment | - Youth advisory boards at AFCs.  
  - Support provided for youth initiated health delivery projects (e.g. mobile clinic).  
  - Iranian respondents to the adolescent survey indicated that they help design programmes, carry out programme activities, serve as resource people for the programme, and monitor the programme’s progress.  
  - Advocacy work to address community needs undertaken by former peer educators in other settings.  
  - Senior government officials willing to meet with young people, including young women, about issues of concern to them.  
  - Adolescents able to discuss sensitive issues with peers at AFCs.  
  - Iranian Adolescent Survey participants identified improved ability to exercise freedom of expression, to be heard, and to associate, as well as some improvement in protection rights. | - UNICEF staff interviews  
- Implementing partner interviews  
- Adolescent survey |
| Acquisition of life skills that allow adolescents to do things such as being able to engage in open dialogue with their peers (or other life skills) | - Peer educators programme. Participants develop a range of skills including teamwork and leadership.  
  - AFCs provide life skills training including HIV prevention.  
  - Adolescents dialogue with peers at AFCs about issues such as: family conflict, domestic violence, and mental health issues, relating to the opposite sex, sexual problems, drug use, educational problems. | - Implementing Partners interviews  
- Adolescent survey |
| Kind of training offered through the programme and which of these participants found most useful | - HIV and AIDS awareness and prevention.  
  - Life skills.  
  - Puberty.  
  - Painting, photography, doll-making, story-telling. These classes were offered in response to adolescents’ requests and a needs assessment.  
  - Peer education. | - UNICEF staff interviews  
- Implementing partner interviews |
| Stakeholder understanding of the link between adolescent participation and community development | - Increased acceptance of young people’s participation by parents once they understood that focus is on health and HIV prevention.  
  - Ministry of Health supporting development of AFCs in underserviced areas, low income areas and areas where there is concentration of high risk behavior (drug use and sex workers).  
  - Youth Advisory Board developed proposal for and ran a mobile clinic in an area of Tehran, which had few services for adolescents. | - UNICEF staff interviews  
- Implementing partner interviews |

**Attitudes — Iran**

| Adolescent/youth involvement in programme activities as volunteers and | - Majority of Iranian adolescent survey respondents reported becoming involved in programme activities because of personal interest.  
  - Less than half reported being invited to participate by a friend. | - Adolescent survey |
<table>
<thead>
<tr>
<th>Why they joined this activity</th>
<th>How their volunteerism and/or advocacy has affected their attitudes towards self and community</th>
<th>How their volunteerism and/or advocacy has affected adult attitudes in community re: this age group</th>
<th>Adolescent/youth views on gender issues and gender relations</th>
<th>Changes in family relations</th>
<th>Adult views in community on child rights</th>
<th>Practices – Iran</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Adolescents and youth feel more hopeful about the future. - Increased self esteem. - Young people believe they can work together and their ideas can be realized. - Increased involvement in community and civic affairs.</td>
<td>- Opened up space to deal with issues such as mental health, drug abuse, risky sexual behaviours, and healthy lifestyles. Breaking the silence on these topics is a huge cultural shift. - Recognition of need to address youth issues. - Government ministries recently reorganized to create a Ministry of Youth and Sports. Iran had been only country in MENA that didn’t have a ministry devoted to the well-being of youth. - Adolescents and youth recognized as competent to implement, monitor and evaluate some programmes. - Senior government officials met with adolescents and youth about issues of concern to them. - Young people receive more support, when needed, from community members and social institutions. - Adolescents and youth perceived as being able to apply skills learned to their daily lives. - Adolescents and youth have improved their capacity to form positive social relationships. - Young people perceived as being more responsible. - Young people perceived as being more knowledgeable and aware of important issues in society.</td>
<td>- UNICEF staff interviews - Adult survey - UNICEF staff interviews</td>
<td>- AFCs and trainings have allowed for some integrated activities. - AFCs have provided space for dialogue with peers and counseling about gender relations, sexuality, and domestic violence.</td>
<td>- Improvement in being heard and respected in their families. - Time spent on volunteer activities generated conflict in some families.</td>
<td>- Adults, including some in leadership positions, are listening and responding to some extent to adolescents’ and young people’s concerns. - Greater community support for active and positive participation of adolescents and youth.</td>
<td>- Participants increased their ability to express their beliefs and values. - Participants developed conflict resolution skills.</td>
</tr>
</tbody>
</table>
| Participant involvement in any community related activities and why? | Increased participation in community and civic affairs.  
- Participation in AFSC programmes, including peer education programme.  
- Increased knowledge of community issues. | Report for Sida 2008  
- UNICEF staff interviews  
- Adolescent survey  
- Implementing partner interviews |
| Are the media or national partners including adolescents/youth in the development of related programming & communications? | Young journalists programme. | Adolescent survey |
| Increased or different coverage of youth and adolescent issues in the media | Fairly limited. Media involvement was reported by UNICEF as having been perceived as a threat in 2008. No updated information presented. | CO Annual Progress Report for Sida 2008 |
| Are adolescents being given a platform in which to voice their concerns, priorities, and ideas in national policy and other relevant fora? If so, is adolescents' input being incorporated into national and community policy? (i.e. Are their concerns, priorities & recommendations, actually being acted upon?) | Focus of programme in Iran has primarily been at the level of community organisations. | |
| Have new partnerships or alliances formed that focus on adolescent participation? | Partnership with Ministry of Health. | UNICEF staff interviews  
- Implementing partner interviews |
| Have national partners agreed to contribute to the funding of programming and policy development that includes a significant participation component for adolescents/youth? | Ministry of Health, with support from UNICEF, is scaling up the development of AFCs. | UNICEF staff interviews |
| Have any of the national partners changed their programme and policy development | Establishment of youth advisory boards at AFCs. Needs analysis informs programme development and revisions at AFCs.  
- Ministry of Health partnered on the situational analysis of adolescents in Iran. | Implementing partner interviews  
- UNICEF staff interviews |
processes to ensure that they incorporate a youth participation component and are based on the results of the situational analyses of adolescents in that particular country?

<table>
<thead>
<tr>
<th>Kinds of new activities adolescents and youth engage in to exercise their rights where they are living</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Attendance of AFS and participation in programmes and/or counseling there.</td>
</tr>
<tr>
<td>- Peer educators programme.</td>
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<tr>
<td>- Young journalists programme.</td>
</tr>
<tr>
<td>- Participation in life skills trainings including HIV/AIDS information, communication skills, advocacy skills, peer education.</td>
</tr>
<tr>
<td>- Opportunities to socialize outside of home and school and to discuss issues of importance to them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increased integration of positive adolescent development approaches in UNICEF and partner programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Transformation of health centres in 7 cities into AFS centres. Capacity building with AFSC staff. Involvement of adolescent participants in programme implementation, monitoring and evaluation. Project is going to be scaled up.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (please list): Healthier lifestyles and reduced risk of HIV infection and transmission</th>
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</thead>
<tbody>
<tr>
<td>- Programme participants found to be practicing safer sex even when no longer involved in programme.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other ways in which adolescents' rights are being realized</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Improved access to basic services.</td>
</tr>
<tr>
<td>- Improved safety in families and communities.</td>
</tr>
<tr>
<td>- AFS programmes are offered as gender integrated or gender segregated with congruent staffing, depending on the local conditions and customs. Smaller, more conservative communities are less tolerant of gender-integrated activities. Flexibility in programme delivery increases opportunities for adolescent girls' participation.</td>
</tr>
</tbody>
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### KAP Analysis Tracking Chart: Jordan

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Indicator</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescents learned new knowledge that allowed them to take advantage of new opportunities generated by the programme</td>
<td>- Life skills integrated into school curricula. Scale up based on lessons learned and best practices in pilot projects. - Life skills training provided at AFCs. - Capacity building of adolescents involved in school councils and Children's Municipal Committees. Training provided on advocacy, democracy, participation, CRC, planning skills, communication skills, and decision-making skills. CMC members conducted a participatory needs assessment, and then they designed projects based on identified needs and advocated for them with policy makers in Amman. - Trainings provided on CRC, advocacy, communication skills, monitoring and evaluation for the Adolescent Reference Group for the National Council for Family Affairs.</td>
<td>- MENARO Adolescents: Agents of Positive Change Progress Report 2009 - Jordan CO Annual Progress Reports for Sida 2007, 2008 - Adolescent Survey - Adult survey - Implementing partner interviews - UNICEF staff interviews</td>
</tr>
</tbody>
</table>
- Students' political awareness and knowledge of democratic processes has increased by their participation in student council elections.

**Stakeholders' knowledge/awareness of the programme and related activities**

- Capacity building with the Higher Council for Youth (HCY) and PBYRC to establish AFCs.
- Sensitization of journalists and media professionals to adolescents' concerns and issues.
- Adolescents' concerns and issues disseminated through radio, TV, and magazines.
- Some baseline data from National Youth Survey done 10 years ago. New survey was planned to start in 2010, in conjunction with UNDP and UNFPA, but unable to reach agreement with HCY.
- UNICEF is working with Ministry of Planning to implement situation analysis of adolescents' and youth's health, education, participation and protection.
- Established and developed capacity of life skills trainers at education directorate offices who in turn sensitized principals and trained teachers.
- UNICEF and the British Council assessed the impact of the Life Skills Based Education teacher training.
- Capacity building at Ministry of Education to support more participatory processes for adolescents and for parent-teacher associations.
- Capacity building for parent-teacher associations and school councils to prepare them for their new roles in reviewing school development plans, supporting increased student participation and life skills curricula. Baseline data generated in 2007 (not funded by Sida).

**Stakeholders' understanding of youth/child rights?**

- Capacity building undertaken with Princess Basma Youth Resource Centre (PBYRC), a key youth organization.
- National criteria developed by UNICEF and HCY for AFCs.
- Mission statement and strategy of PBYRC revised with youth input to mainstream adolescent development and participation using a rights-based approach.
- Establishment of consultative committee at AFCs which includes parents, community members, school and health centre representatives.
- AFCs presented awareness raising sessions for parents about services and adolescents' rights. These led to greater level of participation by adolescent girls in AFC programmes.
- Teachers trained in pedagogical approaches that promote democracy and respect for children's views.

**Stakeholder's understanding of the link between understanding the youth rights and their empowerment**

- Groups established in various NGOs that deliver service to adolescents and in governmental organizations to facilitate adolescents’ input into development and review of programmes, policies, and, at the PBYRC, input into organizational mission statement and strategies.
- Children's Municipal Committees are democratically elected.
- Ministry of Education established new national policy that empowers student councils to participate in the development of

**Notes**

- MENARO Progress Report for 2009
- MENARO Progress Report for 2010
- CO Annual Progress Report for Sida 2008
- CO Annual Progress Report for Sida 2007
- UNICEF staff interviews
- Implementing partner interviews
- CO Annual Progress Report for Sida 2008
- CO Annual Progress Report for Sida 2007
- Implementing partner interviews
- Adolescent survey
- Adult survey

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<table>
<thead>
<tr>
<th>Stakeholder understanding of the link between adolescent participation and effective adolescent policy development</th>
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<tbody>
<tr>
<td>School disciplinary policies and provide feedback on school development plans. Started with pilot project of 118 schools. Now scaled up to all schools. - Children, including dropouts and children with disabilities, generated CRC reports.</td>
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<td>Stakeholder understanding of the link between adolescent participation and community development</td>
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<tr>
<td>- Adolescent Reference Group established at the National Council for Family Affairs to contribute to the development and review of national policies that impact adolescents’ lives. - Children’s Municipal Committees established in Amman to enable children to participate in decision-making.</td>
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<tr>
<td>Acquisition of life skills that allow adolescents to do things such as being able to engage in open dialogue with their peers (or other life skills)</td>
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<tr>
<td>- Life skills training given in schools. - Capacity building in communications skills, advocacy, democracy and management provided to adolescents serving on policy and programme committees.</td>
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<tr>
<td>Stakeholder understanding of the link between adolescent participation and community development</td>
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<tr>
<td>Attitudes - Jordan</td>
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<tr>
<td>Adolescent/youth involvement in programme activities as volunteers and why they joined this activity</td>
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</tr>
<tr>
<td>- Most young people joined on own initiative because of interest in the programme. - Less than half were invited to become involved by a friend or an adult.</td>
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<tr>
<td>How their volunteerism and/or advocacy has affected adolescent and youth participants’ attitudes towards self and community</td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>- Became more responsible, knowledgeable and open-minded. - Feel more hopeful about the future and have a greater sense of efficacy. - Increased self-confidence and self-esteem. - Increased ambition. - More co-operative. - Better communication skills. - Feel better able to deal with the various aspects of their lives (friends, school, family, work, community). - Many students feel that they have more of a core role in the educational process. - Increased awareness of other people’s suffering and violations of their rights. - Adolescents and youth generally feel more supported by and interact more positively with their communities. - Greater involvement by adolescents and youth in community initiatives. - Expectations of anticipated results from adolescents’ participation were not always met. Resulted in disillusionment and withdrawal from civic engagement by some programme participants.</td>
</tr>
<tr>
<td>How their volunteerism and/or advocacy has affected adult attitudes in community re: this age group</td>
</tr>
</tbody>
</table>
| - Adolescents and youth are being included in decision-making processes. They are being seen as capable and valued partners and as agents of positive change.  
- Increased awareness of adolescents’ needs and concerns.  
- Young people are perceived as being better able to deal with the different aspects of their lives.  
- More support provided to young people by community.  
- Young people are more respected and viewed more positively by adults in the community. |
- Implementing partner interviews  
- Adolescent survey  
- Adult survey |

| Adolescent/youth views on gender issues and gender relations |
| - Documentary about gender roles produced by adolescents. |
| - CO Annual Progress Report for Sida 2007 |

| Changes in family relations |
| - Greater ability to articulate their views and beliefs.  
- More respect shown by their families.  
- Able to deal with parents more effectively.  
- More support received from most families.  
- Some participants experienced increased conflict with their families because time spent on volunteer activities had adverse impact on school achievement. |
| - Adolescent survey  
- Adult survey |

| Adult views in community on child rights |
| - Youth have been key priority for several years. Highlighted by Arab Spring.  
- Government sees importance of space for young people’s voices.  
- Some resentment by people in authority to adolescents’ and youth advocating for their rights.  
- Other adults are supportive of young people seeking realization of their rights and are allies. |
| - Implementing partner interviews  
- UNICEF staff interviews  
- Adult surveys |

| Recognition of adolescents as valuable partners in national and/or community policy development |
| - Evident through role in policy development for student councils, Child Municipal Councils, Princess Basma Youth Resource Centre, the Higher Council for Youth, and the National Council of Family Affairs. |
| - CO Annual Progress Reports for Sida 2007 and 2008  
- Implementing partner interviews  
- Adolescent survey |

**Practices – Jordan**

| Do participants feel able to deal with confrontation with their families, community members or their peers if they hold different opinions? |
| - Participants increased ability to express their opinions and respect the opinions of others.  
- Participants developed skills in engaging in constructive dialogue with others. |
| - Adolescent survey  
- Adult survey |

| Can they speak in public about issues of importance to themselves and/or their communities? |
| - Adolescent committees at schools, NGOs and at municipal and national government are advocating for issues of importance to them to be addressed  
- Participants increased their ability to articulate their views and beliefs and to be heard and respected.  
- Increased ability to advocate for their rights. |
| - CO Annual Progress Report for Sida 2007  
- Adolescent and Adult surveys  
- Implementing partner interviews  
- UNICEF staff interviews |

| Participant involvement in any community related activities and why? |
| - Increased participation in AFCs  
- Increased participation in community and civic affairs  
- Adolescent survey respondents listed the following activities in which they were involved: |
| - CO Annual Progress Report for Sida 2007  
- Adolescent survey |
- Developing the young people’s report about child rights in Jordan
- Life skills programme
- Vocational achievement
- Adolescent and Youth Friendly Centres
- School parliament
- Parents & Teachers Assembly
- National accreditation program for healthy schools
- Link schools with UK
- Scientific excellence for girls’ camp
- Engaz (achievement initiative)
- Youth initiatives
- Legacy project & movie production
- Interactive theatre
- How to tackle drug addictions
- Traffic awareness
- UNECISO Programme

| Are the media or national partners including adolescents/youth in the development of related programming and communications? | Documentaries produced completely by adolescents at PBYRC were shown to journalists at an Arab Media Forum. Issues addressed in documentaries included: school dropouts, child labour, gender roles and quality of education. | - Adult survey
- Implementing partner interviews

| Increased or different coverage of youth and adolescent issues in the media | - Adolescents’ concerns and issues being addressed on radio, TV, and in magazines.
- Changes in school governance structures promoted through the media by the Ministry of Education. | - CO Annual Progress Report for Sida 2007
- Implementing partner interviews

| Are adolescents being given a platform in which to voice their concerns, priorities, and ideas in national policy and other relevant fora? If so, is adolescents’ input being incorporated into national and community policy? (i.e. Are their concerns, priorities and recommendations, actually being acted upon?) | - Adolescent Reference Group established at the National Council for Family Affairs to contribute to the development and review of national policies that impact adolescents’ lives.
- Children’s Municipal Committees enable children to participate in decision-making in Amman. CMC conducted a needs assessment, and designed projects based on identified needs. Project implementation was supported by the Municipality, with some support from UNICEF.
- Ministry of Education established new policy that empowers student councils to participate in the development of school disciplinary policies and provide feedback on school development plans. | - MENARO Progress Report for 2010
- CO Annual Progress Report for Sida 2007
- CO Annual Progress Report for Sida 2008
- Implementing partner interviews

| Have new partnerships or alliances formed that focus on adolescent participation? | - Greater Municipality of Amman
- Schools
- AFCs
- Higher Council for Youth
- National Council for Family Affairs
- Implementing partner interviews
- UNICEF staff interviews

| Have national | - Ministry of Education | - CO Annual Progress |
| **partners agreed to contribute to the funding of programming and policy development that includes a significant participation component for adolescents/youth?** | - Princess Basma Youth Resource Centre | Report for Sida 2008 |
| **Have any of the national partners changed their programme and policy development processes to ensure that they incorporate a youth participation component and are based on the results of the situational analyses of adolescents in that particular country?** | - Greater Municipality of Amman  
- National Council for Family Affairs  
- Ministry of Education  
- Princess Basma Youth Resource Centre | - CO Annual Progress Report for Sida 2008  
- CO Annual Progress Report for Sida 2007  
- Implementing partner interviews |
| **Kinds of new activities adolescents and youth engage in to exercise their rights where they are living** | - Electing Child Municipal Committee members  
- Participatory situation analysis conducted by CMC  
- Participation in AFC programmes  
- Student councils  
- Environmental initiatives  
- Art and media production  
- CO Annual Progress Report for Sida 2007  
- Adolescent survey |
| **Increased integration of positive adolescent development approaches in UNICEF and partner programming** | - More democratic pedagogical approaches introduced and teachers have become more respectful of students’ views.  
- Life skills training introduced into school curricula.  
- Establishment of Community Development Centres as AFCs in terms of staff, programme, infrastructure, access and safety.  
- Involvement of adolescents in contributing to policy and programme development and evaluation and decision-making in a number of key youth serving NGOs and governmental bodies.  
- Adolescents and youth are involved in programme design, implementation, and monitoring and are engaged as resource people for programmes.  
- Ministry of Education working with students, parents and teachers to improve environmental and educational conditions in schools and in the community.  
- Ministry of Education working towards preparing students to become new generation of leaders who can take responsibility, communicate effectively, plan and manage different situations.  
- Ministry of Education working to reinforce in students a spirit of belonging towards their country and promote values of tolerance and coexistence.  
- UNICEF’s work in initiating and implementing programme activities in collaboration with governmental and non-governmental partners promoted consistent application of positive adolescent development approaches and methodologies. | - CO Annual Progress Report for Sida 2008  
- CO Annual Progress Report for Sida 2007  
- Implementing partner interviews  
UNICEF staff interviews  
Adolescent survey |
Other (please list)

Other ways in which adolescents’ rights are being realized

- Improved access to basic services by programme participants.
- Improved safety in their families and communities.
- Ministry of Education and AFCs plan for gender parity in policy development and programme participation, including trainings and adolescent leadership.
- Trainings may be sex segregated. If integrated, provisions are made to ensure that the girls feel comfortable.
- Increased application of protection, participation and non-discrimination as core principles by youth workers at AFCs.
- School councils and PTAs established in all schools, including in the poorest neighbourhoods. Students with disabilities and immigrant students have opportunity to participate in school councils. (No targeted programming or accommodations for realization of this right.)
- Norway funding work with adolescents in Palestinian refugee camps, similar to work being done in schools.
- Increased social skills and opportunities to interact with other young people, including networking and building alliances.

Other: Adoption of Healthier Lifestyles

- Improved eating habits, fitness level, and hygiene.

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<th>Knowledge</th>
<th>Indicator/variable status</th>
<th>Source</th>
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| Learned new knowledge that allowed them to take advantage of new opportunities generated by program | - UNICEF Lebanon supported the review of the youth profile in partnership with UNESCO, the UN Youth Task Force & Legal research institutions while the final version was finalized in 2009 (currently being published).
- UNICEF Lebanon worked on the feasibility and the relevance of a Youth, Employment and Migration survey to better understand these issues.
- More than 83% of the adolescents respondents on the on-line survey reported that they learned new things, have more skills and gained more experience.
- Also, training and awareness sessions to raise awareness among juvenile delinquents about youth rights and the new law # 422 that allows youth engaging in anti-law activities the right to perform civic tasks in public services institutions (including developmental NGOs) as opposed to being sent to prison. | - MENARO progress report of the adolescents' program-2009.
- Online adolescents survey results.
- Phone interview with Ms Charlotte the Project coordinator of one of the implementing partner - Social Movement |
- Participants had the opportunity to gain some skills that strengthened their self-confidence, and increased their knowledge on the harmful effects of drug addiction and smoking; and how to deal with others in a proper manner. They also learned how to work as volunteers.
- The last 2 points are valid for the Social Movement Association partner, as explained above.
- Also, UNICEF organized a red ribbon event to mark World AIDS Day as part of the awareness programme.
- the UN joint KABP study on HIV/AIDS/SRH and risky behavior among youth that provided updated knowledge on the habits adopted by the young people in Lebanon.

Stakeholders’ knowledge/awareness of the programme and related activities
- The stakeholders were aware about the programme related activities/interventions. During the phone-interviews, they were able to articulate key programme related activities, and whether those were carried out on the personal, family, community or institutional level. Also, this was valid for those who filled out the on-line survey as well. The key programme related interventions/activities they highlighted are as follow:
  - SAWTUNA (Our Voice) programme component.
  - Youth Forum on National Youth policies.
  - Against my will project- Protection of youth from dating violence.
  - Prevention and education at Citizenship Lebanon.

Stakeholders’ knowledge and understanding of youth/child rights?
- The majority of respondents of adolescents and adults in the on-line survey understood the meaning of key youth/child rights, particularly the right to be heard, the right to freedom of expression and the right to freedom of association.

Stakeholder’s understanding of the link between understanding the youth rights and their empowerment
- The results of the survey revealed a strong positive correlation between stakeholders’ understanding of youth rights and their empowerment. “They became more empowered because they could be more helpful about their future and have high level of self-esteem and better communication skills” - Comment of an adult on adolescent participants in the programme.

Stakeholder understanding of the link between adolescent participation and effective adolescent policy development
- UNICEF Lebanon in cooperation with the Ministry of Justice continued to support the "Alternative measures to detention" project with the purpose of promoting safe environments for adolescents aiming at ensuring youth participation in community organizations and enhancing their civic engagement.
- Also, UNICEF, UNESCO, Civil society, young people and the UN Youth Task Force in Lebanon, in partnership with the Ministry of Youth and Sport and the Prime Minister’s office, organized consensus building workshops, gathering feedback and building consensus on the National Youth Policy.

Acquisition of life skills that allow to do things such as being able to engage in open dialogue with their peers (or other life skills)
- The life skills component was one of the important skills adolescents gained during the project in Lebanon.
- Also, about 80% of the adults who filled out the survey reported that adolescents feel better about how they deal with the different aspects of their lives.
- 100% of the adolescents respondents reported that they have new friends and are able to engage in a constructive dialogue with them.
- On the other hand, 100% of the adults reported that the voices of youth were more heard and that their decisions were more respected by adults in their families. “I’m very happy now because my

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<td>SMA s</td>
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<td>- Prevention and education at Citizenship Lebanon.</td>
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<td></td>
<td>- Phone interview with the implementing partners: Youth forum for awareness &amp; the developmental services center.</td>
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<td>- Phone interviews with 2 of the youth participated in the project- SMA partner..</td>
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| Stakeholders’ knowledge and understanding of youth/child rights? | - The majority of respondents of adolescents and adults in the on-line survey understood the meaning of key youth/child rights, particularly the right to be heard, the right to freedom of expression and the right to freedom of association. |
| Online adolescents survey results. |

| Stakeholder’s understanding of the link between understanding the youth rights and their empowerment | - The results of the survey revealed a strong positive correlation between stakeholders’ understanding of youth rights and their empowerment. “They became more empowered because they could be more helpful about their future and have high level of self-esteem and better communication skills” - Comment of an adult on adolescent participants in the programme. |
| Online adolescents survey results. | - Phone interviews with 2 of the youth participated in the project- SMA partner |

| Stakeholder understanding of the link between adolescent participation and effective adolescent policy development | - UNICEF Lebanon in cooperation with the Ministry of Justice continued to support the "Alternative measures to detention" project with the purpose of promoting safe environments for adolescents aiming at ensuring youth participation in community organizations and enhancing their civic engagement. |

| Acquisition of life skills that allow to do things such as being able to engage in open dialogue with their peers (or other life skills) | - The life skills component was one of the important skills adolescents gained during the project in Lebanon. |
| - Annual progress report for SIDA, 2010-UNICEF Lebanon. | - Online adolescents survey results. |
| - Phone interviews with 2 of the youth participated in the project- SMA |

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53 SMA stands for one of the implemented partners interviewed over phone called" Social Movement Association
relationship with my father is much better. We talk a lot and discuss matters in a constructive way. If only I had realized before that negative attitudes never work, I never would have done this," as stated by an adolescent.
- The Sawtuna media project assisted with the acquisition of these skills in Lebanon.
- The role of youth in achieving social change was one of the issues discussed in all training/awareness sessions. This was evidenced by youth engaging in different community activities through the Social Movement Association: "I asked the organization to allow me to work as a volunteer after spending the public service hours determined by the judge." As commented by one adolescent.

<table>
<thead>
<tr>
<th>Kind of training offered through the programme and which of these participants found most useful</th>
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<tbody>
<tr>
<td>- Communication skills, life skills, time-management, and filmmaking were key trainings offered to adolescents during the project in Lebanon.</td>
</tr>
<tr>
<td>- The role of youth in achieving social change was one of the issues discussed in all training/awareness sessions. This was evidenced by youth engaging in different community activities through the Social Movement Association: &quot;I asked the organization to allow me to work as a volunteer after spending the public service hours determined by the judge.&quot; As commented by one adolescent.</td>
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<th>Stakeholder understanding of the link between adolescent participation and community development</th>
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<tbody>
<tr>
<td>- Stakeholders’ understanding on the meaning of participation and the role it plays in community development is fair. Youth engaged in different community development activities as part of the public service hours they had to spend.</td>
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<tr>
<th>Attitudes – Lebanon</th>
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<tr>
<td>Adolescent/youth perspective on male/female youth rights</td>
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<tr>
<td>- The project gave special attention to gender equality issues during the life of the project and this was evidenced in the following activities:</td>
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<tr>
<td>- Developmental services centre: The Social Movement Association’s plan to establish a volunteering club for male youth during the day and for female youth at night so that both male and female youth have the opportunity to be involved in different activities.</td>
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<tr>
<td>- The inclusion of consultations with adolescents and youth in the planning and development of National Youth Policy demonstrated a shift in attitudes towards a positive view of adolescent/youth participation.</td>
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<td>- All services and programs provided through the centres are offered to the entire family without any discrimination.</td>
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<td>- One of the issues addressed during the awareness sessions was gender equality among family members.</td>
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<tr>
<td>- Project partners gave special attention to human rights that consider the equality on all levels.</td>
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<tr>
<td>- However, most of the target groups and beneficiaries under the Social Movement Association were males as this is the main group in conflict with the law.</td>
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<tr>
<th>Adolescent/youth involvement in programme activities as volunteers and why they joined this activity</th>
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<tr>
<td>- The level and concept of being a volunteer has been promoted during the life of the project. Some of the participants in the project asked to work as volunteers (with no salary) in the NGO or youth centers. This is because they felt that they are nothing in the community. Some have been involved since 2005.</td>
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<tr>
<td>- Also, 100% of the adults’ respondents in the survey reported that adolescents are participating more in community and civic affairs as a result of their participation in project activities.</td>
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<tr>
<th>How their volunteerism and/or advocacy has affected their attitudes towards self and community</th>
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<tr>
<td>- 100% of adult and adolescent respondents reported in the survey that youth became more engaged and accepted to work as volunteers by being engaged in different community activities and in the Sawtuna media project.</td>
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<td>- This allowed them to gain and acquire various skills that strengthened their self-esteem and sense of belonging within the community.</td>
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<th>Adolescent/youth views</th>
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<tr>
<td>Please refer to the 1st variable under the Attitude section.</td>
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<th>Same reference source</th>
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</table>
| Changes in family relations | - Through the trainings offered, adolescents were able to learn how to open a constructive dialogue with their parents. Most of the adolescents reported that their relation with their parents had improved. "I'm very happy now because my relationship with my father is much better. We talk a lot and discuss matters in a constructive way. If only I had realized earlier that negative attitudes never work, I would have never done this." Adolescent respondent.  
- Some of the field visits were organized to bridge the gap between adolescents and their parents; and agree on how to cooperate and work together to modify the behaviors of adolescents in the future.  
- The Sawtuna youth and their families noted improved relationships within their families and those of the families reached by the TV programme. | Phone interviews with 2 of the adolescents participated in the project.  
Online adolescents survey results.  
Phone interview with the project coordinator of the SMA partner. |
| Adult views in community on child rights | - 100% of the adult respondents in the survey reported that they understand youth/child rights better. They think that adolescents are more aware and responsive to the key 4 rights (Right to protection, right to be heard, right to freedom of expression and right to freedom of association). | Online adolescents survey results. |
| Recognition of adolescents as valuable partners in national and/or community policy development | UNICEF and UN Youth Task Force, in partnership with the Ministry of Youth and Sport organized a youth consensus meetings involving 100 youth representatives from various youth NGOs, universities and political parties. In this workshop, 9 thematic youth groups provided ideas and insights on 9 pertinent themes important to adolescents and young people in Lebanon, such as youth & culture, education, environment, health, labor, political participation, security, social participation, and sports. In the end, action plans were designed by the adolescent participants (as indication of the recognition of their valuable role as partners) to address their issues in collaboration with relevant ministries and the parliament.  
- There was a recognition that adolescents could make a positive and solid contribution to media programming. | MENARO progress report of the adolescents' program-2009.  
Phone interview with the project coordinator of the SMA partner. |
| Practices - Lebanon | - Adolescents & adults received training that enabled them to improve their relation with their families, communities and peers.  
- Survey results and the quotes captured from some of those were interviewed show how adolescents became more empowered to deal with confrontation with their families and communities. "I started to fight one day with my father. I said to myself that it was impossible to communicate with my father. I wanted to get back at him by destroying the school to embarrass him. But after participating in some of the awareness sessions I completely changed and chose to engage in a respectable way with my father." Said B.Sh.19 years old. | Phone interviews with 2 of the adolescents participated in the project.  
Online adolescents survey results. |
| Can they speak in public about issues of importance to themselves and/or their communities | - Limited data to assess this indicator but there were other relative questions in the surveys show an improvement in the realization of the right of freedom to expression about their views. "The program allowed us to express our opinion on matters that are dear to our hearts" - Group of adolescent survey respondents. | Phone interviews with 2 of the adolescents participated in the project.  
Online adolescents survey results. |
| Participant involvement in any community related activities and why | - 100% of the adult & adolescents respondents of the survey indicated that youth became more engaged and accepted to work as a volunteer by being engaged in different community activities.  
- This allowed them to gain and acquire various skills that strengthened | Phone interviews with 2 of the adolescents participated in the project. |
<table>
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<tr>
<th>Question</th>
<th>Response</th>
<th>Source/Method</th>
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<tr>
<td>Are the media or national partners including adolescents/youth in the development of related programming and communications?</td>
<td>- For sharing purposes of the successful experiences of youth participation and empowerment in Lebanon with the international community, UNICEF Lebanon contributed to the State of the World's Children report of 2011 with a human interest story of the media component in the programme namely &quot;SAWTUNA - Our Voice&quot;. This was a weekly television program that brought together young people from various socio-economic and religious backgrounds from across the country to voice out the needs and issues they face on a daily basis.</td>
<td>Phone interviews with the project coordinator of the SMA partner.</td>
</tr>
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</table>
| Increased or different coverage of youth and adolescent issues in the media | - Please refer to the response on the above variable/indicator.  
- However, some of the adolescent survey respondent indicated according to their view there were some adults (UNICEF staff and non-UNICEF staff) who mismanaged the TV programme. They commented "We need to change the people who presented programmes at the LBC (Lebanese Broadcasting Corporation)." | Online adolescents survey results. |
| Are adolescents being given a platform in which to voice their concerns, priorities, and ideas in national policy and other relevant for a? If so, is adolescents' input being incorporated into national and community policy? | - UNICEF, UNESCO and the UN Youth Task Force in Lebanon, in partnership with the Ministry of Youth and Sport, organized more than 10 consensus building workshops for gathering feedback and building consensus on the National Youth Policy.  
- UNICEF and UN Youth Task Force, in partnership with the Ministry of Youth and Sport organized a youth workshop involving 100 youth representatives from various youth NGOs, universities and political parties. In this workshop, 9 thematic youth groups provided ideas and insights on 9 pertinent themes important to adolescents and young people in Lebanon, such as youth & culture, education, environment, health, labor, political participation, security, social participation, and sports. By the end, action plans were designed by adolescents (as indication to the recognition of their valuable role as partners) to address their issues in collaboration with relevant ministries and parliament. | MENARO progress report of the adolescents' program-2009. |
| Have new partnerships or alliances formed that focus on adolescent participation? | - Partnership/alliances in the project in Lebanon focused on adolescents participation through:  
- Collaboration with UNFPA, WHO and MOPH\(^{54}\) to address the Knowledge, Attitude, Behavior and Practice on HIV/AIDS.  
- Collaboration with Masar (coalition of Youth NGOs), UNFPA, ILO, UNDP and UNESCO for the development of the national Youth Policy.  
- Ministry of Youth and Sports and a number of ministries.  
- Prime Minister's office.  
- Ministry of Justice.  
- Other possible collaboration with ILO\(^{55}\). | MENARO progress report of the adolescents' program-2009. |
| Have national partners agreed to contribute to the funding of programming and policy development that includes a significant participation component for | Actually, there was very limited information to cover this variable. However, most of those interviewed commented on the need to extend the funding received from UNICEF/SIDA to sustain the project until other funding mechanisms on the ground are found. The latter is tackled through the establishment of a Higher Youth Commission within the Council of Ministers that will encompass a budget for the implementation of the NYP action plan. | Phone interview with the project coordinator of the SMA partner. |

\(^{54}\) MOPH stands for the Ministry of Population and Health  
\(^{55}\) ILO stands For the International Labor Organization.
adolescents/youth?

<table>
<thead>
<tr>
<th>Have any of the national partners changed their programme and policy development processes to ensure that they incorporate a youth participation component and are based on the results of the situational analyses of adolescents in that particular country?</th>
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<tbody>
<tr>
<td>- Refer to the 2nd paragraph against variable/indicator# 6 as mentioned above.</td>
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<td>Same reference source</td>
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<thead>
<tr>
<th>Kinds of new activities adolescents youth engage in to exercise their rights where they are living</th>
</tr>
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</table>
| - Youth Forum.  
- Youth-friendly spaces  
- SAWTNA- Our voice programme |
| Annual progress report for SIDA, 2010-UNICEF Lebanon. |

<table>
<thead>
<tr>
<th>Increased integration of positive adolescent development approaches in UNICEF and partner programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection programme in UNICEF Lebanon started to look at the status of marginalized groups. Same applies to the youth programme. Children with disabilities programme were one of the interventions/institutions where youth in conflict with the law spend public service hours.</td>
</tr>
</tbody>
</table>
| MENARO progress report of the adolescents’ program-2009.  
Phone interview with the manager of the Children with Disabilities forum (one of the CO-Partners with the MSA) |

### KAP Analysis Tracking Chart: Morocco

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Indicator</th>
<th>Source</th>
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</thead>
</table>
| Learned new knowledge that allowed them to take advantage of new opportunities generated by program | - Young people conducted a survey on the perception of their own participation in 4 sites representing urban, rural and suburban communes.  
- Youth received training on public consultations.  
- Workshop on children’s rights and how to develop projects: this helped them to develop action plans based on their improved understanding of rights. | - Morocco Annual Progress Report for Sida 2007  
- UNICEF Staff and Implementing Partners interviews  
- Focus Group Discussions |

| Stakeholders’ knowledge/awareness of the programme and related activities | - All the adults and a majority of the adolescents interviewed during the evaluation mission shared their knowledge of the programme, especially of the Child/Youth Friendly Commune or CAEJ project.  
- On the other hand, some adolescents were unaware of the CAEJ project in its entirety or were only aware of a small sub-component, such as the elections held for the Child/Youth Commune Councils. | - Evaluation mission 2011 interviews,  
- FGDs  
- Most Significant Change (MSC) Stories |

| Stakeholders’ knowledge and understanding of youth/child rights? | - Interviewed adults who are involved in overseeing or managing the CAEJ project in one way or another expressed that they are more aware of youth/child rights.  
- Adolescents who were interviewed also expressed to have a better understanding of their own rights.  
- Parents were not interviewed in the Morocco evaluation mission, but some government officials expressed that | Evaluation mission 2011: interviews with UNICEF staff, Implementing Partners, FGDs, MSC stories |
- The participation approach of surveyed youth was essentially informed by their knowledge of rights. Their sense of duty was weak, except with regard to participation in the family institution.

**Acquisition of life skills that allow to do things such as being able to engage in open dialogue with their peers (or other life skills)**

- Youth teams trained on techniques of public consultation, mediation and conflict resolution. Training held in 4 sites and roundtables scheduled for 2008.
- Engage with adult councils on developing plan of actions.
- Youth get involved in election related activities.

**Kind of training offered through the programme and which of these participants found most useful**

- 26 National level trainers on child participation kit (adapted to the Moroccan context).
- First forum on the participation of children and youth organized in Rabat’s Scout Centre, gathering 60 young people and associations and 30 representatives of national committees of UNICEF visiting youth (2005/06).
- Audio-visual media training – specifically in video, podcast production techniques (including blogging) organized for 80 students from school youth clubs.

**Stakeholder understanding of the link between adolescent participation and community development**

- Most of the adolescents and adults who were interviewed or wrote down their most significant change story clearly understood the link between youth participation and community development. The adults said that youth participation opened up the community’s perception on youth and accommodated the needs and capacities of young people.
- Adolescents felt that it is through their participation in the local commune governance structure that has enabled them understand and get involved in local community development.

**Stakeholder understanding of the link between adolescent participation and effective adolescent policy development**

- UNICEF and UNFPA staff, as well as Ministry of Youth and Sports staff who are directly involved with the national youth strategy development spoke to the link between adolescent participation and adolescent policy development. The understanding (and practice) of this link is present, but it is unclear to what extent it will render the youth policy effective in the long run. The national youth policy has been informed by adolescents and youth who were given the opportunity to express their needs and aspirations.

**Attitudes – Morocco**

- Children and adolescents who were interviewed did not see any difference between girls and boys when it came to participation.

**Adolescent/youth involvement in programme activities as volunteers and why they joined this activity**

- Adolescents who were involved in the programme activities mentioned there was little knowledge on children’s rights. According to them, adults seemed to know less about children’s rights. So, young people joined programme activities to “move things forward”. They added that it is an “unhoped for opportunity”, as we don’t feel represented by elected adults”.

**How their volunteerism has affected their attitudes towards self and community**

- 2007 Survey brought out that participation mechanisms have a link to an accountability-centered culture.
- Young representatives are serious about their role. They firmly intend to be heard and are committed to helping improve...
### Practices – Morocco

<table>
<thead>
<tr>
<th>Condition for adolescents and youth.</th>
<th>CAEJ</th>
<th>How their volunteerism has affected adult attitudes in community of this age group</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Adults found adolescents and youth to be ambitious and conscious of their rights. They said that they now understand their rights and their needs. They respect young people’s opinions thanks to youth participation. Before that, the commune was not interested in youth issues. Now, the adults see a difference in the youth, who show more involvement in local development issues. Adults found their experience with young people refreshing as youth were not corrupt.</td>
<td>- Evaluation mission 2011: FGDs and MSC Stories</td>
<td></td>
</tr>
</tbody>
</table>

### Adolescent/youth views on gender issues and gender relations

- Participation mechanisms ignore gender considerations. Gender mainstreaming recommended in one of the commune pilot projects as a way to ensure greater equality and fairness in terms of access and representation.
- A dissemination workshop of survey results highlighted the need to integrate gender analysis into research methodologies.

### Adult views in community on child rights

One adult with a position in the commune council stated that “I now know of the rights of children that I never knew to exist before. When I was younger, I did not know that young people had the right to participate.”

### Recognition of adolescents as valuable partners in national and/or community policy development

Adolescents are perceived as the future of the commune, and of the country as well.

### Can they speak in public about issues of importance to themselves and/or their communities?

- The National Youth Conference in 2011 provides evidence that young people are capable of speaking in public about issues that are of concern to them. In fact, youth at the conference not only spoke out, but also did so in a confrontational way that expressed the urgency of their situation, prompting the government to sign 10 agreements focused on youth services.

### Participant involvement in any community related activities and why?

-A participatory research on the situation of children and young people in line with Innocenti’s procedure involved all commune stakeholders, including children and adolescents. Adult and adolescent participants spoke of the research as a way that enabled them to participate in learning more about each other and their community.

### Are the media or national partners including adolescents/youth in the development of related programming and communications?

- Partnership with media reinforced in 2008/09 with at least 2 TV and 4 Radio channels mobilized to celebrate the International Day of Broadcasting (ICDB). The theme was “Tune in to Kids”. The ICDB provided a great opportunity to strengthen partnership with media and engage them to offer more space for youth participation. National partners (Ministry of Youth/Sports and Ministry of Interior’s DGCL) include youth in programming as follows:
  - Young people involved in the process to develop an integrated national multi-sector youth strategy.
  - Under the tutelage of DGCL, adolescents are also given the opportunity to be part of volunteer communes friendly to children/youth, as well as play different parts (eg. elections) in commune councils of children/youth.

### Increased or different coverage of youth and adolescent issues in media

As above. 2 TV and 4 Radio channels included a youth theme to the International Day of Broadcasting.
| Is adolescents’ input being incorporated into national and community policy? (Are their concerns, priorities and recommendations actually being acted upon?) | - Efforts were made by the government and UNICEF and other partners to ensure the opinions and needs of youth (as expressed by them) were included in the national strategy. UNICEF provided technical advice to MoYS, and participated in and supported the organization of 8 consultative forums targeting 4,500 young people from different backgrounds. Since the strategy is yet to be finalized, no conclusion can be made at this point that the recommendations of adolescents are actually being acted upon. | - Evaluation mission 2011: interviews with UNICEF staff and implementing partners - Morocco Annual Progress Report for Sida 2010 |
| Have new partnerships or alliances formed that focus on adolescent participation? | - New partnerships with MoYS, DGCL, and UNFPA. - New partnerships between the Government of Morocco and youth (10 agreements signed at the end of the National Conference on Youth in 2011 – but not funded by Sida). | - Evaluation Mission 2011 interviews with UNICEF staff, implementing partners |
| Have national partners agreed to contribute to the funding of programming and policy development that includes a significant participation component for adolescents/youth? | - National partners and the Government of Morocco are expected to take the lead in funding the implementation of national youth strategy. | - Evaluation Mission 2011 interviews with UNICEF staff and implementing partners |
| Have any of the national partners changed their programme and policy development processes to ensure that they incorporate a youth participation component and are based on the results of the situational analyses of adolescents in that particular country? | - The Government of Morocco (GoM) and its various ministries have been working on developing a national youth policy that is multi-sectoral and one that integrates various ministries. This process has involved youth participation. - Feasibility studies in five participating communes, as well as a participatory research have motivated communes (who are the local partners for the CAEJ project) to change their programme to be more open to children/adolescents’ needs and capacities. | - Evaluation mission 2011 interviews with UNICEF Staff and Implementing partners - Morocco Annual Progress Report 2010 |
| Kinds of new activities adolescents/youth engage in exercising their rights where they are living | - Workshops on strategic planning - Concluding research/surveys - Participate in International Year of the Youth - Can list their rights (right to education, leisure, citizenship, etc.) - Develop action plans (elected adolescent officials) | - Morocco Annual Progress Report for Sida 2006, 2007, 2010 |
| Increased integration of positive adolescent development approaches in UNICEF & partner programming | - UNICEF has integrated youth participation in its 2012-2016 Country Programme in the form of expanding the “Child and Youth Friendly Cities” initiative. Such an expansion is envisioned with partnership with local authorities and communes. | Morocco Annual Progress Report for Sida 2010 |

**KAP Analysis Tracking Chart: oPt**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Indicator</th>
<th>Source</th>
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<tbody>
<tr>
<td>Learned new knowledge that allowed them to take advantage of new opportunities generated by programme</td>
<td>- UNICEF and programme partners engaged in capacity building activities for adolescents and young people based on identified needs. Objective was to develop confidence, self-esteem, and communication, problem-solving and decision-making skills. Adolescent and youth trainings included: youth participation, peer education, research methodologies, human and civil rights, media and advocacy, team-building, and management skills.</td>
<td>- MENARO Progress Report for 2010 - oPT CO Annual Progress Report for Sida 2010 - MENARO Progress Report for 2009 for Sida - oPT CO Annual</td>
</tr>
<tr>
<td>Stakeholders’ knowledge/awareness of the programme and related activities</td>
<td>Stakeholders’ knowledge and understanding of youth/child rights</td>
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<tr>
<td>- Mapping of 323 adolescent and youth friendly centres and services. Database developed and administered by the Ministry of Youth and Sports. Knowledge generated informs development of policy and programming. Capacity building of MoYS staff to support effective use of database and promote understanding of adolescents’ and youth’s needs.</td>
<td>- Trainings provided by UNICEF and partners to young people, youth organizations, government and NGOs.</td>
<td></td>
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<tr>
<td>- Capacity building for adolescents and youth, government and NGO partners to enable formulation of National Youth Policy and its adoption and implementation. 80% of involved MoYS staff and media committee members are able to implement acquired skills (oPt Annual Progress Report for Sida 2008).</td>
<td>- NYP awareness campaign conducted by adolescents and youth.</td>
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<tr>
<td>- Youth (18-24 years old) trained as facilitators for development of adolescents’ life skills including meaningful participation.</td>
<td>- Right to Play campaign in which Right to Play, UNICEF and other stakeholders advocated for increased ability of children and adolescents to exercise their rights.</td>
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<tr>
<td>- Regional workshop for youth representatives, UNICEF staff, and NGO and government partners on knowledge management and adolescent participation. Opportunity for capacity building, networking, and to share lessons learned and best practices.</td>
<td>- National campaign on safe learning environments, in partnership with Al Nayzak.</td>
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<tr>
<td>- Adolescents and youth raised awareness about the National Youth Policy among young people, youth organizations, youth serving NGOs and the community at large through production and distribution of brochures and establishment of a website. 0% of population exposed to NYP campaign (oPt CO Annual Progress Report for Sida 2008).</td>
<td>- Identification of need to provide programmes for adolescents and youth with disabilities in national strategy.</td>
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<td>- Peer-to-peer workshops given by youth on young people’s participation.</td>
<td>- - oPt CO Annual Progress Report for Sida 2008</td>
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<tr>
<td>- Networking and collaboration between young people and other stakeholders increased.</td>
<td>- - oPt CO Annual Progress Report for Sida 2007</td>
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<tr>
<td>- Participation of adolescents, parents, school administrators and government officials in peer support sessions where issues of importance to adolescents were discussed.</td>
<td>- - MENARO Annual Progress Report for Sida 2006</td>
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<tr>
<td>- Ali Sotak, youth produced weekly TV programme, has helped to raise awareness among stakeholders and community of NYP and other issues of importance to adolescents and youth National steering committee established with representation from a variety of government ministries (Youth and Sports, Education and Higher Education, Women’s Affairs, Social Affairs, and Local Governance), leading youth organizations and UN organizations (UNICEF, UNDP, UNFPA). 3,000 adolescents and youths throughout the territories participated in workshops to identify and discuss key priority issues.</td>
<td>- - oPT CO Annual Progress Report for Sida 2006</td>
<td></td>
</tr>
<tr>
<td>- 3,000 adolescents and youths throughout the territories participated in workshops to identify and discuss key priority issues.</td>
<td>- - MENARO Annual Progress Report for Sida 2007</td>
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<tr>
<td>- Media campaign to promote National Youth Strategy.</td>
<td>- Key informant interviews</td>
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</table>

Stakeholders’ knowledge and understanding of youth/child rights

- Trainings provided by UNICEF and partners to young people, youth organizations, government and NGOs.
- NYP awareness campaign conducted by adolescents and youth.
- Right to Play campaign in which Right to Play, UNICEF and other stakeholders advocated for increased ability of children and adolescents to exercise their rights.
- National campaign on safe learning environments, in partnership with Al Nayzak.
- Identification of need to provide programmes for adolescents and youth with disabilities in national strategy.
### Stakeholder understanding of the link between understanding adolescents’ and youth’s rights and their empowerment

- By inviting youth participation in the process of formulating the National Youth Policy, young people became empowered to raise awareness of the policy and advocate for its adoption and implementation.
- National Youth Strategy’s Vision for Youth explicitly makes this linkage: “an empowered, participating and responsible youth that has diverse and equal opportunities for a balanced development and growth.” (p.27)
- Increased recognition by NGOs of empowering impact of young people’s participation, especially when they are given leadership roles.

### Stakeholder understanding of the link between adolescent participation and effective adolescent policy development

- Evident from extensive consultation of adolescents in development of National Youth Policy and National Youth Strategy.
- Successful collaboration has contributed to institutionalization of participatory practices.

### Acquisition of life skills that allow to do things such as being able to engage in open dialogue with their peers (or other life skills)

- UNICEF and its partners undertook capacity building for adolescents and youth on a variety of life skills including communication skills, interpersonal skills, team building, problem-solving and advocacy.
- Youth ran peer-to-peer workshops on young people’s participation.

### Stakeholder understanding of the link between adolescent participation and community development

- Involvement of youth in development of NYP and National Youth Strategy.
- Capacity building of adolescents’ and youth.
- Support provided for Adolescent and Youth Friendly Centres by a variety of stakeholders.
- Establishment of youth sector working group.
- Support provided for adolescent and youth awareness campaigns and peer education.

### Attitudes – oPt

| How their volunteerism and/or advocacy has affected their attitudes towards self and community | - Renewed sense of hope.  
- Increased sense of efficacy.  
- Increased self confidence.  
- Became more social.  
- Less focus on self and more concern for others’ well-being.  
- Developed more pro-social behaviour.  
- Greater ambition and persistence.  
- Role as resource people increased participants’ sense of ownership for the programme.  
- Participants experienced positive changes in role and relationship with community. | Desk review by Kartini consultant  
Focus groups |
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<tbody>
<tr>
<td>How their volunteerism and/or advocacy has affected adult attitudes in</td>
<td>- Adolescents and youth are more respected, viewed as more competent, valued more highly, and their ability to effect positive change is more widely understood. They are viewed</td>
<td>- oPT CO Annual Progress Report for Sida 2006, 2007</td>
</tr>
<tr>
<td>Community re: this age group</td>
<td>As positive assets to their communities and society.</td>
<td>MENARO Progress Report for 2009 for Sida - Key informant interviews</td>
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</table>
| Adolescent/youth views on gender issues and gender relations | - Girls’ participation, early marriage and domestic violence were issues raised by adolescents during peer support sessions.  
- Some male participants developed increased respect for females. | MENARO Annual Progress Report for Sida 2007 - Focus groups |
| Changes in family relations | Participants experienced positive changes in relationships with other family members. | Focus groups |
| Adult views in community on child rights | Broader acceptance of girls’ participation in youth clubs and Adolescent Friendly Learning Centres, including their positions on Management Committees. | Key informant interviews |
| Recognition of adolescents as valuable partners in national and/or community policy development | - Adolescents and youth involved in development and advocacy for implementation of National Youth Policy and in development of National Youth Strategy.  
- Recognition by government, NGOs and community based organizations that adolescents and youth have knowledge and skills that can make a significant difference in effective policy development and programme service and delivery. | MENARO Annual Progress Reports for Sida 2006 and 2009 - oPT CO Annual Progress Reports for Sida 2006 and 2007 - Implementing partner interviews |

**Practices - oPT**

| Do participants feel able to deal with confrontation with their families, community members or their peers if they hold different opinions? | Participants addressed controversial issues in peer support sessions and TV shows. | oPT CO Annual Progress Report for Sida 2007 |
| Can they speak in public about issues of importance to themselves and/or their communities? | - Youth facilitators engaged 3,000 adolescents in peer support sessions in 15 districts in the Gaza Strip and the West Bank. Adolescents discussed issues they are facing in their communities, including domestic violence, problems caused by strong kinships, drug abuse, literacy, school drop outs, girls’ participation, early marriage, water and sanitation. Parents, school administrators and government officials participated in the sessions.  
- Programme participants have presented issues of importance to them at community presentations and conferences, to committees, and on television.  
- Adolescent researchers in the al Nayzak programme participate in on-line forums and exhibitions which showcase their research. | OPT CO Annual Progress Report for Sida 2007 - MENARO Progress Report for 2009 for Sida - Key informant interviews |
| Are the media or national partners including adolescents/youth in the development of related programming and communications? | - Adolescents developed 16 TV episodes, based on some of the themes identified in the peer support workshops, which were broadcast on the Palestinian Broadcasting Channel. Helped to break cultural and political taboos about discussing issues such as domestic violence, fighting within clans, quality of education contributing to school drop-outs, child labour, drug abuse and HIV/AIDS. | OPT CO Annual Progress Report for Sida 2007 - Desk review by Kartini consultant - Key informant interviews |
- Six issues of the youth newspaper *Youth Times* were prepared by Youth 4 Change participants to present their work on issues relevant to adolescents, and their families and communities.

### Increased or different coverage of youth and adolescent issues in the media
- Weekly broadcast of *Ali Sotak (Raise Your Voice)* TV shows developed by adolescents about issues important to them which are watched by over 300,000 viewers. Initiated by partner organization PYALAR with support from UNICEF.

### Are adolescents being given a platform in which to voice their concerns, priorities, and ideas in national policy and other relevant for a?
- Adolescents and young people were consulted and involved in the formulation of the National Youth Policy. Areas of focus were developed in response to needs assessment. Priority areas identified by young people included: education and training, health, environment, poverty, employment, family relations, participation, culture, media, sports and recreation.

### Have new partnerships or alliances formed that focus on adolescent participation?
- Strengthened partnerships with Ministry of Youth and Sports and Palestinian Youth Association for Leadership and Rights Activation.
- New partnerships developed with Right to Play, Sharek, and Souktel, and with UNWRA and UNFPA, Ministry of Education, Higher Education, and over 100 community based organizations and youth centres in Gaza, East Jerusalem and the West Bank.

### Have national partners agreed to contribute to the funding of programming and policy development that includes a significant participation component for adolescents/youth?
- MoYS has supported development of programmes and policies which included substantial youth involvement.

### Have any of the national partners changed their programme and policy development processes to ensure that they incorporate a youth participation component and are based on the results of the situational analyses of adolescents in that particular country?
- Participatory process for development of National Youth Policy. Adolescents and youth consulted about needs and priorities through survey and participatory workshops. National Youth Policy based on findings from participatory research. Representatives of youth organizations reviewed policy drafts.
- Broad consultation of adolescents and youth in the development of the National Youth Sector Strategy by the Ministry of Youth and Sports, in the Palestinian Authority supported by UNICEF, UNFPA and UNDP. Youth placed as cross-cutting target group within the different sectors. National Youth Strategy is incorporated in the development of a new 3 year Palestinian Reform and Development Plan.
- Recognition by Ministry of Planning of the importance of a participatory and widely inclusive process for developing youth programmes and policies.
- Youth researchers trained by UNICEF and partners were involved in developing terms of reference and conducting research for two external evaluations of young people’s development and participation in oPt.
- Sida and UNICEF support have enabled al Nayzak to
establish a 3-year community-based participatory action research programme for adolescents. Adolescents provided training in interpersonal skills, research methodologies and advocacy. Participants choose research issues of importance to them, and develop strategies to address the problems they have identified.

**Kinds of new activities adolescents youth engage in to exercise their rights where they are living**

- Participation in trainings, recreation and socialization at AFCs.
- Opportunities to discuss issues of importance to them.
- Participation in workshops, peer support sessions, trainings, research, policy and strategy development, media production, and advocacy to raise awareness of their issues and effect social and political change.

**Increased integration of positive adolescent development approaches in UNICEF and partner programming**

- 143 Adolescent and Youth Friendly spaces in oPt, serving 54,000 adolescents funded by UNICEF, Sida and other donors.
- Focus on participatory learning activities including life skills, academic support and recreational activities. AFCs have local management committees that include parents, community members and adolescents.
- Youth sector working group established. Group includes NGOs working with adolescents and youth, UNICEF, UNWRA and UNFPA and is chaired by MoYS.
- PYLARA’s Youth 4 Change programme targeted areas with marginalized adolescents and youth so that they could channel their anger and frustration and sense of hopelessness into positive action through interactive platforms.
- Programme delivery at AFCs is responsive to local cultural and religious practices to enable girls’ participation. Some sites offer integrated programmes, others offer separate programming times and types for boys and girls and seek parental permission for girls’ participation. Gender equality targets are in place for programme participation. Female facilitators encourage girls to participate and provide positive role models.
- Adolescents and youth involved as resource people in most of the programme implementation activities and many partners involved young people in programme and policy design, monitoring, and problem-solving. Males and females were offered choice in the leadership roles they took on and were supported in carrying out these roles.
- Sida funds enabled CO to continue with long-term development work at a time when most other donor funding was directed to emergency assistance.
- Collaboration and sharing of lessons learned between Sida funded program and Norway funded Palestinian Adolescents programme.

**Other (please list):**

**Other ways in which adolescents’ rights are realized**

- Participants increased social networks and friends.
- Improved educational achievement for some participants.
- Development of safe spaces for adolescents and young people to: socialize, network, express their opinions, explore issues of concern to them, develop new skills, engage in recreation activities, develop and exercise leadership skills and
### KAP Analysis Tracking Chart: Tunisia

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Indicator</th>
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| Learned new knowledge that allowed them to take advantage of new opportunities generated by programme | - Unanimously reported adolescents “learned new things, and have more skills or more experience”.  
- More than 150 young people trained on participation through adolescent-friendly centres.  
- Adolescents trained to monitor and supervise the implementation of criteria.  
- Knowledge of sexual health increased significantly in for those served by VCCT clinics. | Adolescent survey  
Adult survey  
UNICEF staff interviews  
Partner interviews |
| Stakeholders’ knowledge/awareness of the programme and related activities | - Situation analysis from group of UN organizations put pressure on Ministry of Youth to launch a national strategy.  
- Government partner identified objective as getting, “Government institutions, media, civil society and the private sector more involved in promoting the rights of children and adolescents, including the right to participation and equity.” | Tunisia Annual Progress Report for Sida, 2007  
UNICEF staff interviews  
Partner interviews |
| Stakeholders’ knowledge and understanding of youth/child rights | - Training for more than 300 people (half of them young people) to support adolescent participation. Twenty of them then trained as trainers.  
- Introduction of confidential HIV testing (VCCT) for older adolescents (16 and up). | Tunisia Annual Progress Report for Sida, 2010  
UNICEF staff interviews |
| Stakeholders’ understanding of the link between understanding youth rights and empowerment | - Youth design and implement programs and monitor progress at AFCs.  
- Survey participants identified improved ability to exercise freedom of expression, to be heard, to associate and to be safe.  
- Life skills training included adolescent input in design VCCTs involve youth in evaluation. | Adolescent survey  
Adult survey  
UNICEF staff interviews |
| Acquisition of life skills that allow to do things such as being able to engage in open dialogue with their peers (or other) | - Ability to share openly and ask for help identified as a significant change (especially around sexuality and addiction).  
- Opportunity to make new friends noted by all survey respondents.  
- Life skills training planned but not yet implemented, due to | Adolescent survey  
Adult survey  
UNICEF staff interviews |

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**Impact of Israeli occupation of Palestinian territories, fragmentation and isolation of oPt, Gaza crisis, blockade, erection of the barrier wall between Israel and the West Bank and rift in Palestinian governance**

- Children and adolescents were killed and injured.  
- Children and adolescents were separated from their families.  
- Increased malnutrition.  
- Political and economic disruption.  
- Reduced access to basic services, including health care, education, water, and sanitation.  
- Mobility severely restricted.  
- Military detention of adolescents and youth.  
- Almost total shut down of programme activities during the Gaza war.  
- Implementation of National Youth Policy and National Youth strategy were delayed.

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**Knowledge**

**Indicator**

- Unanimously reported adolescents “learned new things, and have more skills or more experience”.
- More than 150 young people trained on participation through adolescent-friendly centres.
- Adolescents trained to monitor and supervise the implementation of criteria.
- Knowledge of sexual health increased significantly in for those served by VCCT clinics.

**Source**

- Adolescent survey
- Adult survey
- UNICEF staff interviews
- Partner interviews

---

**Stakeholders’ knowledge/awareness of the programme and related activities**

- Situation analysis from group of UN organizations put pressure on Ministry of Youth to launch a national strategy.
- Government partner identified objective as getting, “Government institutions, media, civil society and the private sector more involved in promoting the rights of children and adolescents, including the right to participation and equity.”

**Source**

- Tunisia Annual Progress Report for Sida, 2007
- UNICEF staff interviews
- Partner interviews

---

**Stakeholders’ knowledge and understanding of youth/child rights**

- Training for more than 300 people (half of them young people) to support adolescent participation. Twenty of them then trained as trainers.
- Introduction of confidential HIV testing (VCCT) for older adolescents (16 and up).

**Source**

- Tunisia Annual Progress Report for Sida, 2010
- UNICEF staff interviews

---

**Stakeholders’ understanding of the link between understanding youth rights and empowerment**

- Youth design and implement programs and monitor progress at AFCs.
- Survey participants identified improved ability to exercise freedom of expression, to be heard, to associate and to be safe.
- Life skills training included adolescent input in design VCCTs involve youth in evaluation.

**Source**

- Adolescent survey
- Adult survey
- UNICEF staff interviews

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**Acquisition of life skills that allow to do things such as being able to engage in open dialogue with their peers (or other)**

- Ability to share openly and ask for help identified as a significant change (especially around sexuality and addiction).
- Opportunity to make new friends noted by all survey respondents.
- Life skills training planned but not yet implemented, due to

**Source**

- Adolescent survey
- Adult survey
- UNICEF staff interviews
| Kind of training offered through the programme and which of these participants found most useful | - The design, operation and monitoring of Adolescent Friendly Centres with Adolescent Friendly Services?  
- Trainings for professionals working with young people on increasing participation. | UNICEF staff interviews  
Partner Interviews |
| Stakeholder understanding of the link between adolescent participation and community development | - Revision to AFS model is putting additional focus on community development/interaction after first review period  
VCCTs and participation trainings targeted disadvantaged areas. | UNICEF staff interviews  
Partner Interviews |
| **Attitudes - Tunisia** | | |
| How their volunteerism has affected their attitudes towards self and community | - “Improved behaviour” and “openness to the other” cited as benefits of adolescents volunteering.  
- Adolescents feel more hopeful about the future. | Adolescent survey  
Adult survey |
| Changes in family relations | - Some agreement that adolescents get more support from family, friends, community members and social institutions when they need it. | Adolescent survey  
Adult survey |
| Adult views in community on child rights | - Actions of those working with youth changed significantly (though not in all cases), more participatory approach, clearly more participation of adolescents. | Partner interviews |
| **Practices: Tunisia** | | |
| Do participants feel able to deal with confrontation with their families, community members or their peers if they hold different opinions? | - Unanimous positive response to improvement in adolescents’ ability to be heard by family and community. | Adolescent survey  
Adult survey |
| Can they speak in public about issues of importance to themselves and/or their communities? | - Unanimous positive response to improvement in adolescents’ ability to share beliefs and values openly.  
- Positive response to adolescents’ ability to take part openly in youth groups or other organized activities. | Adolescent survey  
Adult survey |
| Participant involvement in any community related activities and why | - Positive response to adolescents’ increased participation in community/civic affairs. | Adolescent survey  
Adult survey |
| Are adolescents being given a platform in which to voice their concerns, priorities, and ideas in national policy and other relevant fora? | - Establishment of youth parliament in 2010 with representatives from every district in the country.  
| Have new partnerships or alliances formed that focus on adolescent participation? | - UN agencies in country collaborated around the theme of youth and adolescence, established a working group on this topic.  
- Had partnership with Ministry of Youth around National Youth Strategy, but it was officially terminated in 2008 (continued to provide advice to some members). Re-started now, post-revolution with joint plan of action.  
- Partnership with other ministries (Women’s Affairs, Health, etc.) around increasing participation, life skills training and healthy behaviours.  
- NGO partnerships around training and participation in centres. | Tunisia Annual Progress Report for Sida, 2007  
UNICEF staff interviews  
Partner interviews |
| **Have national partners agreed to contribute to the funding of programming and policy development that includes a significant participation component for adolescents/youth?** | - Research partnerships with the University Health Network and sociologists. |
| - Ministry of Women’s Affairs has contributed resources to training staff for adolescent participation. |
| - Ministry of Health supported life skills training and VCCTs. |
| **UNICEF staff interviews** Partner interviews |

| **Have any of the national partners changed their programme and policy development processes to ensure that they incorporate a youth participation component and are based on the results of the situational analyses of adolescents in that particular country?** | - One government partner acknowledged that: “The programme has created a significant change in our attitudes toward ourselves, also, as programme managers,” encouraging participation and input from adolescents. |
| - Partners’ (especially government) inclusion of adolescent participation noted as most significant change. |
| - Law to encourage youth participation and coordinate NGO volunteering. |
| **Tunisia Annual Progress Report for Sida, 2010** UNICEF staff interviews Partner interviews |

| **Kinds of new activities adolescents / youth engage in to exercise their rights where they are living** | - Development, enhancement and monitoring of adolescent-friendly centres. |
| - Availability of sexual health (VCCT) services for adolescents in disadvantaged areas. |
| - Life skills and basic education courses for adolescents. |
| **Tunisia Annual Progress Reports for Sida, 2007, 2010** - UNICEF staff interviews |

| **Increased integration of positive adolescent development approaches in UNICEF and partner programming** | - Several ministries (Health – VCCTs and life skills; Women’s Affairs – Participation; Youth – National Strategy) and UN organizations have taken a stronger approach to adolescents thanks to UNICEF’s “catalytic” efforts to put it at the top of the agenda. |
| **Tunisia Annual Progress Report for Sida, 2007** - UNICEF staff interviews - Partner interviews |

### KAP Analysis Tracking Chart: Syria

<table>
<thead>
<tr>
<th><strong>Knowledge</strong></th>
<th><strong>Indicator</strong></th>
<th><strong>Source</strong></th>
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<tbody>
<tr>
<td>Adolescents and young people learned new knowledge that allowed them to take advantage of new opportunities generated by the programme</td>
<td>- Training of trainers in Hawaij-boo-Mussah focusing on adolescent empowerment for 3-6 months. Knowledge gained enabled youth to take their own initiatives in reaching out to neighbouring villages.</td>
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<td>- Project in Hawaij-al-Mussah addressed youth needs through computer training and promoting reading through the provision of a diverse library.</td>
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<td>- Child Friendly City in Aleppo and Adolescent Friendly Space in rural setting of Hawaij-boo-Mussah.</td>
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<td>- Several Action Research projects on health conducted by adolescents and supported by Palestinian peer educators.</td>
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<td>- Survey on adolescent health conducted with the results and final report expected to be released in 2011.</td>
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<td>- Adolescent participation in policy dialogue on anti-smoking law.</td>
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<td>- Arab Youth Forum organized through Sida Funds by the Municipality of Aleppo and the Arab Urban Development Institute and the Special Youth Olympics.</td>
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- A one-week study tour coordinated by UNICEF for the Minister of Information and Youth from North Caucasus to explore Syria’s new and successful approach to adolescent and youth.
- Healthy Village model comprising of a holistic approach of Youth Development Programme established in Hawayej Bou Moussa.

**Stakeholders’ knowledge/awareness of the programme and related activities**

- Syria Country Office (SCO) along with the National Youth Committee (NYC) and youth volunteers completed a desk review of studies on adolescents and youth in Syria.
- A task force under the NYC finalized a review of laws and legislation related to adolescents and youth in Syria. The report and recommendations were discussed in a round table in 2006 and planned for publication and dissemination in 2007.
- 2008 offered SCO the opportunity to streamline the management of its adolescent initiatives and ensure synergies and cross-fertilization with the Norway funded project for Palestinian adolescents.
- The adolescents’ friendly spaces project was slated for replication with the Youth Union and the Ministry of Culture for the benefit of Syrian youth.

**Stakeholders’ knowledge and understanding of youth/child rights**

- Special consultations with the civil society with Iraqi and Palestinian children living in the country and those in the remote North East region conducted with a view to incorporate children’s views in Syria’s report to the Committee on the Convention of the Rights of the Child.

**Stakeholder’s understanding of the link between understanding the youth rights and their empowerment**

- UNICEF Syria supported the development of 40 objectives that need to be reviewed and prioritized for the National Youth Strategy in collaboration with the NYC and Syrian Commission for Family Affairs (SCFA).

**Stakeholder understanding of the link between adolescent participation and effective adolescent policy development**

- Survey and situation analysis on youth issues in Syria conducted, report printed in English and Arabic, and disseminated to national and international agencies. Report is used to inform the national youth policy.
- In 2008, UNICEF supported a wide consultation with adolescents and youth in partnership with the SCFA, with the aim at better orienting policy decisions related to national development issues.

**Acquisition of life skills that allow adolescents to do things such as being able to engage in open dialogue with their peers (or other life skills)**

- Five interactive life skills courses offered to 150 adolescents in Hawayej Bou Mesa village enabled adolescents to freely express themselves and discuss their needs.

**Kind of training offered through the programme and which of these participants found most useful**

- ToT on adolescent health and psycho-physical, emotional and social counseling in all governorates to ensure that all PHCs have a trained staff to offer needed services.
- Computer training.
- Peer education for young trainers.
- Capacity building of local journalists on children’s rights and adolescent development and participation.
- 18 adolescent trained on photography 2010.

**Stakeholder understanding**

- SCO supported the establishment and setting of terms of
of the link between adolescent participation and community development
reference for an Adolescents Health Unit (AHU) within the Ministry of Health. The unit is part of Primary Health Care and is expected to provide counseling services to adolescents on adolescent psycho-physical health.

**Other - Documents produced with Sida Sweden Funds**
- Report on Adolescent Participation in 2009 mid-term review
- Final report on the Stakeholder Analysis conducted in the Healthy Village of Hawayej Boo Mussa.
- By-laws for Youth Empowerment Programme in Hawayej Boo Mussa.
- Adolescent Development and Participation Booklet.
- Anti-smoking decree – pocket guide.

### Attitudes – Syria

**Adolescent/youth involvement in programme activities as volunteers and why they joined this activity**
- Youth expressed their opinions at the Arab Youth Forum 2010.
- Adolescents train others, travel from one governorate to another to conduct trainings.
- Adolescents part of UNICEF programme mid-term review.

**How their volunteerism and/or advocacy has affected their attitudes towards self and community**
- Increased empowerment among adolescents
- Adolescents designed and implemented the Healthy Village project, the AFS space, and parts of the centre, including the library.

**How their volunteerism and/or advocacy has affected adult attitudes in community re: this age group**
- Nursing curriculum now addresses puberty, reproductive health, psycho-social needs, how to approach adolescents in a productive way.

**Adult views in community on child rights**
- Community commitment to youth rights demonstrated through the adoption of the Child Friendly City by the Municipality of Aleppo.

**Recognition of adolescents as valuable partners in national and/or community policy development**
- In late 2008, UNICEF signed an MoU with the Youth Union (YU), which is the largest organization dealing with youth.
- International Year of Youth in 2010 was dubbed “Dialogue and mutual understanding”.

### Practices - Syria

**Do participants feel able to deal with confrontation with their families, community members or their peers if they hold different opinions?**
- Participants increased their ability to express their beliefs.

**Can they speak in public about issues of importance to themselves and/or their communities?**
- In Hawayj al-Mussah village, local youths actively volunteered to advocate for their issues within their community.

**Participant involvement in any community related activities and why?**
- Young people play a leading role in developing the Hawayej Boo Moussa community. They assume responsibilities through the Youth Development Programme at the Centre in various areas, including education, creativity, social well-being, health, vocational training, media and sport.

**Are the media or national partners including adolescents/youth in the development of related programming and**
- New partnership with the Ministry of Information established to build skills of local journalists in four major cities in Syria on children’s right and adolescent participation.
- “As journalists, we need to work particularly hard on advocating for children and youth. To love children is not
<table>
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<th>Questions</th>
<th>Answers</th>
<th>Sources</th>
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| Are adolescents being given a platform in which to voice their concerns, priorities, and ideas in national policy and other relevant for a? If so, is adolescents' input being incorporated into national and community policy? (i.e. Are their concerns, priorities and recommendations, actually being acted upon?) | - In April 2010, the ADAP programme in Syria facilitated youth participation in a consultation workshop on a new anti-smoking law introduced in Syria. All the adolescents who participated were previously trained on ADAP concepts and take an active part in the UNICEF programming.  
- Adolescents participated in mid-term review of programme and their input went into the hands of decision-makers at the Ministry level. | - 2010 Annual Progress Report for Sida  
- UNICEF Staff interviews                                                                                                               |
| Have new partnerships or alliances formed that focus on adolescent participation?                                                | - In 2006, Syria Country Office (SCO) expanded partnership and collaboration with 6 NGOs. In 2008, it broadened the range of its partners to include the Syrian Commission for Family Affairs, the Ministry of Health, the Shehab project, GAPAR, UNRWA, UNHCR, the Syrian Arab Red Crescent, the Ministry of Culture, and the Youth Union. In 2010, UNICEF joined the Office of the First Lady in building the National Youth Agenda. | - 2006, 2010 Annual Progress Reports for Sida  
- MENARO Donor Report to Sida March 2009                                                                                              |
| Have national partners agreed to contribute to the funding of programming and policy development that includes a significant participation component for adolescents/youth? | - The village municipality of Hawij al-Mussah funded the construction of an Adolescents Friendly Centre (AFC) in 2006.                                                                                   | 2006 Annual Progress Report for Sida                                                                                                           |
| Have any of the national partners changed their programme and policy development processes to ensure that they incorporate a youth participation component and are based on the results of the situational analyses of adolescents in that particular country? | - The capacities of the national ministerial team were built by an international expert. As a result, the first draft of the strategy is currently under review.  
- The Ministry of Health adopted an adolescent health unit.                                                                                       | 2010 Annual Progress Report for Sida  
UNICEF Staff interview                                                                                                                      |
| Kinds of new activities adolescents and youth engage in to exercise their rights where they are living                           | - Youth Development programme at Hawayej Boo Moussa community, where youth participate in community-based decision making process and youth empowerment, raise community awareness on health issues and place a high priority on improving youth friendly services based on the concept of youth development and participation. | UNICEF staff interviews  
2010 Annual Progress Report for Sida                                                                                                         |
| Increased integration of positive adolescent development approaches in UNICEF and partner programming                          | - Adolescent designed and implemented the Healthy Village Project, the AFS Space and parts of the centre. The library was included because of their input.                                                               | UNICEF staff interviews                                                                                                  |
| Other ways in which adolescents’ rights are being realized                                                                  | - AFC programmes make special provision for inclusion of girls’ issues and gender balance in participation rates. Adolescent girls’ participation in the various activities of the | 2006 Annual Progress Report for Sida                                                                                                         |
The project is expected to contribute to the reduction of adolescent girls' dropout rates from school and enhance their effective participation within their communities.

| Other: Adolescents gain new skills | - Adolescent photographers covered the Youth Year's launch as part of on-the-job capacity building. | 2010 Annual Progress Report for Sida |
ANNEX 4: GOOD PRACTICE – MONITORING AND EVALUATION OF PEER EDUCATORS AT ADOLESCENT FRIENDLY SERVICES CENTRE IN TEHRAN

At the Adolescent Friendly Services Centres in Tehran, peer educators fill out forms weekly to inform their supervisors about their activities (refer to sample which follows). Peer educators also engage in peer-to-peer monitoring and mentoring through observing one another’s work. Supervisors and AFSC staff also accompany peer educators in the field every one or two months and provide feedback and mentoring.

Peer educators’ knowledge is assessed every quarter. In addition, regular assessment is conducted before and after trainings to measure knowledge gained. All of these forms of monitoring and evaluation are used to determine what further training is needed.

Periodic monitoring field visits of other centres in the same city are done by a team consisting of a male or female peer educator, a male or female counsellor, a district Health Official, a UNICEF programme officer, and a representative of the Centre for Communicable Disease Control. Through these visits team members assess services and learn about new approaches. Team members are rotated regularly to ensure broader opportunities for learning and sharing.

Peer Trainers Weekly Report Form

From .......... to ..........

Trainer (s) First Name and Surname: .................. Age:

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Trainees</th>
<th>Number of MARCY + Ws</th>
<th>Training Location</th>
<th>Topics Discussed</th>
<th>Challenges, Problems and Recommendations</th>
<th>Distributed tools with an indication of type and quantity thereof</th>
<th>Other Comments</th>
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Total number of Trainees: .......... Number of MARCY + W Trainees:......... Number of individual and two-person meetings: ........ Number of group meetings:..................

A. Training non-peer individuals (in terms of age and gender) in this form shall not be calculated.
B. The Peer Educator shall indicate in the space provided for “Date” the date on which he/she performs his tasks.
C. Peer Educators may have several training sessions on one particular day (individual or group). One line shall be filled in for each of the said sessions.
ANNEX 5: SAMPLE MOST SIGNIFICANT CHANGE STORIES

A full set of the Most Significant Change Stories are included in each of the three (3) country case study reports. The sample below is drawn from phone interviews with programme participants in Lebanon and a small representative sample of MSC stories from Egypt, Morocco and oPt.

Lebanon

Name: M.Gh.
Date of birth: 1992
Violation: Using laser beam
Age when committing the violation: 15 years old
Age when fulfilling the sentence: 18 years old
Location for fulfilling the sentence: Juvenile detention center – Beirut court
Number of public service hours: 48 hours

Story title: Clean record = a chance for a better future

"What am I doing here?" that was the question going on in my mind while standing in front of the judge. My family was as shocked as I was from the whole situation.

It all started because of laser beam. I was directing it at one of the buildings not knowing that it is illegal to do so (it was criminalized after the war of July).

I was in the third secondary grade when this incident took place. In order not to affect my education and future, the judge did not send me to prison, but rather I was sentenced to perform public service hours in the juvenile detention center.

Although my family was greatly shocked, they were thankful that I did not go to jail. As a family we are very close and supportive for each other. I thought that my family will change their way of dealing with me after what I have done, but I was totally wrong as they kept supporting me even more than before and helped me throughout the whole experience.

"My sentence was to spend every Saturday during my school vacation in performing public service in the juvenile detention center."

At first I was unable to accept what had happened. So the social movement center referred me to a psychological follow-up. Through the psychological sessions I was able to accept the whole experience and started to work on overcoming this stage in my life, which I called the "unexpected and shocking" before?I used to call the "unfair".

"After finishing my sentence I applied to the military school and was accepted."

Recently, I went to the center of social movement initiative and told them how useful the public service sentence was for me. I learned what it means to work in a team. Also I learned how to communicate with others and accept their own point of view even if it is different than mine.
"If my sentence was not to compensate for what I have done through public service hours, I would have gone to prison. This means having a criminal record, which means having no future."

I still have a clean record and this will enable me to continue my life as I have always imagined it.

**Lebanon**

**Name:** W. Sh.

**Date of birth:** 1988

**Violation:** Drugs addiction

**Age when committing the violation:** 18 years old

**Age when fulfilling the sentence:** 23 years old

**Location for fulfilling the sentence:** Shabiba anti-drug addiction association

**Number of public service hours:** 30 hours

**Story narrated by:** Social worker in Social Movement center

**Story title:** Drugs are never the solution

W. Sh. is a 23 years old youth. He is from a simple family that faces many economic and livelihood challenges. His father is a farmer and W. Sh. is the only one living with his parents now since all his siblings have gotten married.

W. Sh. is a college student. He has to work in one of the big stores in his area, during his college vacation, to help with his education expenses.

W. Sh. had a feeling of loneliness within him all the time. At home there was no one to talk with; as his siblings are all married and live elsewhere and his parents are old and there is nothing in common with them to talk about.

This made him go searching for a company outside home and fell in the trap of bad friends who made him a drug addict.

W. Sh. said, "It all started with a cannabis cigarette. I smoked it as a joke at the very beginning but then I found myself smoking more and more and them I did not stop."

W. Sh. was arrested while he was under the effect of drugs and was a given a sentence of performing public service in an anti-addiction association for 30 hours. He assists with the logistics for the preparation of a booklet that raises young people's awareness on the harmful effects of drug addiction.

W. Sh. was also referred to psychological follow-up in the Social Movement center to start facing his problem of addiction and to explore its causes behind the addiction and the possible solutions to get back to normal.

"W. Sh. was in need to speak about his problems and what has driven him to hang out with bad company, which eventually led to his drug addiction. The psychological follow-up sessions
were the right place for doing this. He was encouraged to talk about his problems and feelings. He felt relieved and started to do his public service hours in a responsible and committed way”, said the social worker.

W. Sh. was very happy to have participated in the follow-up sessions as this helped him realize the dangerous situation he was experiencing. He is now looking at the public services hours as a volunteering task rather than a sentence that he has to fulfill.

W. Sh. said, "I am so grateful for the time I am spending in the follow-up sessions and public service hours. It helped me get to know different people and share with them their problems. Also, I realized how dangerous my situation was and decided to work on solving it and stop drug addiction."

W. Sh. is so happy that his record is still clean without any registered crimes as this will enable him to have a more stable life. He intends after finishing his sentence he will volunteer to provide help and support to youth who have experienced drug addiction with all its dangers.

Lebanon

Name: B. Sh.
Date of birth: 1992
Violation: Damaging school doors
Age when committing the violation: 17 years old
Age when fulfilling the sentence: 18 years old
Location for fulfilling the sentence: The forum of people with disabilities – Elmina
Number of public service hours: 30 hours
Story narrated by: Social worker in social movement center

Story title: A negative attitude never works out

B. Sh. is an 18 years old youth. He has committed a violation of damaging his school doors and was given a sentence of performing public service hours at an association called "The forum of people with disabilities".

He had to spend one day per week at the association as he works for the rest of the week in his fathers' store.

In his first year of public service, he was very confused and worried and shy of the violation he has committed.

B. Sh. said "I did not know from where to start or what to do, because I felt that I need support just like those people with disabilities."

At first, fear and hesitation created a barrier between him and the beneficiaries of the association as well as the working team. The responsible supervisor at the association and the social worker from the Social Movement initiative had to combine their efforts to help B. Sh. to get used to the current situation and try to cope with it.
The psychological follow-up sessions had a great effect on B. Sh. He started to talk about his feelings, thoughts and even problems. He was able to talk about his family problems and the bad relation between him and his father.

B. Sh. said, "It is impossible to communicate with my father."

Not being able to communicate with his father and working with him at the same time put B. Sh. in a bad state of mind. He suffered from oppression, which started to change into great anger. This anger was exploded when he started destroying his school.

B. Sh. said, "I wanted to revenge against my father, so I decided to destroy the school where everyone knows us, to embarrass him."

The support of the association's supervisor and the social worker from the Social Movement initiative, B. Sh. felt more relieved and stable. He started doing his public service with enthusiasm and passion. Also, his relationship with the team and the beneficiaries has developed and became strong, special and full of commitment.

The change that took place within B. Sh. made him realize that the violation he has committed was not the right way to get rid of his anger. He also realized that helping others should come from a person's own desire and persistence.

Moreover, he discovered that people with disabilities are full of energy and love and are willing to interact with those who accept and admire them.

"The change that took place in B. Sh's behavior was noticed everyone in the association. He became full of enthusiasm, commitment and responsibility. B. Sh. even visited the association many times during his spare time." said the social worker.

Through anger management training and dialogue B. Sh. was able to enhance his relationship with his father. Now, his father appreciates his work and encourages him to go forward with his life.

B. Sh. said, "I am very happy now because my relationship with my father is much better. We talk a lot and discuss matters in a constructive way. I do not fell angry any more and I regret damaging my school. If only I realized before that negative attitudes never work out I would have never done this."
My name is MUH. I am 24 years old and hold a Bachelor of Arts and Education with good grades. I am from a middle class family living in Manfalout city in Assiut governorate. My father is retired, my mother is a housewife and I have five brothers. My eldest brother Fathy is an agricultural engineer, the second and third brothers, Aly and Emad, are free lancers and the fifth brother, Ahmed is unemployed. I am the fourth brother in order, and I am a teacher. My life was confined to studying and playing football with my friends. I did not have a goal for my life and never thought of playing an active role within my community.

The change took place when I was in my first year at college. I noticed that my friends Muhammad Zedan and Amr Rafek were travelling a lot. I asked them what they were doing and whether I could participate. They told me "we are part of the scouts’ team at the youth center of Manfalout. Muhammad is a member and Amr is the leader of the team. Travelling is part of the activities that we are participating in. If you want to join the scouts team come to Manfalout youth center and talk with Mr. Medhat the supervisor of the social and scouts activities in the center."

I convinced some of my friends and we went to the youth center and talked with Mr. Medhat. He was very happy that we were interested to get involved in the activities at the youth center saying "I am so happy to find promising youth like you who are interested in participating in the youth center activities. I was so disappointed by the number of youth who do not want to participate in any activities. All they want to do is go to the coffee-shop or walk in the streets without any aim. But to speak the truth you have revived the hope inside me." He was very excited because we were all university students and encouraged us to do our best and said he will always support us.

"His words touched my heart and gave me huge energy to do what it takes to be a better and useful person."

After one week of becoming members at the youth center, we were nominated to participate in a planting camp in the west area of Assiut. The camp was conducted under the supervision of
the Regional Union of Villages Centers. "This was the first time I volunteered to do something and this made me very happy."

At the end of the 10 day camp we met the head of the Regional Union. He admired us a lot and nominated us to participate in the scouts' international camp that was taking place in Port Said governorate. 

"Ever since this moment, volunteerism became like the blood that flows in my veins. I started to dedicate much of my time to participating in activities inside and outside the youth center."

Through participation in the youth center activities I was able to go to different places and meet certain people who I would have never met. I was nominated to travel to Alexandria, Port Said, Mersa Matrouh, Fayoum, Menya, Cairo and Giza governorates. Through these travels I have attended several trainings that enabled me to acquire many skills. I have aquired the three levels of skills required for developing leaders and was also granted the scouts qualifying badge.

I continued my voluntary work till I graduated from college. At this point I faced a problem with my family. They wanted me to invest my time in a job rather than volunteering.

"To solve this problem I decided to work and volunteer at the same time. I got a part time job as a teacher and another one as a salesman for a pharmaceutical company. I also continued to volunteer in activities both inside and outside the youth center."

After a while, I became chief of the volunteering club at the youth center. I became chief of one of the committees in youth parliament and also became undersecretary of the parliament. Moreover, I was a member in the vanguards team and was later nominated to be the youth center's scout's team leader.

"My participation in all these activities helped me acquire many skills as well as gain lots of experiences in social work."

Later on, the local development association started to implement some programmes through the youth club of Manfalout. The first programme was called "New Horizons and Views" and was implemented in cooperation with CEDPA (an international non-governmental organization). The local development association (LDA) requested the youth center nominate a group of youth to attend a training workshop in Suhag about the program and after that to implement the programme through the youth center.

I was nominated to enter the interview with Mr. Mostafa Barakat, chief of the LDA. Unfortunately, I was not selected to participate in the training.

"I was a little bit disappointed for not being selected to attend the training, but this did not stop me from going on. When the selected group of youth came back after the training, I helped them implement the program. I was very happy to work with them, and I also acquired many skills and gained many experiences, which had a great effect on my personal life."

Once more the LDA came with a new programme to be implemented through the youth center. This program was called "A Step for Our Future".
"This programme was a turning point in my life. I learned a lot through it and it helped me become an active and effective person in development work. Also, I gained many experiences and built many relationships."

Just like the first time, the LDA asked the youth center to nominate youth to be interviewed by the chief of the LDA. The selected youth were going to travel to Cairo to attend a training course on how to conduct a community study. "This time I was selected to participate in the program, thanks to the skills and experiences that I had gained through participating in the "New Horizons and Views" programme." The training was part of a component called "Youth Initiatives". Through this training I learned how to plan for a community baseline study.

When we returned we formed the work team, which included 25 youth (boys and girls) and we transferred the training to them. Then we started the study in Manfalout city. We conducted many interviews with poor, middle income and rich families. Also, we met with children and youth, as well as community leaders and officials from governmental bodies.

"This was my first direct interaction with people. I dealt with different groups within the community, which increased my self-confidence and the ability to manage a conversation and to build relationships. I was also able to convince others of the important role that youth can play in the development of their community."

After finishing field work, I was selected as part of a team to travel again to Cairo to attend a training course on data collection and analysis. We went back and applied what we had learned from our study and were able to identify the existing problems.

We travelled again to Cairo to attend another training on how to plan for an initiative and how to implement it, what kind of activities to be included, how to prepare a budget and an action plan. When we went back to Manfalout we conducted an initiative called "Keep your Treasure Safe".

"This was the first initiative I participated in and it was based on the community study."

We implemented the initiative successfully. Groups from The National Council for Youth, The Youth Association for Population and Development and UNICEF came to visit us. They granted our youth center a reward for conducting the best initiative among the 12 other governorates that were implementing the programme "A Step for Our Future".

"I was selected as the best volunteer in the team of Manfalout youth center. I was also selected from a group of the initiatives team to present our initiative in Abou-Teg area in front of a Jordanian group that was visiting Egypt, as well as a group from UNICEF and the National Council for Youth."

After finishing the initiative, the manager of The Youth Association's branch in Assiut, nominated me to be the coordinator of a new programme called "Take the Initiative", which was going to be conducted at schools in Assiut governorate.
I went to the main office of the Youth Association in Cairo and was interviewed by Mr. Hesham Elrouby (the manager of the association). After one week they called me saying that I was accepted as a technical coordinator for the programme and this was in June 2008.

Throughout my work with the Youth Association I have participated in many activities. Besides working on "Take the Initiative" programme, I was also participating in "A Step for Our Future" program. I was responsible for "Sailing the Nile" initiative as well. I have gained a lot of experiences through my work with the Youth Association. I met many officials and leaders in Assiut and other governorates. This helped increase my self-confidence and love of work.

"The Manager was so proud of me and kept saying that I was one of Manfalout’s youth center's sons and now I am one of the leaders. I am really grateful to this man because it was him who made me love volunteerism."

Six months passed since I have joined the Youth Association, and suddenly I was face to face with a big problem. It was December 2008 when I received a letter from the Ministry of Education stating that I became a permanent teacher and must go to sign the contract. I had to resign from the Youth Association to sign the teacher's contract.

I was very confused and did not know what to do. From one side there was my family and friends encouraging me to accept the contract, and on the other side there was my work at the Youth Association which I liked so much.

"I could not resist the pressure of my family and friends, so I resigned from the Youth Association and accepted to work as a permanent teacher." I joined work at school in December 16, 2008.

"I challenged everyone including myself that this was not the end of my work as a volunteer in the development field."

Through my work at school I became responsible for the scouts activity. "Although there was a sports teacher at school, the headmaster and a group of teachers nominated me to lead the scout's team. This was due to my previous experience in leading the scout team in Manfalout youth center."

I started to participate in many activities at school and raised the students' awareness regarding participation and many other topics such as cleanliness, health, education, and pollution.

As for my leisure time, I spent it participating in activities through the youth center and the local development association. I have participated in planning for many initiatives such as "Hand in Hand for our Country", "Invest your time, change your life", "A place for tomorrow", "Girls participate and have no fear", "Manfalout is prettier because of its youth".

"Through each and every initiative, I have learned and acquired something new. My cultural, political, social, health and environmental awareness has increased."

When the LDA started implementing another programme component "Knowledge and life skills", I was nominated to participate in this component and travelled to Cairo 3 times to attend
different trainings. These trainings included facilitation, presentation, planning, leadership and teamwork skills, as well as how to manage small projects and conduct market scan. At the end of every training course we had to transfer what we have learned to 25 youth to build their capacities.

"Attending these trainings enabled me to talk in front of many people whether they are youth or officials without being afraid or embarrassed. I became more capable of facilitating a conversation and of convincing others with my opinions."

The skills that I have gained and the experiences that I have gone through encouraged the youth center's officials to nominate me to be a board member. They said that I have all the required characteristics for this role. I entered the elections and was selected. "I used to be a regular member in Manfalout's youth center but now I am a board member."

Once more the LDA nominated me to travel to Cairo to attend a training course through UNICEF, which aims at creating young researchers to evaluate the "A Step for Our Future" programme. Three of my colleagues were selected to form the evaluation team and I participated with them in conducting the evaluation sessions till the end of the activity.

"To evaluate the programme through a team of youth who have participated in the implementation of the programme was a brilliant idea. I was one of those youth and was very happy to be part of the programme evaluation."

At the end of my story, I would like to advise each and every boy and girl to be keen on participation where ever and whenever it exists. Also, I would like to emphasize the importance of volunteering. It helps you to succeed in your personal and practical life; it enables you to get a good job and raises your political, cultural, social, environmental, and health awareness. This will make you more alerted to what is going on around you, and enable you to gain enough experience to lead a good life.
**Story title:** Young but capable  
**Story teller:** Sarah  
**Location:** Qena – Upper Egypt

**Young but capable**

My name is Sarah. I am in the second preparatory grade. I live in Qena with my parents, two sisters and brother. I am the youngest member in my family.

My aunt works with the community development association (CDA) in our area. She told me that the UNICEF was implementing many projects through the CDA and that it would be very useful to me if I participated in any of them. I told her "but I am so young and they might not accept me." She encouraged me to go and see.

"I went there without any hopes of any kind. I thought that I am so small and for sure they will not accept me, but then the miracle took place."

They accepted me and I joined one of the projects called 'Meshwary (My career)'. The project included two different age groups and I was the youngest participant.

We participated in many training workshops through which I acquired many skills and learned a lot. Now, I know how to prepare a feasibility study, and a project budget. Also, I used to like photographing but I did not know how to do it the right way, but the training made me capable of taking very good photos.

"I thought that I was not taken into consideration because of my young age and because there was others who are older and more experienced than me. However, I succeeded and got the first rank on the governorate level. This made me feel so happy, increased my self-confidence, and taught me not to underestimate my potentials."

Moreover, through my participation in the project I learned how to deal in different situations no matter how difficult they could be. Also, I learned how to talk with older people and convince them with my own ideas. As well, I became good observer of everything that is surrounding me.

"Participating in the project had a positive effect on both my personal and practical life."

On the personal level; I became more social and have the courage to talk and express my ideas to my family members, relatives, friends and anyone else without being afraid or hesitate. Also, I became capable of managing a conversation with others and ask them about their opinions.

On the practical level; I have learned many things that will help me in my career in the future. Moreover, I am sure that I will be a better and more effective person when I grow up because my way of thinking has become more mature. In addition, I learned how to implement good ideas with simple materials and few resources, and how to identify the positive and negative sides of any idea. Although participating in the project was very interesting and useful, yet when it came to mom and dad it was very challenging.
My parents were afraid that participating in the project activities might affect my performance at school. They were also against my travelling to other areas without them. My father used to say "your studying comes first because it is studying that is going to decide you future" and my mom used to say "I cannot allow you to travel. I won’t be able to sleep knowing that you are not in your bed in the next room."

I studied hard and got high marks and showed them that the project did not affect my studying. Also, I told them that there are adult supervisors who accompany us where ever we go or travel. They took some time to be convinced, but at the end they approved my participation in all the training workshops and even those that required travelling.

"I am so happy to have participated in this project. It has changed me to be a better person. I am sure that tomorrow will be better and I am sure that I will be able to achieve my dream of becoming a doctor. Also I have learned a lot about media and will continue to learn more."

The most significant changes in my life after participating in the Media Clubs project

1. I started to make use of all my potentials and skills, no matter how simple they are, to achieve my objectives.
2. I can do more than one task at the same time now because I can manage my time in a good way.

Criteria for selection of the story:

1. Sarah is a role model for other youth.
2. Her courage in telling her story without fear or hesitation.
3. We should not underestimate children's minds because they might be more mature than many adults.
Like father .......... Like son

Today I am not going to tell you my story but rather the story of my father because he is the one who encouraged me to participate in the project of Adolescent social agent. My father is called A.S. He is 40 years old and works in the industry of manual carpet making. Also, he has joined the faculty of commerce in the Open University.

My father was a hard working man who started from scratch. He used to live in a small house in a village called Shalkan. He used to work in making carpets that were exported to other countries. The industry faced several obstacles and work slowed down. My father did not continue in this field and worked as an employee in Kalyoub general hospital.

My father worked on providing us with a proper house. He bought a piece of land in Kalyoub city and paid its price in installments. He kept working hard until he was able to build the first floor of the house. He allocated part of the first floor to be a carpet making area and provided it with the needed equipment. My mother, siblings and I helped him in carpet making. As well my father joined the faculty of commerce in the Open University.

"He always encouraged us to study hard and to work in our spare time, to be able to face life's unexpected situations and be independent."

One day I went with my friends to the community development association in Sedi Heeb area to know more about the project of Adolescent social agent. The project aimed at creating a new generation of young social agents who are capable of identifying the issues and needs of their communities and work on solving them.

I liked the idea so much and told my father about it and his answer was "This is a great project. If you want to participate in it I totally agree. I am sure that participating in this project will help you know more about your community and get involved in activities related to its development." My father encouraged me to join the project because he knew that I will be a more responsible and self-confident person after this experience.

"I used to be like all the 18 years old aged youth who likes to do whatever crosses their minds without going back to their parents or asking for their advice."

After joining the project I realized that I have a lot of skills and potentials that should be directed in the right way. This encouraged me to go to my father and keep asking for his opinion and
advice. My father started to get involved in the project and attended some of the training workshops and meetings.

"My father has the talent of writing poetry. He delivers messages through poetry in a simple way that anyone can understand." I inherited this talent from him and participated in the art initiative that aimed at developing the talents of youth whose age ranges from 14 to 24 years old. The initiative included acting, singing, writing poetry, photography and others...

"I wrote many poems to deliver messages related to the project and everyone liked them. Also, I learned how to shoot films and take photos which helped me in documenting some of the project's activities."

My father has encouraged me throughout the whole experience. He was like a friend to me more than a father. I wish to be as successful as my father in the future and to treat my children as he used to treat us.

"If it was not for my father I would not have participated in the project and had the most wonderful and useful experience in my life."

The most significant change that took place in my life:

My relationship with my father has changed a lot as I realized that he is a very talented and open minded person. I became more responsible person who wants to make his community a better one.

Criteria for selecting the story:
1. His father is a hard working person who built himself from scratch.
2. The ability to gain self-confidence.
3. The father participated with his son in the project.
4. The father encouraged his son to participate in the project.

Recommendations
1. Continue with the project to benefit lots of youth.
2. Expand the project on a wider scale.
Morocco

Theme 1: Children and young people’s participation in local affairs and their learning of citizenship

Story 1: Title: An active youth
Author: H. (Ouisselsate, Ouarzazate province, Souss-Massa-Draa region)

Since the elections and having participated in several sessions of our council, I felt that my situation has really changed. All the children and young people started confiding in me and I was able to get to know so many new people and build my self-confidence. I am conscious of the fact that I have huge responsibilities and that I must implement all that was required by the electoral programme that I proposed to the children and adolescents in my douar, if I am not to lose their trust. I am now one of the people who represents the children/youth to the communal council of the adults. The people think that we would bail out and not do what we promised. But I don’t forget that it’s not only the adolescents who trust me, but their parents also. All rely on me to improve the situation.

I experienced an important change because I gained so much new knowledge in several areas that go beyond the rights of children and youth. I have understood so many things thanks to the trainings that were facilitated by an expert in human rights and organized by the commune. I’ve also learnt how to make so many friends, gain their respect and that of their parents, express myself and speak in public, and respect the opinion of others. In addition, I’m aware of the efforts put in by the officials of the commune. I now know them personally and respect them. Likewise, my douar’s erroneous perception of the youth, the commune and the rights of the child has changed. The young people from the different douars have also more opportunity than before to meet and get to know each other.

I have chosen this change because it sums up well what has taken place after my election as a member of the commune council of children and youth. This project has changed many things in our lives and in our society, giving henceforth value to young people and recognizing their role in building a better future. The population is today conscious of the rights of children and youth, which was not the case in the past. In the future, I hope that all that we have anticipated is achieved and that the commune of Ouisselsate and our council will become famous at the national and international levels. I would like also that we have a place in the Child Parliament one day. But the most important is to find solutions for all the things that make the children and young people of Ouisselsate suffer.
Story 2: Title: Children and youth Commune Council – A creative force for the adult council  
Author: Anonymous, Commune of Bni Mathar (Jerada province, Oriental Region)

The commune of Bni Mathar decided to be part of the CAEJ initiative. A commune council of children and adolescents was created on December 24, 2010, as required by the nine pillars of CAEJ, particularly the first pillar concerning children and youth participation in local governance. Today, the adult commune council considers the council of children/youth a source of innovation.

Since its creation, a radical change taken effect, especially with regard to the status of children and young people: the commune’s doors are open to elected youth who have benefited from trainings that have enabled them to gain a set of knowledge on their rights, self-expression and problem presentation. Since the creation of the council, the commune has been more conscious of the need to find solutions for the problems adolescents face, especially since the implementation of the participatory research that has increased understanding of adolescents’ lives.

Story 3: Title: CAEJ↔JEAC: Youth and children friends of the commune (translation from the scrambled version of CAEJ to JEAC in French: Jeunes et enfants amis de la commune).  
Author: Commune Worker, Ouisselsate, Ouarzazate province, Souss-Massa-Draa region

The most significant change within CAEJ is that the commune has become open to the opinions of children and young people. A centre for “listening” to adolescents’ needs and orientation has just been put in place to help adolescents navigate their future. Prior to this, the commune had supported the creation of the commune council of children and young people so that they know and defend their rights.

Thanks to this initiative, more than 3,000 children and adolescents voted for their representatives during the election. The 26 elected adolescents are learning how to negotiate for and promote their rights. The relationship between the commune and youth have developed, allowing adolescents to understand the communal mission and work. The openness of the commune to children and youth is the result of a long process that has gone through several stages:

- Elected and local officials’ ownership of the culture of rights of the child
- The signing of the Chart of Engagement CAEJ by the commune
- The commune’s doors opening to children/youth through the creation of the communal council for children and youth, also creating access to meeting rooms
- The commune’s warm reception and financing of children/youth’s initiatives.

Up to now, the population had perceived the commune like an entity reserved for adults and entirely dedicated for their affairs. That’s why the interaction between youth and the commune represents to me the most significant change brought about by CAEJ project. This interaction encourages communication, allows adults to draw on the creativity of youth and prepare for youth to take over in the future.
**Theme 2: A better understanding of the rights of children and young people**

**Story:** Title: Young enthusiasts conscious of their rights  
Author: Anonymous, Ouisselsate (Ouarzazate province, Souss-Massa-Draa Region)

The CAEJ initiative is very positive as it is based on the rights of children and young people and represents a means for promoting their rights in the rural areas, where they are not fulfilled.

Now that the Council of children and youth has been created, I have learned their rights and needs, including how to deal with them and how to guide them. The CAEJ initiative gives adolescents the opportunity to participate in local matters. I have observed that they now easily discuss their rights and contribute to the progress of the commune.

**Theme 3: Creation of commune level impetus on the rights of children and youth as well as initiation of dialogue between local administration and young people**

**Story 1:** Title: In the world of stars  
Author: Official - Guenfouda commune (Jerada province, Oriental Region)

A big change has taken place in my professional and personal life. Since my commune has become “friendly to children and youth”, it must take on a new load in order to resolve the problems of children and young people. The commune must therefore open its doors to them, and establish relations with national and international institutions such as UNICEF to improve the situation.

All this process started after a meeting organized in Bouznika two years ago, where we learnt of the launch of CAEJ and we decided to be part of it. Since that moment, everything changed: I had to go to Rabat several times for meetings and consultations, travel non-stop to the north, to the west, to the south…. These events changed a lot of things in my life. I started getting home late, bringing files that I didn’t have time to go through in the office. My home was transformed into some kind of an administration centre. There are files and documents everywhere, from the bedroom to the kitchen, it’s a wreck… And the entire family is starting to complain. But I know what to answer them, I tell them: “Be proud and optimistic, I will soon become a star in the world of children and youth!”
Theme 4: Self-esteem and an enriched social life for members of the children and youth commune councils

Story 1: Title: No longer shy
Author: President of commune council of children and youth

When I became president of the commune council of children/youth, I felt that something had truly changed, that I was never the same as before. Today, I know important personalities from Morocco’s history, such as the people from UNICEF, and I’m no longer scared of them. I am no longer shy as I was before the elections.

I strongly advise children and young people in my commune to become candidates in the next elections that will be held in 2016, because the council of children and youth encourages its members to grow and develop their personality. It helps them learn to claim their rights and defend those of their friends.

Story 2: Title: From isolation to openness
Author: Member of Children/Youth Commune Council, Ouisselsate, Ouarzazate province, Souss-Massa-Draa Region

The project has brought a lot of changes for me, but most importantly, it has allowed me to set up a friendly relationship with the children and youth that I represent and defend. This is an important asset. The friendship has enabled me to open up to others, as man alone is not self-sufficient.

As Aristotle said “friendship is a virtue or cannot exist without virtue” and it is friendship that allows individuals to be interested in society. In any case, it is the friendly links that I have developed within the CAEJ framework that have constituted the most important change for me: now, people like me, I have become their preferred friend because I have an important place in the society.

I used to be lonely and isolated and I was never interested in my douar. Since the elections however and thanks to the support of my numerous friends who help me to carry out my duties, I now feel responsible for the success of my commune.

Stories on some of the CAEJ project’s limitations

Apart from the positive MSC stories pulled out from the implementation of CAEJ as shown by the stories above, the sixth focus group consisting of children and youth who are not members of the commune council of children/youth of Ouisselsate touched on negative experiences, such as deception and disinterest of children towards their elected representatives, or the lack of realization of an expected result of the project, such as the mobilization of External Services and the coordination of their actions at the level of CAEJ communes.

The two “negative” stories collected do not reflect the project’s lack of efficiency but rather the long lead-time to implementation and other gaps, especially in the area of communications. In fact, the implementation was preceded by a long work of preparation and sensitization of
national and local actors on the international concept of Child Friendly City and through intellectual and institutional efforts (study trips, feasibility study workshop, workshop on adapting the concept to Morocco, etc.), to adapt the global concept to the local reality and to the Moroccan political landscape, and, to have it accepted and understood by national, provincial, and local actors.

**Deception and a feeling of letdown after the CCYC election**

**Story 1: Title:** The elected liar  
**Author:** Anonymous adolescent – Assersa douar, Ouisselsate, Ouarzazate, Souss-Massa-Draa

B. B. told us “vote for me and you will have a great field for sports, trees in the school yard, school transport, and a guard to protect the school”. After his victory, we saw him one day and we told him that we did not see any achievement. Then he said “leave me alone, it’s not my problem”.

**Story 2: Title:** What is missing in Imdghr  
**Author:** An anonymous adolescent from the Imdghr douar, Ouisselsate, Ouarzazate, Souss-Massa-Draa region

During the elections, we voted for a boy called “Brigo” hoping that he would do everything that he had promised, meaning, all that we had asked for the douar by listing to our needs: school transport, sports fields, a school that has a guard, water, electricity, windows, and new tables, and a beautiful appearance... But after the elections, our elected representative did nothing and we, on our part, don’t talk to him anymore. We have forgotten about him. Now in the douar, when I want to talk about all this stuff, no one is interested anymore.
ANNEX 6: SUMMARY OF SURVEY RESPONSES FROM JORDAN

Analytical summary report of the adults on-line survey results
(Translated from Arabic)

1 & 2: Basic aggregated data: (Sex & their role in the programme)

The following table shows the total of respondents who filled out the survey classified per sex because the age was not there in the survey for the adult respondents. The total respondents from Jordan were 46 respondents.

<table>
<thead>
<tr>
<th>S</th>
<th>Sex</th>
<th>%</th>
<th>Their role in the UNICEF-supported programme</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>19</td>
<td>Parent/family member of project participant</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39.1%</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>27</td>
<td>Community member/leader</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Implementing partner staff</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>

3: Which programme the respondents were/are involved in?

The following are the main programmes/initiatives the respondents from Jordan were involved in during the life of the project referring to the survey results:

- The friendly environment.
- The youth initiatives.
- Friendly environment for the young people (males & females).
- Child rights.
- Community empowerment.
- Developing the young people & youth report about child rights in Jordan.
- Develop the report of the Convention of Rights of Children (CRC) in Jordan.
- Life skills program.
- The application of the national standards for the healthy environment of the young people in all the local institutions.
- Communication and community interactions.
- Hygiene at home and school.
- Active learning referring to the life skills component.
- Enhance the culture issues for the school dropouts.
- Community schools as one of the non-formal education.

4: Through your participation in this programme, how much do you agree or disagree with the following statements

The following table shows how and to which extent the respondents’ (parents and community leaders) observed participation in the different programme activities impacted the lives of the adolescent/youth participants.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>They have learned new things, and have more skills or more experience</td>
<td>56.5%</td>
<td>36.9%</td>
</tr>
<tr>
<td>They have been able to make new friends</td>
<td>47.8%</td>
<td>47.9%</td>
</tr>
<tr>
<td>Now they have better access to the basic services they need</td>
<td>36.9%</td>
<td>60.8%</td>
</tr>
<tr>
<td>They feel better able to deal with the different aspects of their life</td>
<td>52.1%</td>
<td>41.3%</td>
</tr>
<tr>
<td>(friends, school, family, work, community)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They participate more in community and civic affairs</td>
<td>41.3%</td>
<td>52.1%</td>
</tr>
<tr>
<td>They have more access to economic opportunities and the ability to earn</td>
<td>15.2%</td>
<td>36.9%</td>
</tr>
<tr>
<td>income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They got more support from their family, friends, community members</td>
<td>34.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>and social institutions (e.g., school) when I need it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They feel more hopeful about their future</td>
<td>47.8%</td>
<td>41.3%</td>
</tr>
</tbody>
</table>

**General Issues Raised:**

- There was a high percentage (52.1%) of respondents who commented that the youth participants of youth in the project activities feel better able to deal with the different aspects of their lives (friends, school, family, work, community). This indicates that the programme contributed to promote and enhance the role of youth in the different family and social activities.
- The adults also commented that the adolescents/youth have learned new things, and have more skills or more experience reflected in 56.5% of the responses.
- However, they also observed that the programme did not increase the participants’ access to economic opportunities and ability to earn an income. The adolescents surveyed gave a similar response related to economic opportunities, etc.

**5: Involvement in the planning, implementation and monitoring activities during the life of the programme.**

The following table shows there was positive involvement in the different programme activities including planning, implementation and monitoring activities. However, the adults perceived that adolescent participation in the implementation processes and activities was fairly high in all stages of the programme.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Total Agree</th>
</tr>
</thead>
</table>

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56 For all statistics from the survey where a clear majority of the responses are either negative or positive, standard practice is to only list the majority response since the opposing response is clear from the figures cited in the majority category.
Help Design the programme - **Planning**

| Planning | 69.5% | 30.4% | 99.9% |

Carry out programme activities - **Implementation**

| Implementation | 97.8% | 2.1% | 99.9% |

Serve as a resource person for the programme - **Resource Mobilization**

| Resource Mobilization | 91.3% | 8.7% | 100% |

Help Monitor the programme's progress - **Monitoring**

| Monitoring | 91.3% | 8.7% | 100% |

6: **Do you feel that the adolescents you know who participated in this programme:**

<table>
<thead>
<tr>
<th>Statement: Do you feel that the programme participants...</th>
<th>Strongly agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Are now safer from violence, discrimination or abuse where you live (right to protection)</td>
<td>97.8%</td>
<td>2.1%</td>
</tr>
<tr>
<td>b. Have their voices and decisions respected more by adults in your family and community (right to be heard)</td>
<td>93.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>c. Can say what think about their beliefs and values more openly and freely than before (right to freedom of expression)</td>
<td>95.6%</td>
<td>2.1%</td>
</tr>
<tr>
<td>d. Can take part openly in youth groups or other organized activities (right to freedom of association)</td>
<td>95.6%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

The majority (more than 90%) of the parents, community volunteers and the implementing partner staff think that there was a significant impact on the participants access to rights as a result of the project activities.

7: **What has been the most positive/significant change in the life of the programme participant because of their participation in this programme? Please describe briefly. (open ended question)**

(1) **Most Significant Positive changes**

- **Knowledge:**
  - They became more aware about the protection standards.

- **Acquiring new personal & social skills:**
  - The willingness of the youth to participate effectively.
  - They became more able to work in networks and build alliances with others.
  - They became more patient.
  - They learned well how to build and conduct a constructive dialogue with others.
  - They became more respectable to the adults.
  - They learn the communication skill and right interaction with the community.

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57 Balance of responses – up to .9% either disagreed or strongly disagreed.
• Their self-confidence became much stronger.
• The programme helped to build the social adaptation and adopt the positive behaviours among the students.
• They became more involved in some of the community initiatives.

**Self-esteem/ability to say no and asking about their rights:**
• They became more able to advocate for their rights.
• The freedom to express about their own opinions freely.

**Leadership**
• Learn how to take and participate in the decision making process.
• Their personalities became stronger and more independent.
• Also, they became more involved in the community related issues.
• They started to participate in different planning & monitoring activities.

**Others:**
• They became more concerned about child rights.

8: Have you observed any negative changes due to the adolescents' participation in this programme?

**Negative Significant Changes:**

• Some of the youth were asking for their rights but without giving fair respect to the adults or the hierarchy of the administration staff and appeared to misunderstand human/child rights to be increased liberty without the corresponding responsibility on their parts.
• The absence of the team spirit and effective participation among the committees' members in some cases.
• Some of the creative ideas the adolescents were raising were built from personal and individual interests and not from a community/social perspective.

9a. Is there anything about the programme you would like to see changed?
   b. If yes, what would you suggest be changed? (Key recommendations)

There were only 56.5% of the respondents with total 46 of the respondents who provided some of the recommendations that they will improve the project management in the future.

The following are some of the recommendations captured from the results of the current online survey as reported by the respondents in Jordan.

• It is very important to consider the timing of students’ exams, etc. during the programme implementation processes.
• There is a need to give more support to the sustainability of the youth programmes & initiatives.
• It is highly recommended to mobilize the parents more through various training and
awareness activities to ensure their support for youth rights and activities in the programme and other activities.

- Give the youth and their parents the opportunity to attend some of the international & national conferences for sharing exchange experiences purposes.
- Link all the training and other capacity building activities with practical models on the ground.
- Increase the outreach of the programme and expand it to other areas and target groups.
- Do the needed follow-up for those who have participated in the programme even after the funding ends.
- Increase the possible funds to equip the schools, youth centers and NGOs with the needed equipment & materials for the youth in this project.
- Extend the programme to other institutions such as youth centers, the orphan's houses, NGOs and other institutions.
- Involve the project management workers/staff in the planning phase of the project activities.
- Give special attention to the rewarding/incentives system for the targeted youth to maintain their enthusiasm during the life of the project.
Analytical summary report of the adolescents on-line survey results, Jordan
Translated from Arabic

1&2: Basic aggregated data: (Sex & age)

The following table shows the total of respondents who filled out the survey classified per age and sex. There were 82 respondents from Jordan.

<table>
<thead>
<tr>
<th>Sex</th>
<th>%</th>
<th>Age range</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>41</td>
<td>14-18 Yrs</td>
<td>73</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>19-24 Yrs</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>82</td>
<td></td>
<td>82</td>
</tr>
</tbody>
</table>

Average age: 16.7 Yrs

3:  Which programme the respondents were/are involved in?

The following are the main programmes/initiatives the respondents from Jordan were involved in during the life of the project referring to the survey results:

- Child rights.
- Life skills programme component.
- School parliaments.
- Engaz (Achievement initiative).
- Vocational achievement.
- Traffic awareness.
- Developing the young people & youth report about child rights in Jordan.
- Youth friendly centers.
- Parents & Teachers Assembly.
- Interactive theatre.
- How to tackle drug addictions.
- A friendly environment.
- Youth initiatives.
- Legacy project & movies production.
- UNESCO Programme. 58
- National accreditation programme to the healthy schools.
- Scientific excellence for girl's camp.
- Link schools with schools in UK.

4:  Through your participation in this programme, how much do you agree or disagree with the following statements

The following table shows how and to which extent the respondents' participation in the different programme activities impacted on their lives.

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58 The respondents did not provide more detail than simply stating they had been involved in a UNESCO programme.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Agree only a bit</th>
<th>Don't agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have learned new things, and have more skills or more experience</td>
<td>62.0%</td>
<td>32.9%</td>
<td>4.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>I have been able to make new friends</td>
<td>45.0%</td>
<td>51.2%</td>
<td>3.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>I now have better access to the basic services I need</td>
<td>40.2%</td>
<td>42.6%</td>
<td>13.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>I feel better able to deal with the different aspects of my life (friends, school, family, work, community)</td>
<td>48.7%</td>
<td>36.5%</td>
<td>9.6%</td>
<td>1.1%</td>
</tr>
<tr>
<td>I participate more in community and civic affairs</td>
<td>32.9%</td>
<td>41.4%</td>
<td>20.7%</td>
<td>4.8%</td>
</tr>
<tr>
<td>I have more access to economic opportunities and the ability to earn income</td>
<td>15.8%</td>
<td>29.2%</td>
<td>36.5%</td>
<td>17.0%</td>
</tr>
<tr>
<td>I get more support from my family, friends, community members and social institutions (e.g, school) when I need it.</td>
<td>41.4%</td>
<td>43.9%</td>
<td>10.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>I feel more hopeful about my future</td>
<td>52.4%</td>
<td>37.8%</td>
<td>8.5%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

**General Observations:**

- The responses showed that as a result of their participation the respondents in the different programme activities were more focused on the personal aspects in terms of their Knowledge & Attitudes rather than on the Practices on the community & social level aspects (the latter take longer to change).
- However, the key reasons behind that could be outlined as follow:
  - This is accepted from programmatic perspective considering their age range.
  - The key interventions they participated in, as outlined in question 3, were focused on the personal benefit rather than the community initiatives.

**5: Participants’ involvement in the planning, implementation & monitoring activities during the life of the project**

The following table shows there was positive adolescent/youth involvement in the different programme activities including planning, implementation & monitoring activities.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help design the programme - Planning</td>
<td>64.6%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Carry out program activities - Implementation</td>
<td>91.4%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Serve as a resource person for the programme</td>
<td>80.4%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Help Monitor the programme's progress</td>
<td>74.3%</td>
<td>24.3%</td>
</tr>
</tbody>
</table>
6: If you answered yes to any point in the previous question, how did you become involved in the programme?

The majority (75.6%) or 62 out of 82 respondents volunteered to become involved because they were interested in it. This is followed by invitations received from adult or by a friend.

<table>
<thead>
<tr>
<th>Statement</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I volunteered to become involved because I was interested in it.</td>
<td>75.6%</td>
</tr>
<tr>
<td>I was asked to become involved by an adult</td>
<td>24.3%</td>
</tr>
<tr>
<td>I was asked to become involved by a friend from the Help Help</td>
<td></td>
</tr>
<tr>
<td>Asked to become involved by a friend from the programme</td>
<td>17.8%</td>
</tr>
</tbody>
</table>

7: Because of your participation in this programme do you feel that:

There was high percentage of the respondents who felt their participation in the programme has a positive impact on their access to diverse rights, as well as having gained more respect from the adults in their families.

<table>
<thead>
<tr>
<th>Statement: Because of my participation in the programme I feel</th>
<th>Strongly agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safer from violence, discrimination or abuse where you live (right to protection)</td>
<td>81.7%</td>
<td>15.8%</td>
</tr>
<tr>
<td>That my voice and decisions are respected more by adults in my family and community (right to be heard)</td>
<td>90.2%</td>
<td>8.5%</td>
</tr>
<tr>
<td>I can say what think about your beliefs and values more openly and freely than before (right to freedom of expression)</td>
<td>91.4%</td>
<td>7.3%</td>
</tr>
<tr>
<td>I can take part openly in youth groups or other organized activities (right to freedom of association)</td>
<td>89%</td>
<td>9.7%</td>
</tr>
</tbody>
</table>

8: What has been the most positive/significant change in your life because of your participation in this programme? Please describe briefly.

The following are the Most Significant Changes perceived by the respondents as a result of their participation in the different programme activities as captured from the answers of the respondents in the current on-line survey.
1. **Most Significant Positive changes**

   **Knowledge:**
   - Know more about child rights & human rights of my family & community.
   - Know more about the ideal management styles for the youth centers.

   **Acquiring new personal & social skills:**
   - Acquired the communication skills & interaction with the community.
   - How to open a dialogue and conduct constructive criticism.
   - Self-esteem and feeling myself as an effective member in the community.
   - How to transfer my opinion to others with respect.
   - Learn how to plan for my future and how to be more ambitious.
   - The ability to deal with my parents more effectively.
   - How to have strong personality.
   - How to act different roles in the school theatre.
   - How to preserve a clean environment.
   - How to form and build networks with others.

   **Self-esteem/ability to say no:**
   - Know more about life skills and how to express about the self.
   - The freedom to express about our own opinions freely.

   **Opportunity to form new friendships**
   - Learn how to make new friends in a short time.
   - Became not shy to open a dialogue with new friends.

   **Leadership**
   - Learn how to be a leader using my own strong personality.
   - Learn how to take and participate in the decision making process.
   - Participate effectively through the school parliament to improve the relationship between the school and home and between the school management and students.

   **Others:**
   - Currently we have various opportunities to learn and work.
   - "My eating habits changed after my participation in the programme. Also, I gave more attention to clean my teeth and keep fit.”
   - I became more and well-organized in my life.
   - Also, "Currently, I became more cooperative with others and feel what others are suffering from".
   - "I became more able and positive to change the wrong behaviours in our life especially the discrimination and violence against children, including the child abuse.

9. Has your participation in this programme led to any negative changes in your life?
The following are some of the Negative Most Significant Changes perceived by the respondents as a result of their participation in the different programme activities as captured from the answers of the respondents in the current on-line survey.

**(2) Negative Significant Changes:**

- Most of the students' requests were not met by the school management and this led me to feel disappointed and leave the programme after some time.
- "My parents refused to let me continue in the school parliament because it impacted negatively on my school achievements".
- The failure to manage our time between the school activities and the programme activities.
- The resistance showed from some of the school managers for our role in the Parents and Teachers Assembly and the school parliaments.
- The misunderstanding of the concept of the freedom led to some inappropriate behaviour towards the teachers and parents from the students.

10a) Is there anything about the programme you would like to see changed? b. If yes, what would you suggest be changed? (Key recommendations)

Only 43.9% of the respondents (36 respondents) made recommendations for changes.

Some of these were very strategic and ambitious suggestions (e.g. change the educational system, etc.) that would require a lot of time at the policy and national levels to turn into tangible changes on the ground.

The following are some of the key recommendations captured from the adolescents’ survey from respondents in Jordan.

- Promote the achievement of child rights, particularly the child protection pillar by producing and presenting movies that show the bad effects of child abuse and gender discrimination.
- Give special attention to change the school system itself, including the improvement of the school teacher's qualifications and doing the needed changes in the curriculums.
- Maximize and optimize the student participant in all the decisions related inside the school.
- Give more support to the sustainability of the youth programmes & initiatives.
- Increase the outreach of the programme in other areas.
- Increase the number of camps conducted for youth.
- Do the needed follow-up for those who participated in the programme even after ending the funding of the programme.
- Specify and allocate other suitable time to the school parliaments apart from the school time to avoid any kind of overlapping and reduce the turn-over from the youth participants.
- Give special attention to the selection process for those working in the project management to be more qualified to work with this age group.
In spite of the fact that the youth participation in the different programme activities should be voluntarily, there should some kind of incentives.

Give special attention to the monitoring activities during the life of the programme referring to set criteria.

ANNEX 7: EVALUATION TORs

UNICEF Evaluation of phase I and II of the Programme
“Adolescents: Agents of Positive Change - The Right to Participation”

1. BACKGROUND
Adolescents are by nature optimistic, energetic and forward looking. They have the same hopes and dreams in the MENA region as in any other part of the world - the hope to get good education, recreation, jobs, families and financial security. Adolescents have great potential to contribute to their families, societies and communities.

Adolescents are central to UNICEF programming as they are one of the age groups (10-18 years old) that is covered by CRC, and which guides UNICEF’s overall goals. Adolescents are also addressed through the Mid-Term Strategic Plan, which sets UNICEF’s programming priorities. In this overall context, the “Adolescents: Agents of Positive Change – The Right to Participation” contributes to advance the CRC, CEDAW and MDGs through its stated overall goal and more specific objective “…to create an enabling policy environment allowing adolescents to grow to their full potential and participate in national development.”

Sida has funded and supported UNICEF MENA Regional Office, in cooperation with regional and national partners, and have since 2005 capitalised on the positive potential of adolescents through a successful sub-regional programme promoting their right to development and participation. UNICEF is building on lessons learned from the collaboration in Phase I (2005-2007); the current programme (2008-2011) is covering nine countries: Algeria, Egypt, Iran, Jordan, Lebanon, Morocco, occupied Palestinian territory, Syria and Tunisia. All countries were chosen in coordination with Sida’s priority countries in the MENA region, or countries where it is felt that regional programme synergies are important. Iran joined the current Phase II with good experience in addressing HIV prevention in young people, an area in which more expertise is needed throughout the region.

The current implementation of Phase II builds on lessons learned from the previous phase with strong emphasis on developing mechanisms for institutionalising good strategies, promoting national sustainable programmes, and increasing inter-country networking between adolescents, and strengthening inter-regional and inter-sectoral exchange in the area of adolescent programming. The project focuses on rights-based and gender equality perspectives adopting an assets-based and life cycle approach.

The Overall Programme Goal is: To create an enabling policy and programmatic environment allowing adolescents to grow to their full potential and participate in national development. Activities support the achievement of four main objectives: (1) Establish a consistent knowledge base across the 9 countries on adolescents and young people in order to influence policy and programming; (2) Strengthen the capacity of national governments, partners service providers and young people themselves to streamline their priorities in national policies and to provide support for youth structures and to support networking; (3) Promote opportunities for adolescent participation in friendly spaces through home, school and community; (4) Build partnerships for advocacy to promote the rights of adolescents to development.
and participation.

The programme’s focus in phase II is to continue strengthening the analysis of the situation in order to inform programme, policy and advocacy initiatives. To ensure that the knowledge management function is systemised, all country level initiatives related to information knowledge management will be incorporated in the planned regional data that will be housed in UNICEF MENA regional office.

In order to ensure that results are sustained and adopted at a national level, the focus in phase II is on developing successful scaling up programmes and on influencing the design, implementation and monitoring of policies related to adolescents.

The programme is strengthening and building on partnerships developed in Phase I, and is investigating and implementing innovative ways of leveraging strategic partnerships with the private sector, media and key opinion leaders in order to increase investments in adolescents and ensuring that they play an active role in their own development and that of their communities. Adolescents will continue to play a central role in the design, implementation and evaluation of activities. As identified in Phase I, parents and other caregivers play a central role in adolescent development, and partnerships are being strengthened in Phase II.

UNICEF and the UN in MENA have identified adolescents and youth issues as a key area of focus. In addition, due to ongoing reflection and discussion on a regional vision and outlining a roadway for reaching a new innovative partnership between governments and UNICEF in MENA’s Middle Income Countries, UNICEF is further focusing on developing deeper analyses of contextual trends and issues in MENA and their implications on children in general and adolescents in particular, on networking and building alliances. Within the spirit of the UN Coherence, UNICEF is building new and strengthening existing partnerships with UN agencies to consolidate interagency collaboration.

Finally, it is worth mentioning that this regional proposal is being implemented in tandem with other UNICEF supported initiatives. This includes the Norwegian Ministry of Foreign Affairs supported adolescent programming in occupied Palestinian territory and the Palestinian camps in Jordan, Lebanon and Syria.

2. PURPOSE OF THE EVALUATION

The overall purpose of this evaluation will contribute to improve future adolescent development and participation programmes through feedback of lessons learned. The evaluation will evaluate successful and not so successful interventions, as well as collecting in systematic manner valuable information from the 9 countries in which the programme is being implemented. The evaluation report will facilitate sharing of the information gathered with all involved actors with the intention to improve future adolescent development and participation programmes in the MENA countries. The evaluation will also measure if the stated overall goal and objectives of the “Adolescents: Agents of Positive Change – The Right to Participation” programme have been met. The findings of the evaluation will be shared with the target stakeholders and participants with the intention for the evaluation report and its dissemination to contribute to strengthen programming approaches to improve the development and participation opportunities for adolescents in MENA.

3. OBJECTIVES

To conduct an external Results based evaluation of the UNICEF programme “Adolescents: Agents of Positive Change – The Right to Participation”, specifically:

1. Measure the extent to which planned and any unintended results have been attained during the implementation of the “Adolescents: Agents of Positive Change – The Right to Participation” programme, and how the overall goal and four objectives stated have been met through the implementation of the programme in the nine countries;

More specifically, the evaluation will address the following areas:
a) Relevance
1. Are young people considered as resource people in the implementation of the programme (e.g. in running adolescent friendly centres or in the development of youth strategy)?
2. Did the programme objectives address the rights and needs of the target groups (adolescents, parents, service providers and policymakers)?
3. Is the programme successful in identifying the most relevant partners for this programme?
4. How relevant have the activities of the programme been for vulnerable and disadvantaged adolescents? Have the potentials of disadvantaged adolescents (due to gender, poverty, ethnic and disabled groups) been fully considered and included in order to reach the outcomes? How is the approach targeted/adapted to the needs of adolescents in the different cultural and country contexts, including in addressing differences based on gender?
5. What is the added value of having a regional approach to the programme?
6. Is the programme contributing to a systematic approach to adolescent development and participation in all the components of UNICEF country programme?

b) Effectiveness
1. Does the "Adolescents: Agents of Positive Change – The Right to Participation" have an effective monitoring and evaluation mechanism in place, and how is the programme using the information generated by this M&E system (country and regional level)?
2. What has been the progress made towards achievement of the expected outcomes and can unexpected results be detected? Can outcomes and partial impact of the programme be measured?
3. To what extent are the beneficiaries (adolescents, parents, communities) satisfied with the results?
4. To what extent are the program participants (adolescents and other relevant stakeholders) involved in the planning, designing, implementation and monitoring of programme activities?

c) Efficiency
1. Can the resources used be maximized to reach better results? (For example does the programme utilize existing local capacities (of right-bearers and duty-holders) and local resources to achieve its outcomes?
2. Have any additional resources been allocated by partners/stakeholders/counterparts to cover costs (even if partially) to pair with the programme?
3. Are the objectives and the outcomes achieved on time?
4. Can the inputs and outputs be distributed between different age groups of young people (10-14, 15-19) and what are the criteria? Is gender equality principles considered in the allocation of resources?
5. What is UNICEF’s comparative advantage in designing and implementing this programme and is there any UN interagency collaboration for adolescents and youth?

d) Sustainability
1. What is the level of buy-in of national partners (Government and civil society) to this programme?
2. What measures have been built into the programme on national and regional level to sustain the outcome of the programme?
3. Could the programme be a model for replication in other locations/countries/regions?

4. SCOPE OF WORK
a) General Scope:
This results-based evaluation will require the use of participatory evaluation methodologies. These will consist of predominantly qualitative evaluation approaches, but will also include some quantitative methods (i.e. survey measurement). Suggested qualitative approaches are focus group discussions, one-on-one interviews, individual case studies, etc. An evaluation team is desired to carry out this evaluation, with an
experienced team leader leading the process. The international team leader is to guide country researchers to collect the necessary data from the specific areas of "Adolescents: Agents of Positive Change – The Right to Participation" programme, in order to feed the analytical evaluation of the project with country specific information. A detailed work-plan will be developed by the evaluation team/consultant as part of the inception report, including if considered feasible how adolescents will be involved throughout the evaluation process.

It is expected that data and information on the views and perceptions of adolescents as well as their families, main stakeholders and beneficiaries, will be generated throughout the evaluation process. The main informants of this research will be the stakeholders and beneficiaries themselves (adolescents, their families and communities) along with national and local government and NGO partners.

b) Specific task/responsibilities for the Evaluation Team:

The Evaluation Team is responsible in carrying out the following tasks:

1. Conduct a desk review of relevant programme documents in the 9 countries and the UNICEF MENA Regional Office; project documents, donor reports, existing studies and situational analysis on the situation of adolescents, in addition to any other related documents.
2. Prepare an inception report defining the Research Design, Information sources, Data collection instruments, how young people can be involved in the field research (if feasible), a detailed time line, etc.
3. Develop criteria and select 3 countries for field research in coordination with UNICEF and Sida (tentatively occupied Palestine territory, Egypt and Tunisia, the final decision of the countries will be made during the inception phase. The field research mission is expected to be a week, with follow up by local evaluator/s for another up to 6 weeks. Each field research should be presented in a separate country specific report of 10-15 pages to be annexed to the overall evaluation report.
4. Develop a methodology for involving young researchers related to the programme in the conduction of field research of the evaluation when possible (could depend on context of the field visit countries).
5. Upon approval of the above inception report by UNICEF and Sida, conduct the evaluation plan. The evaluation plan should at least include:
6. Conducting interviews with the beneficiaries and stakeholders (adolescents, their families and communities, decision-makers).
7. Develop evaluation tools (survey questionnaires, Focus Group Discussion (FGD) guidelines, etc.) to collect data for the evaluation as well as to create baseline data for future evaluations.
8. Generate an analytical report of findings, with region-wide and country-specific findings. Present initial findings during a UNICEF-Sida meeting in the first semester of 2011.
9. Share findings, lessons learned and recommendations of the evaluation with the various stakeholders including adolescents who participated in the research and adjust according to their feedback, to the extent that this is relevant for the quality and reliability of the report.
10. Produce a final evaluation report focusing on the results of the programme (highlighting if findings support this, the need for continued support to achieve further results and ensure longevity).
11. Produce a user-friendly short version of the full evaluation report (equal to executive summary, main findings and recommendations).
12. Ensure that all deliverables are undertaken and submitted in a timely manner.
13. All deliverables are to be in English language, including the short user-friendly version of the evaluation.

All deliverables (draft and final) are to be submitted to both UNICEF and Sida, for approval.

5. **EXISTING DOCUMENTATION**
Available for developing the proposal:
- "Adolescents: Agents of Positive Change – The Right to Participation", Phase I:
  - Project proposals
  - Project Agreement
  - Annual Donor Reports
- "Adolescents: Agents of Positive Change – The Right to Participation", Phase II:
  - Project proposals
  - Project Agreement
  - Annual Donor Reports
- ADAP Mapping Final;
- MENA ADAP Regional Strategy & Programme Nov08;
- UNICEF Evaluation Policy;
- UNEG Evaluation standards;
- SCF guidelines highlighting ethics of doing research with children (and adolescents);

Available upon starting the consultancy:
- Human interest stories;
- Any other relevant reports;
- Studies and Surveys undertaken during programme implementation (refer to attached list);
- List of partners by country
- MDGs;
- UNICEF Mid-Term Strategic Plan 2010-2013;
- UNICEF country programme UNICEF MENA Adolescent Operational Strategy and Regional Programme - Towards Broader Alliances and Enhanced Interagency Collaboration
- UNDG Arab States and MENA Youth Strategic Work-plan; Adolescents: Agents of Positive Change – The Right to Participation” Phase I and Phase II
  - Annual work-plans
  - Logical frameworks (if not included in the annual reports) from the 9 countries;
- Any other relevant documentation at country level or produced by third party.

STAKEHOLDER PARTICIPATION AND ACCOUNTABILITIES
UNICEF will ensure the accessibility to the following informants for the evaluation:
- A group of adolescent researchers from the selected field research locations to work with the evaluation team (if considered feasible and where relevant);
- Adolescents, their families and community leaders or members;
- UNICEF Regional office advisers/specialists;
- UNICEF country offices;
- International NGO’s;
- Local Partners; Government and NGOs.

Representatives from the above-mentioned stakeholders and beneficiaries will form the different reference groups and be consulted during the design of this evaluation and will be asked to review the evaluation report.

7. EVALUATION TEAM COMPOSITION
The evaluation team should bring the following qualifications:
- At least a master’s degree in social sciences;
- Evaluation experience, in both qualitative and quantitative methodologies;
- Experience of project and programme management;
8. PROCEDURES AND LOGISTICS
The evaluation team will be responsible for organising all logistical arrangements needed to conduct this evaluation including in-country travel and international travel. UNICEF will be supporting with relevant contacts and coordination with stakeholders and partners, and in facilitating the field research.

9. PROPOSAL REQUIREMENTS
The proposal is to include a detailed:
   a) Background of the organization (1 page maximum)
   b) Relevant experience
   c) Overall description of how objective will be met
   d) Proposed draft sampling framework
   e) Evaluation Work Plan
   f) CV’s of the evaluation team
   g) Fees & payment schedule (including a budget breakdown)
   h) Estimated number of working days needed
   (The inception report which is the first deliverable is expected to give the full details of the evaluation methodology as well as time lines, etc.).

10. DURATION
The evaluation is expected to be carried out between February 1 - July 30, 2011. It is expected to start on February 1, 2011; covering desk review, development of tools, field work, analysis and report writing. The evaluation process is expected to be finalized by July 30, 2011. An inception report with a detailed work plan including the outline and the methodology of the evaluation is to be developed by the evaluators, with a proposal for selection of representative field studies in 3 countries, and must be submitted to UNICEF and Sida for approval.

11. DELIVERABLES
1. Develop an inception report and detailed outline and methodology for the evaluation including how, if feasible, adolescents will be involved in the evaluation research by March 15, 2011;
2. Undertake field missions between March 15 - April 15, 2011;
3. Preliminary analysis findings and reports from the field research and overall preliminary analysis to be presented May 30, 2011;
4. Presentation of overall analysis and findings to UNICEF MENARO and Sida. June 15, 2011;
8. All deliverables (draft or final) are to be submitted to both UNICEF and Sida.
12. SELECTION PROCESS
The choice of a consultant firm or independent consultant will be made on the basis of a competitive review
the following manner: 65% on the technical competency of the team - leader and team members divided as
follows; 30% on relevant skills; 25% methodology, creativity and participatory techniques; 10% organizational experience in delivering complex multi-country evaluations; 35% financial.

13. ORGANISATIONAL RECOURSE
If the contractor for any reason does not deliver the work as agreed in the contract, the contractor will have to return any payment received from UNICEF.

14. ETHICAL CONSIDERATIONS & PROPERTY RIGHTS
All evaluation products, including deliverables, data and reports, developed in the course of this consultancy are the intellectual property of UNICEF and Sida. The evaluation process should support and respect ethical and meaningful participation children’s (adolescents) and meet the standards and ethics of UNICEF and Sida evaluations. The consultant may not share these products and tools produced from this consultancy without the express permission and acknowledgement by UNICEF and Sida.

15. PERFORMANCE INDICATORS FOR EVALUATION OF RESULTS
The Adolescent Section at MENARO in consultation with its M&E section and Sida will provide quality assurance and oversight for the consultant’s work with substantial feedback on the quality of the sampling reviews.

16. UNICEF EVALUATION SUPERVISOR:
Ms. LivElin Indreiten, Adolescent and Youth Development Specialist, UNICEF Regional Office Middle East and North Africa, in coordination with Mr. Pierre Ngom, Chief of M&E, UNICEF MENARO and in consultations with Sida.
ANNEX 8: BASIC SEMI-STRUCTURED INTERVIEW QUESTIONS

Several variations of the following semi-structured interview questions were developed for UNICEF staff, government and NGO implementing partners, regional staff and donors.

Interview assumptions:
1. Interviews will be approximately 45 minutes long and the number of questions restricted to a maximum of 15 per interview, plus background questions.
2. Key informant responses will lead to a number of secondary questions for clarification purposes.
3. Those to be interviewed by phone will be sent a copy of the interview questions prior to the interview.

Semi-Structured Interview Guides – Government Stakeholders
Name: Sex: Title: Organization:

1. What is your role in or knowledge of the Adolescents: Agents of Change Programme?
2. What do you feel has been the most significant change or result (either positive or negative, expected or unexpected) generated by this programme in your country?
3. What factors do you think contributed to this change?
4. Do you think this programme addressed the priority needs of vulnerable and disadvantaged adolescents? If so, how? If not, what or who still needs to be addressed?
5. What kinds of new information and awareness has this programme generated about adolescents in your country?
6. Has it been possible to obtain additional resources from sources other than UNICEF and Sida to fund components of this programme in your country?
7. Is the programme in your country designed to reach different age groups of adolescents (10 – 14 years and 15 to 19 years)? If so, how are the related resources divided between these two groups?
8. Did the programme design take gender equality issues into account? If so, in what way?
9. Have the programme’s objectives, activities and outcomes been achieved according to the anticipated schedule? If not, what factors led to any delays?
10. What measures are in place to ensure the sustainability of the programme outcomes?
11. Has this project been replicated anywhere else? If so, where?
12. What has been UNICEF’s role and particular strengths/contributions to national and regional work with adolescents?
13. Are you satisfied with the results of the programme and the way it has been implemented?
14. What would you recommend as the next steps to support adolescent development and participation?
ANNEX 9: EVALUATION SURVEY QUESTIONS

1. Survey – Programme Participants (Adolescents)

UNICEF has asked us to help them find out how well the programmes that they support for adolescents and young people in your country are working. To do this, we need to ask you a few questions about your experience with this programme. We will only share the total results of this survey and will not tell anyone the individual names of people who answer. If you could help us by filling out this survey and asking any of your friends involved in the programme if they would be willing to do so as well, this would be a big help for us all.

It should only take you about 20 – 30 minutes to fill out the survey and to give us your opinions.

To be eligible you will need to fill out the survey by July 29, 2011 on-line on the Survey Monkey site. If you have any problems filling out the survey please let us know and we will do our best to fix the problem.

Many thanks for helping us out.

Kartini International

Background Information

Name:____________________ Age: ______ Country:______________
Sex: ☐ Female ☐ Male

1. Which programme were/are you involved in?

Changes in Well-being

2. Through your participation in this programme, how much do you agree or disagree with the following statements

   a. I have learned new things, and have more skills or more experience
      ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

   b. I have been able to make new friends
      ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

   c. I now have better access to the basic services I need
      ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

   d. I feel better able to deal with the different aspects of my life (friends, school, family, work, community)
      ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

   e. I participate more in community and civic affairs
      ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

   f. I have more access to economic opportunities and the ability to earn income
      ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

   g. I get more support from my family, friends, community members and social institutions (eg. school) when I need it
      ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

   h. I feel more hopeful about my future
      ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

2. Did you:
   a) Help design the programme ☐ Yes ☐ No
b) Carry out programme activities □ Yes □ No

c) Serve as a resource person for the programme □ Yes □ No

d) Help monitor the programme’s progress □ Yes □ No

3. If you answered yes to any point in question 2, how did you become involved in the programme?

☐ I volunteered to become involved because I was interested in it
☐ I was asked to become involved by an adult
☐ I was asked to become involved by a friend from the programme

4. Because of your participation in this programme do you feel that:
   a. You are safer from violence, discrimination or abuse where you live (right to protection)
      □ Yes □ No
   b. Your voice and decisions are respected more by adults in your family and community (right to be heard)
      □ Yes □ No
   c. You can say what think about your beliefs and values more openly and freely than before (right to freedom of expression)
      □ Yes □ No
   d. You can take part openly in youth groups or other organized activities (right to freedom of association)
      □ Yes □ No

5. What has been the most positive change in your life because of your participation in this programme? Please describe briefly.

6. a. Has your participation in this programme led to any negative changes in your life?
      □ Yes □ No
   b. If yes, what were these negative changes?

7. a. Is there anything about the programme you would like to see changed?
      □ Yes □ No
   b. If yes, what would you suggest be changed?

2. Draft Survey – Adults (Parents/Guardians, Community Members/Leaders, Implementing Partner Staff)

UNICEF has asked us to help them find out how well the programmes that they support for adolescents and young people in your country are working. To do this, we need to ask you a few questions about the experience of the adolescents or young people you know who have been participating in these programmes. We will only share the overall summarized results of this survey and will not tell anyone the individual names of people who answer.

If you could help us by filling out this survey, this would be a big help for us all and we will be most grateful.

It should only take you about 20 to 30 minutes to fill out the survey and to give us your opinions.

You will need to fill out the survey by July 29, 2011 on-line on the Survey Monkey site. If you have any problems filling out the survey please let us know and we will do our best to fix the problem.

Many thanks for helping us out.

Kartini International

Background Information

Name: __________________________ Country:________________________ Sex: ___
What is your involvement in this UNICEF-supported Programme:

☐ Parent or family member of programme participant
☐ Community member/leader
☐ Implementing partner staff
☐ Other, please describe: ________________________

1. Which programme is/are the adolescents you know involved in?

Changes in Well-being
2. Through the participation of the adolescents you know in this programme, how much do you agree or disagree with the following statements

a. They have learned new things, and have more skills, experience
   ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

b. They have been able to make new friends
   ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

c. They now have better access to the basic services they need
   ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

d. They are better able to deal with the different aspects of their lives (friends, school, family, work, community)
   ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

e. They participate more in community and civic affairs
   ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

f. They have more access to economic opportunities and the ability to earn income
   ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

g. They get more support from my family, friends, community members and social institutions (e.g., school) when they need it.
   ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

i. They feel more hopeful about their future.
   ☐ Strongly agree ☐ Agree ☐ Only agree a bit ☐ Don’t agree

3. Did the adolescents who participated in this programme:
   a) Help design the programme ☐ Yes ☐ No
   b) Help carry out programme activities ☐ Yes ☐ No
   c) Serve as a resource person for the programme ☐ Yes ☐ No
   d) Help monitor the programme's progress ☐ Yes ☐ No

4. Was the programme?
   ☐ Adult-led and initiated
   ☐ Started and led by adolescents
   ☐ Started and led by adults, but with a lot of leadership and decision-making from adolescents involved

5. Do you feel that the adolescents you know who participated in this programme:
   a. Are now safer from violence, discrimination or abuse where you live (right to protection)
      ☐ Yes ☐ No
b. Have their voices and decisions respected more by adults in your family and community (right to be heard)
☐ Yes ☐ No

c. Can say what they think about their beliefs and values more openly and freely than before (right to freedom of expression)
☐ Yes ☐ No

d. Can take part openly in youth groups or other organized activities (right to freedom of association)
☐ Yes ☐ No

6. What has been the most positive change in the lives of the adolescents you know because of their participation in this programme?

7. a. Has their participation in this programme led to any negative changes in their lives?
   ☐ Yes ☐ No
   b. If yes, what were these negative changes?

8. a. Is there anything about the programme you would like to see changed?
   ☐ Yes ☐ No
   b. If yes, what would you suggest be changed?
ANNEX 10: MOST SIGNIFICANT CHANGE QUESTIONS AND GUIDE

Focus Group Discussion Process Guides

Groups to be included in the focus group discussions include:
- Male and female adolescents involved in UNICEF-funded programmes in the three case study countries – age groups 10 – 14 and 15 to 19
- Parents/guardians of adolescents involved in UNICEF-funded programmes in the three case study countries
- Community members/leaders from communities where the Adolescents: Agents of Change programme is operating (could also include educators/health professionals from these communities if the programmes are school or health centre-based)

A. Focus Group Discussion Process Guide - Adolescents

Focus groups will each have a maximum of 10 participants.

The facilitators will document the name, age and sex of participants (the names will be for internal Kartini team use only).

The facilitators (national consultant and young researchers) will ask the participants to answer the following questions.

- Which UNICEF (or name of implementing partner) programme have you been participating in? For how long?

- What kinds of changes have you seen either as an individual or in your community because of this programme? Were there any negative results or changes they experienced as a result of their involvement in the programme. (Facilitators will get the participants to discuss these questions in general for approximately 30 minutes, making sure that each participant has a chance to present their thoughts and reflections).

The facilitators will then ask the participants to take 20 minutes to write or describe (if literacy is an issue*) about a short description of any changes which they have experienced because of their participation in the project; to choose the one which is most significant for them and to explain why it is significant.

Each participant will then take turns reading their story to the group and be asked to explain what made that change possible.

Facilitators will then ask the participants to group the types of changes they have described (e.g., changes in their well-being, their access to and knowledge of their rights, their welfare, at the community level, within the family, etc.)

From this grouped list, the facilitators will work with the participants to discuss and reach a consensus on which story(ies) they think represent(s) the most significant change for the group and why for each group of stories.

The facilitators will then ask the participants if there is anything they would suggest changing about the
programme and document their responses. Finally, the facilitators will ask the group to select a volunteer to participate in another consultation to present this Most Significant Change story to the selected representatives from the other focus groups.

Following the focus group discussion, the facilitators will work with the participant to write up the story selected for presentation to the consolidated group.

** If working with focus group participants who are not literate or not comfortable with writing, the facilitators would ask the group members to take five minutes to think about which of their change stories they would select and then present these to the group. The facilitators will write down or record the stories as they are described.

**

B. Focus Group Discussion Process Guide – Family Members

The facilitators will follow this same process for the other focus groups, but will also ask them to comment on what they perceive to have been the most significant changes they have seen in their children (and by extension for themselves)

C. Focus Group Discussion Process Guide – Community Members

The facilitators will follow this same process for the other focus groups, but will also ask participants to comment on/write stories about what they perceive to have been the most significant changes they have seen in the adolescents in their community that have participated in the programme and/or for their community as a result.

Sample Story Recording Form

** Story Title: _________________________________________________________

Domain: 

   Examples:
   ■ Changes in access to services
   ■ Changes in knowledge of and access to rights
   ■ Changes in social networks/friends
   ■ Changes in access to economic opportunities and ability to earn an income
   ■ Increased self-confidence/esteem
   ■ Changes in skills and experiences
   ■ Changes in relationships with other family members
   ■ Changes in role in and relationship with community where person lives
   ■ Other Significant Changes

Name of person recording story: ____________________________________________

Location/Country: _______________________________________________________

Date of narration: _______________________________________________________

Where did this happen?

What happened?

Why do you think this is a significant change?

---

What difference has it made already/will it make in the future?

ANNEX 11: EVALUATION TEAM BIOS

Dana Peebles: Evaluation Team Leader
Director of Kartini International. Has 30 years experience in international development, including 24 years in gender equality and 6 years in adult basic education and skills training. For last 15 years Ms. Peebles has served as the Director of Kartini International, a consulting firm specializing in social change management services. She has an additional 16 years experience in project management and as technical advisor/analyst and trainer in related fields, including 9 years in Africa, Southeast and Central Asia, Latin America, and the Middle East. This includes extensive experience with diverse UN agencies, IFIs, CIDA, Sida, and AusAID in both developmental and post-conflict contexts, with strong emphasis on result-based and human rights approaches. Recent work has encompassed an additional three evaluations for UNICEF, including serving as the Team Leader of the 2007 global evaluation of UNICEF’s gender policy and practice. She is the recipient of the 2000 CIDA International Cooperation Award for Gender Equality Achievement and the 2008 International Alliance of Women inaugural Making a Difference 100 Award in recognition of her contributions to women’s economic empowerment. Ms. Peebles also has considerable experience in the area of youth participation practices and facilitation.

Alia Nasha’at Ali Sha’ar: oPt National Consultant
Has 20 years experience in development and strategic planning, capacity building and community mobilization, training of trainers, design, implementation, monitoring and evaluation focusing on early childhood development, education, and youth empowerment and leadership programmes among many other areas of expertise. Has a Masters degree in Education Management and B.A in Psychology and known as key expert in “Child to Child” approach in Palestinian territories. Recently acted as co-leader of the Education Cluster representing Save the Children in the assessment and recommending a doable strategy for the improvement of the education sector under-emergency in the Gaza strip. Committee member of the Higher Education Strategic Improvement Committee of the Palestinian National authority. Has worked on participatory-based evaluation approaches in the evaluation of diverse development projects, including assessing the impact of capacity building programmes, public awareness activities and local democratic governance programmes.

Sophie Boukhari: Morocco Senior National Consultant
With a strong background in journalism, Ms. Boukhari has amassed extensive field experience in Africa, particularly in North and West Africa regions through her work with a range of international NGOs, USAID, and UN agencies (ECA, UNESCO, UNICEF, UNDP, and the UN System in Morocco). Her work in the region over the last 20 years has included: research on children, youth, and women, and local governance; Situational Analysis (SITAN); communication plan development; project implementation support; and information kit development. Ms. Boukhari works with national counterparts in Morocco and as a result has an excellent understanding of complex regional and national development issues.

Robert Brydon: Youth Participation Specialist
With a background in International Development, Robert has focused on working with adolescents and youth for the last nine years. He has developed and delivered programmes for youth development organizations such as Engineers Without Borders (Canada), Free The Children and Global Agents for Change and worked for a local Community Health Centre running capacity-building and social programmes for young adolescents and children. Robert has undertaken substantial youth
leadership and empowerment training and he is currently supporting a team of adolescents in planning a conference of their own in Canada.

Wendy Leblanc: Senior Monitoring & Evaluation Specialist – oPt International Lead Consultant
Has experience in the Middle East, Africa and Central Asia as a leader and member of technical assistance teams working with local counterparts and donors to design, manage, and evaluate projects to improve performance in training systems, and to develop effective education strategies. Has worked cooperatively with host country Ministry officials to review and to improve local and national training programmes. Her experience includes extensive work in designing and implementing training programmes for teachers, trainers, and local counterparts, and developing evaluation and monitoring plans to identify effective donor and Ministry interventions. As a development professional, has also collaborated on joint, multi-partner projects with major development agencies such as UNICEF, USAID, CIDA, World Bank, Swedish Aid, and British ODA. Her particular areas of expertise are teacher training programme development and evaluation, monitoring and participatory assessment. Has designed and implemented M&E systems for large-scale training projects, and has integrated evaluation data into effective E-MIS. Her teaching and training background provides an outstanding experience in counterpart training and skills transfer.

Awny Amer Morsy: M&E National Consultant
Has 23 years experience in adolescent and youth, gender equality, Rights-Based Approaches, empowerment, and employability programmes. Has solid professional skills in monitoring and evaluation, participatory assessment, programme and project design and management, quantitative and qualitative research analysis, PRA techniques and tools, programme quality improvement, M&E framework, systems and tools design, including the Most Significant Change methodology. Has developed, led and carried out M&E plans for mid-term and final term processes as well as designed manuals, guides, and research activities on participatory situation analysis, community profiles, and other studies in the area of the development and children rights, particularly amongst marginalized groups. Mr. Morsy is also a professional trainer working on capacity building initiatives, community development, and development of child and youth rights issues.

Wendy Peebles: Senior Adolescent Development Specialist
Ms. Peebles has worked in the field of adolescent development for the past 25 years. She has particular expertise working within the context of education systems and has spent 21 years developing support programmes for adolescents and youth at risk of dropping out. Her work experience has included a strong element of adolescent and youth participation practices as well as a focus on positive adolescent development. She currently manages a high school equivalency programme and serves as community youth group advisor. Her professional experience is complemented by a BA in International Development and a Master’s Degree in Social Work.

Kisanet Tezare: Senior Evaluator/ Morocco Lead Evaluator
Has 10+ years of social analysis, gender equality and evaluation experience in Asia and Africa, complemented by an additional 5 years of work in the private sector. Ms. Tezare gained extensive field experience related to gender equality while working with the UN World Food Programme in Somalia, where she established mechanisms and approaches to support gender-integrated programming. She also liaised with regional UN agencies, supported the capacity building of staff and implementing partners at both country and field levels, and ensured that institutional priorities to Women’s Commitments were consistently addressed in the project cycle. Additional UN experience includes research projects for the UNFPA and serving as the Lead Evaluator for the Mali case study for the 2007 global evaluation of UNICEF’s gender policy and practice as well as contributed to a discussion paper on the potential formation of a single gender entity in the UN system.
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