

**UNICEF—Evaluation of Phases I and II of the
Programme: “Adolescents: Agents of Positive Change -
The Right to Participation”**

**Country Case Study:
occupied Palestinian territory (oPt)**

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Adolescents Agents of Positive Change Evaluation Report, 2011

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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). As part of the overall evaluation, three in-country case studies took place, one of these being in the occupied Palestinian territory (oPt). Thank you to Wendy LeBlanc, and Alia Al Shaar and the young researchers Tawfiq Tillawi, Ala' Owaida, Sara Saleh and Abed Alhalim Shuman for carrying out the evaluation in oPt, and to Kartini International Consulting Inc. for carrying out the overall evaluation. A special thanks to all ministries, especially the Ministry of Youth and Sports and the Palestinian NGOs who cooperated with UNICEF in facilitating this evaluation. Our sincere appreciation to the adolescents and their parents who enriched this evaluation.

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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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EXECUTIVE SUMMARY

UNICEF contracted Kartini International to conduct an external evaluation of the programme, “The Right to Participation: Adolescents - Agents of Positive Change”, including a country case study in the occupied Palestinian territory (oPt), one of the countries participating in the programme. This report presents the evaluation’s purpose and objectives, methodology, findings, and recommendations.

The programme was 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 nine (9) countries from the region (Algeria, Egypt, Jordan, Iran, Lebanon, Morocco, occupied Palestine territory, Syria, and Tunisia). The programme has highlighted issues concerning the rights of adolescents and youth in the region, with a particular focus on participation.

Since 2005, the goal of UNICEF’s adolescent programme in oPt has been to contribute to adolescent development, and to include a high degree of adolescent participation. UNICEF actively promoted the inclusion of marginalized and vulnerable adolescents (poor, disabled and school dropouts) as well as increased the participation of girls so that they can strengthen their contribution to community and national development.

The Adolescents - Agents of Positive Change overall programme’s objectives in both phases were 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.

Results specified for oPt under the “Adolescents – Agents of Positive Change” programme included:

Phase I

Result 1: Develop a National Youth Policy

Result 2: Create Adolescent Friendly Spaces and Activities

Phase II

Result 1: Information knowledge management on adolescents and young people strengthened

Result 2: Policy and programming: models for scaling up and institutionalisation

Result 3: Strategic partnerships and alliances improved.

UNICEF oPt introduced the concept of Adolescent Friendly Learning Centres (AFLC) and supported their development and institutionalisation in partnership with the Ministry of Youth and Sports (MoYS). In addition, UNICEF has been a strategic partner with MoYS in developing an “adolescent friendly” National Youth Policy and cross-sector Strategic Plan. In Phase II, this has included the mapping of all existing policies and services provided to adolescents in oPt. The programme built on interventions adopted by oPt in Phase I and supported the development of strategic partnerships within the media and private sectors in keeping with the programming objectives.

Evaluation purpose, objectives and methodology

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 was designed to find out the programme’s relevance, effectiveness, efficiency, and sustainability.

The oPt evaluation team used a mix of data collection methods to evaluate the programme: document review of programme proposals and regional and country progress reports; in-country informant semi-structured interviews with UNICEF staff and partners; and focus group discussions with programme beneficiaries and other stakeholders based on a simplified version of the Most Significant methodology (MSC). The latter was implemented by young researchers, who were also programme beneficiaries, but had the opportunity to serve as focus group discussion facilitators under the supervision of the international and national consultants. The young researchers were first trained on focus group discussion facilitation and on the MSC technique. The MSC is a highly participatory methodology which aims to identify and document what focus group members have found to be the most significant change they have experienced as a result of participation in the programme.

oPt Findings

Phase I and II of the programme “Adolescents: Agents of Positive Change” was implemented in oPt through UNICEF and national partners. The first area of achievement focused on support for the Ministry of Youth and Sports in the collaborative and participative process of developing a National Youth Policy, and a cross-sector National Youth Strategy. Integral to this was the creation of a database to facilitate information knowledge management and capacity building for MoYS staff. The second area of achievement was development of and support for adolescent-friendly, safe spaces and programmes for adolescent and youth peer-to-peer sessions to help them improve their lifestyles and cope with stress caused by the political situation in oPt. UNICEF was successful in achieving their targets and results in both these areas, despite the challenging political context and the difficulties unique to programme implementation in oPt.. oPt achieved the Sida programme objectives 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

- The mapping of policies and services related to adolescents and youth supported by UNICEF in Phase II was highly relevant to achieving this objective in oPt. The mapping of these policies and services was started by MoYS with support from UNICEF in the form of a

database set up at the Ministry. Technical support was provided through the service of specialized local consultant and related IT equipment. MoYS staff from central and district offices received capacity building training on how to use the database in planning, identifying gaps and monitoring activities in their work.

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.

- Phase I programme activities in support of this objective focused on the process of supporting MoYS in developing a National Youth Policy. UNICEF supported the drafting of the policy through extensive stakeholder consultation workshops, particularly with youth and adolescents, including workshops with more than 1000 youth and adolescents participating. Youth organisations were also involved in the process. In so doing, UNICEF modeled what a comprehensive youth participation process entails.
- In Phase II, this objective was addressed through support to MoYS to formulate a national youth sector strategy as part of a national initiative by the Palestinian Ministry of Planning. The draft National Youth Strategy was prepared and presented to stakeholders for feedback by the national steering committee and the Ministry of Planning (MoP).
- In 2010 UNICEF continued to support MoYS in developing mechanisms to monitor the implementation of the strategy.

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

- In both phases of the programme, UNICEF supported creation of adolescent-friendly learning centres (AFLC)¹ reaching a total of 143 adolescent-friendly spaces in 2009.² At present UNICEF supports three partners to implement adolescent friendly learning and recreational activities in 93 spaces throughout oPt. These spaces provide Palestinian youth with a safe and welcoming place to meet, bringing a sense of normalcy and hope to the lives of vulnerable adolescents negatively affected by protracted military occupation and ongoing violence with Israelis. Opportunities for meaningful participation by adolescents in community activities and chances to network with peers were often quite limited before the establishment of the AFLCs.

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

- UNICEF identified the NGO PYALARA as a partner to work towards active participation of young people primarily through media in Phase I. The project trained 70 youth facilitators on children's rights, media and communications skills. The facilitators then conducted 450 peer support sessions in 15 districts of the West Bank and Gaza. These sessions engaged more than 3000 adolescents in extra-curricular activities and life skills education. Additionally, parents, government officials and school staff participated in the peer support sessions. Selected issues were turned into five TV episodes by the adolescents and broadcast on the Palestinian satellite channel. These peer-to-peer workshops for adolescents effectively promoted life skills, and adolescent participation in addressing issues and problems facing

¹ AFLC is a UNICEF term which was used by the programme in oPt until 2009. After that point UNICEF used the term Adolescent Friendly Spaces.

² The majority of the funds to implement Adolescent Friendly Spaces come from Emergency Funds and from UNICEF National Committees. Sida funds have been used for the upstream work of the ADAP section.

young people in their respective communities and included family and community member support.

The evaluation found 20 specific findings based on the indicator ratings chart (Annex 5), as follows:

Finding 1: Programme objectives have addressed most of the rights and needs of target groups, including adolescents, service providers and policy makers. Needs addressed through the oPt programme include:

- a) a recognition of the importance of the right of adolescents to development and active participation; (furthermore, the Initiatives Programme shows that adolescents and youth took the lead in managing projects related to issues they identified as priorities)
- b) respect for adolescents and young people as valuable assets to their communities and society;
- c) the importance of a broad base of knowledge regarding adolescents and young people to create effective national policy;
- d) support for the development of a modern, cross-cutting National Youth Sector Strategy and National Youth Policy;
- e) involving adolescents in advocacy and awareness-raising campaigns; and
- f) the right to safe and welcoming spaces in their communities to learn and spend time together (AFLS).

Finding 2: The oPt programme activities were designed to address the needs and potential of both male and female adolescents, but priority given only to some marginalized and vulnerable groups.

Finding 3: The oPt programme has been adapted to the Palestinian social and cultural context, particularly in addressing differences based on gender

Finding 4: Adolescents were involved as resource people in all of the programme activities implemented in oPt. 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. They were consulted on the types of resource roles they wished to take on, and were supported in carrying out these roles in programme activities.

Finding 5: The selection of partner criteria was transparent and effective and was used consistently in programme planning and implementation. The partners identified were knowledgeable, effective and experienced in working with adolescents.

Finding 6: All the programme partners and implementers have used and integrated a systematic approach to adolescent development and participation.

Finding 7: The regional-level approach used by UNICEF partners and staff has both supported and resulted in the development and adoption of both a National Youth Policy and also a Cross-Sector National Youth Strategy.

Finding 8: M&E mechanisms at the national level for monitoring the implementation of national youth policy and strategy are in the early stages and MoYS has developed a series of indicators

to assess policy outcomes and the impact of the policy and strategy on adolescent and youth development and participation.

Finding 9: NGO programme implementers and UNICEF have dedicated staff responsible for monitoring and evaluation and have regularly collected data and reported on the results of programme activities and the impact of programme outcomes and adolescent participation.

Finding 10: The programme activities implemented during both Phases contributed to the achievement of the majority of expected results.

Finding 11: Beneficiaries to the programme clearly express their satisfaction with the programme results and can explain why. Adolescent participants all related high levels of satisfaction and positive changes in their feelings, attitudes and behaviour, noting positive changes in social networks and friends and increased self-confidence. Other areas of positive change included acquired skills and experiences, positive changes in relationships with other family members, and positive changes in role and relationship with community.

Finding 12: Participants were involved to some degree in planning and were actively involved in implementation and monitoring of programme activities.

Finding 13: Given the context, the programme has only been able to utilize the existing local capacities and local resources to help achieve its outcomes amount to a moderate degree.

Finding 14: Nearly all of the programme objectives have been achieved in a timely manner.

Finding 15: Although all implementers 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.

Finding 16: In the oPt programme, gender equality is consistently taken into account and is generally a factor resource allocation; gender equality is integrated into programme inputs and activities effectively and strategically.

Finding 17: UNICEF's comparative advantage in adolescent programming brought a high degree of credibility and stakeholder buy-in to the programme.

Finding 18: UNICEF worked in partnership with other UN agencies to successfully implement adolescent programming in oPt.

Finding 19: The programme implementation has resulted in clear mechanisms put in place to ensure sustainability of programme outcomes at the national level.

Finding 20: Key programme components implemented in oPt could be replicated in other regions or locations.

Lessons Learned in oPt

The following lessons were identified by UNICEF staff during the programme implementation:

- Two key operational measures which included the creation of a national Project Management Committee and the establishment of MoYS as an implementing agency were

integral to the successful coordination of National Youth Policy development, as well as its lobbying, and advocacy at the national level.

- The gradual and steady perseverance on the part of trained youth facilitators, the inclusion of family and community members, and the enthusiasm of participating adolescents were key in overcoming some remote communities' cultural and societal barriers to adolescent girls' participation and to conducting peer-to-peer sessions on themes considered taboo.
- The war in Gaza was a major challenge in achieving the planned results for 2009 and caused deterioration in the situation of adolescents and youth and necessitated a focus on emergency and immediate needs for adolescents and youth in Gaza.
- A major challenge in building capacity in MoYS is the political division between the West Bank and Gaza which prevents free movement between these two areas. For this reason, for example, the consultation workshops for feedback on the youth sector strategy were possible only because they were offered by partner youth organisations in different locations and with the support of UN agencies.
- The volatile situation in oPt necessitates that UNICEF work on the developmental agenda for capacity building of the PA ('dedicated programmes') while at the same time be prepared and ready for any crisis requiring humanitarian intervention ('emergency programmes').

Recommendations for UNICEF in oPt

1. Support MoYS in the development of an Operational Plan for the Cross-Sector National Youth Strategy. This is essential for implementation of the youth policy in the specified sectoral fields and to improve quality of access to programmes and services provided for adolescents and youth.
2. Support MoYS in the expansion of the information management database so that it can be fully integrated into coordinating the implementation of activities of other line ministries and also be used as an effective monitoring tool for tracking the policy indicators listed in the NYS.
3. Continue capacity building for both MoYS staff in critical areas such as communication for development to better equip them to change attitudes and behaviours of adolescents, database skills for monitoring activities and analyzing database information (especially at the district level), and also NGO staff that needs skills upgrading in areas identified in the 2009 Assessment Study on Sustainability of Adolescent Friendly Learning Centres.
4. Support expansion of adolescent friendly learning spaces in areas and communities and villages that still lack a dedicated space for adolescents to engage in safe, structured after-school learning and recreation programmes, as well as venues for positive engagement with their communities.
5. Support MoYS in developing ways to target adolescents and youth with physical or mental disabilities so that they can be included in the adolescent friendly spaces and other youth initiatives and mainstreamed into adolescent and youth programming in all areas of oPt.
6. Operationalise to the greatest extent possible the recommendations made to improve the sustainability of the AFLCs so that adolescents will continue to have a safe space to engage

in remedial learning, life skills based education and a place to meet with peers to share concerns, hopes and fears. The latter is particularly important in the context of the oPt continued presence of conflict and violence.

7. Continue support for girls' equal participation at all levels in MoYS cross-sector NYS programmes and services and also in AFLS programmes with active support for activities which promote girls' learning, networking, communication and leadership skills; develop criteria for equitable allocation of resources to ensure that adolescent girls benefit at the same level as adolescent boys.

TABLE OF CONTENTS

Executive Summary.....	iii
Acronyms and Abbreviations.....	xi
Section I Background Information	1
1.1 Overview of the Programme in oPt.....	1
Evaluation Mission to oPt.....	1
Phase I and Phase II Programme Goals and Objectives	2
Special Circumstances Unique to the occupied Palestinian territory.....	2
Results Specified for Occupied Palestinian Territory.....	3
1.2 Methodology Used and Stakeholders Met.....	3
oPt Evaluation Field Activities.....	4
Data Collection Activities	4
Evaluation Methodology.....	4
Most Significant Change Technique	5
1.3 Limitations of the Evaluation	6
Time and Resources.....	6
Work with Young Researchers	6
Constraints Particular to oPt.....	6
Section II Evaluation Findings	7
2.1 Summary of oPt Programme Results from Phase I and Phase II.....	7
2.2 Relevance.....	9
2.3 Effectiveness.....	20
2.4 Efficiency.....	26
2.5 Sustainability.....	29
Section III Conclusions.....	34
3.1 Lessons Learned	34
3.2 Most Significant Changes or Results	35
3.3 Recommendations for UNICEF at the National Level	36
Annex 1: List of Meetings, Focus Groups and Persons Interviewed—Occupied Palestinian Territory.....	37
Annex 2: Numbers and Types of Stakeholders Contacted.....	41
Annex 3: Most Significant Change (MSC) Stories Chosen as Representative	42
Annex 4: Recommendations from Stakeholders Interviewed.....	51
Annex 5: Indicator Ratings Chart for Overall Evaluation Framework	53
References: List of Documents Reviewed.....	60

ACRONYMS AND ABBREVIATIONS

ADAP	Adolescent Development and Participation
AFLC	Adolescent Friendly Learning Centre
AFC	Adolescent Friendly Centre
AFS	Adolescent Friendly Spaces
CBO	Community Based Organisation
CRC	Convention of the Rights of the Child
CSO	Civil Society Organisations
EU	European Union
ICT	Information and Communication Technology
LMC	Local Management Committee
LSBE	Life Skills Based Education
MENA	Middle East and North Africa
MENARO	Middle East and North Africa Regional Office (UNICEF)
MoEHE	Ministry of Education and Higher Education
MoLG	Ministry of Local Governance
MoP	Ministry of Planning
MoYS	Ministry of Youth and Sports
MSC	Most Significant Change
NGO	Non-Governmental Organisation
NYP	National Youth Policy
NYS	National Youth Strategy
OP	Operational Plan
oPt	occupied Palestinian territory
PA	Palestinian Authority
PYALARA	Palestinian Youth Association for Leadership and Rights Activation
Sida	Swedish International Development Agency
TOR	Terms of Reference
UN	United Nations
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees

SECTION I. BACKGROUND INFORMATION

The Swedish International Development Cooperation Agency (Sida) has been funding 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). Phase I took place from 2005 to 2007, and Phase II from 2008 to 2012. Nine countries (Algeria, Egypt, Iran, Lebanon, Jordan, Morocco, occupied Palestine territory, Syria, and Tunisia) have been participating. The programme has highlighted 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, including a country case study in the occupied Palestinian territory (oPt), one of the countries participating in the programme. This Country Case Study presents the evaluation mission’s activities, methodology and findings.

1.1 Overview of the Programme in oPt

Since 2005, the overall goal of UNICEF’s adolescent programme in oPt has been to contribute to adolescent development, and to include a high degree of adolescent participation. UNICEF actively promoted the inclusion of marginalized and vulnerable adolescents (poor, disabled and school dropouts) as well as increased the participation of girls so that they can strengthen their contribution to community and national development.

UNICEF introduced the concept of Adolescent Friendly Learning Centres (AFLC) and supported their development and institutionalisation in partnership with the Ministry of Youth and Sports (MoYS). The establishment of the AFLC expanded the number and type of formal and informal programs for adolescents such as Youth Clubs and Adolescent Friendly Spaces (AFS). In addition, UNICEF has been a strategic partner with MoYS in developing an “adolescent friendly” National Youth Policy and cross-sector Strategic Plan. In Phase II, this has included the mapping of all existing policies and services provided to adolescents in oPt. The programme built on interventions adopted by oPt in Phase I and supported the development of strategic partnerships within the media and private sectors in keeping with the programming objectives.

Evaluation Mission to oPt

The purpose of the oPt 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. In addition, the evaluation mission focused on identifying how the overall goal and four programme objectives (mentioned below) have been met through the implementation of the programme in oPt.

The oPt evaluation mission (country case study) took place from 26 June to 10 July, 2011, and consisted of an international consultant (in-country activities from 26 June to 1 July), and a national consultant who took part in evaluation activities from 26 June to 10 July. In addition, in oPt, in keeping with the evaluation terms of reference (TORs) the evaluation team included four young researchers who had completed training in community research techniques through the UNICEF-sponsored programming. Due to access restrictions leading to travel constraints and

delays, members of the evaluation team were able to conduct data collection activities in the West Bank and East Jerusalem, while it was only possible to include Gaza by phone interview.

Phase I and Phase II Programme Goals and Objectives

The programme goal in both Phase I and II was “to create an enabling policy 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 read: “young people have opportunities to take an active part in national development processes”.

The “Adolescents: Agents of Positive Change” programme objectives in both phases 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.

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. An additional area of focus was to influence the design, implementation and monitoring of national policies related to adolescents and youth. This included institutionalisation of the adolescent-friendly learning spaces and centres that were implemented in Phase I.

The key results anticipated for Phase II are:

Result 1: Information knowledge management on adolescents and young people strengthened

Result 2: Policy and programming: models scaled up and institutionalised

Result 3: Strategic partnerships and alliances improved

Special Circumstances Unique to the occupied Palestinian territory

The occupied Palestinian territory has unique circumstances that affect the programme implementation and participation in programme activities by intended beneficiaries. These include:

- The ongoing Israeli occupation and resulting military overlay of civilian life;
- The fragmentation and isolation of the occupied Palestinian territory areas (Gaza, West Bank, East Jerusalem, Area C³) and the inability of residents of one area to move freely, interact, or live and work in any of the other areas;

³ About Area C: It has 271 communities with a total population of approximately 150,000 people. It covers around 62 per cent of the West Bank and is under full Israeli security and administrative control. More than 70 per cent of Area C land, currently allocated to Israeli settlements or the Israeli military, is

- More than 600 Israeli roadblocks, checkpoints or other obstacles to movement which severely restrict internal access and movement;
- A 705-kilometer barrier that separates the West Bank from other parts of the country;
- The split in the Palestinian government, with the Palestinian Authority (PA) in charge of the West Bank, and Hamas in control in Gaza;
- A high number of conflict-related deaths and injuries, as well as military detention, of Palestinian adolescents and youth;
- An almost complete shut-down of programme activities during the Gaza war of 2008-2009;
- The severe and on-going humanitarian crisis in Gaza as a result of the Israeli blockade.

All these circumstances have affected the implementation of the programme, to various degrees, as well as the ability of adolescents and youth to participate freely and regularly in programme activities.

Results Specified for occupied Palestinian territory

The major results anticipated from the Sida contribution for oPt in Phase I and II of the “Adolescents: Agents of Positive Change” programme include:

Phase I

Result 1: Developing a National Youth Policy

Result 2: Creating Adolescent Friendly Spaces and Activities

Phase II

Result 1: Information knowledge management on adolescents and young people strengthened

Result 2: Policy and programming: models for scaling up and institutionalisation

Result 3: Strategic partnerships and alliances improved

The key operating principles for both phases are that all related programming should integrate the following approaches:

- A rights-based approach - emphasis on human rights at the centre of development work;
- A gender equality perspective - ensuring that girls and boys have equal access to assets and opportunities;
- An assets-based approach - adolescents as equal partners and effective actors in the national developmental processes;
- A life cycle approach - definition of critical transition stages in child and adolescent development which can then be linked with appropriate programming.

1.2 Methodology Used and Stakeholders Met

Data was collected in oPt through the following activities:

Desk Review

The evaluators reviewed all of the relevant programme documents, and a list of those documents is included as Annex 2. These documents included the proposal submitted to Sida

unavailable for Palestinians, while severe restrictions apply to their use of the additional 29 per cent. Only 1 per cent of Area C is available for Palestinian construction and development.

by UNICEF in 2004, all donor reports, annual oPt progress reports, proposals and reports submitted by the implementing oPt NGOs, the May 2009 evaluation of the Adolescent Friendly Learning Centres, and the oPt Cross-Sector National Youth Strategy for 2011-2013.

oPt Evaluation Field Activities

The oPt evaluation field activities included the following:

- A one-week field-based mission, led by an international consultant, with the support of a national consultant and a group of four young researchers selected by UNICEF implementing partners;
- Focus group discussions with adolescent programme beneficiaries and parents, family members and community members during the mission of the international consultants;
- A series of focus group discussions with programme beneficiaries and stakeholders conducted by the national consultant and the young researchers immediately after the one-week field mission of the international consultant;
- Meetings with UNICEF staff in East Jerusalem and with Ministry of Youth and Sports in Ramallah who have been involved in programme implementation in both Phase I and Phase II;
- Interviews with other key informants and project stakeholders.

Annex 1 contains a detailed list of all meetings, interviews, and focus group discussions with information regarding the key stakeholders and beneficiaries met with (for example, dates of meetings, location, name of organisation, position, gender, etc).

In total the evaluation team met with 107 stakeholders and programme beneficiaries spread over 73 meetings and focus groups. Refer to Annex 2 for details about the numbers of persons interviewed and interview formats used.

Data Collection Activities

The evaluation methodology combined two types of face-to-face data collection:

1. A more traditional semi-structured interview process (question-and-answer method) which used interview guidelines designed to collect data to determine the relevance, effectiveness, efficiency and sustainability of the “Adolescents: Agents of Positive Change” programme.
2. A series of focus group discussions for adolescent programme beneficiaries, parents and family members and other community members that applied a modified form of the participatory approach referred to as “Most Significant Change” technique.

The evaluation team also held an introductory meeting with the key UNICEF and MoYS stakeholders and a summary debriefing meeting with members of the UNICEF team to review the evaluation process and findings.

Evaluation Methodology

The methodology of the evaluation was developed by Kartini International in cooperation with the relevant UNICEF officials. In the evaluation TORs, UNICEF MENARO had requested that the evaluation include participatory approaches and work with young researchers if possible. After UNICEF clarified that the intent was to work with young researchers who had been or were currently involved in the programme, the Kartini team developed a methodology for involving the young researchers while maintaining the objectivity of the evaluation.

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 (MSC) approach. Instead they ran a series of focus group discussions focused on finding out what the most significant changes were for the group participants, instead of implementing a multi-layer consensus building evaluation process. While this was not as participatory as a traditional MSC consensus building approach, it still served as a viable vehicle to collect data from programme beneficiaries and facilitated their more active participation in the evaluation process.

The use of young researchers who were actual programme beneficiaries is a valid participatory evaluation process in keeping with UNICEF's application of rights-based approaches which speaks to children's right to participation. It can generate an additional depth of data and analysis not always possible when using solely external adult evaluators. However, certain safeguards need to be put into place to ensure objectivity of the process. These entail ensuring that young researchers/evaluators involved have adequate training on how to facilitate objective small focus group discussions.

Most Significant Change Technique

The evaluation team used a simplified variation of the "Most Significant Change" (MSC) technique to fit within the parameters of the evaluation. This participatory methodology focuses on documenting what members of each focus group have found to be the most significant change they have experienced as a result of participation in the programme. Members of each focus group were asked to narrate that change in the form of a story, then write the story down and later read it aloud to the group. Members of the group then decided which two or three stories told by the focus group participants best represented the most significant changes generated by the programme in various domains (for example, skills acquired, increased self-confidence and esteem, changes in relationships with family members).

Each focus group was requested to choose one or two members to participate in one final overall meeting at the end of the evaluation to decide which stories represent the most significant changes reflective of the experiences of all the adolescents and adults who participated in the focus group discussions. The stories chosen by this group are included in Annex 2.

The facilitation of the group discussions regarding identifying the relevant domains of change and choosing an illustrative story to relate and write down was done by the national consultant with the assistance of the young researchers. The role of the facilitator focused on guiding the participants to document the types of changes they have identified and also to ask the group as a whole to indicate which changes represent what they think is the most significant for that particular group. The final meeting provides an opportunity for representatives of each group to get together to choose the stories from all the focus group discussions that are the most significant and best represent the changes that took place.

1.3 Limitations of the Evaluation

As is the case for any evaluation process, this evaluation was subject to constraints regarding what the oPt case study was able to cover. These included:

Time and Resources

- It was not possible to obtain Israeli travel permission for the international consultant to travel to Gaza in the time frame available for the evaluation. However, some limited coverage of this part of the oPt programme was provided through a few phone/Skype interviews with UNICEF staff and implementing partners in the Gaza Strip.
- The data sample therefore took place with stakeholders and beneficiaries in East Jerusalem and Ramallah and in selected areas of the programme implementation (Ramallah area, Tulkarem and Nablus) plus the southern areas of the West Bank (Hebron or Bethlehem).

Work with Young Researchers

- Two of the young researchers were unable to participate in three of the focus group discussions held during the second week of the evaluation in Balata, near Nablus due to security issues. This limited the depth of detail the remaining evaluation team members were able to capture in the focus group discussions on that particular day.
- The evaluation team requested that no one be included in a focus group who was a friend or relative of any particular researchers. Unfortunately a parent was included in the Ramallah adult focus group, as well as coordinators from the Adolescent Friendly Centres attended by some of the young researchers. This factor was subsequently taken into consideration in the selection of the MSC stories in those particular focus groups.
- 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 the young researchers had been trained on small group facilitation experience as a part of their community research training. In hindsight, the group appeared to require more of this type of training than had been anticipated by either UNICEF or the evaluation team.

Constraints Particular to oPt

- The main constraint of working in oPt was related to access restrictions leading to problems with travel; often participants to focus groups were late due to internal travel restrictions.
- The national consultant also did not have Israeli travel authorization to travel outside the West Bank to either East Jerusalem to meet with UNICEF staff or to travel to Gaza and therefore had to concentrate her work in the West Bank area.

SECTION II EVALUATION FINDINGS

2.1 Summary of oPt Programme Results from Phase I and Phase II

UNICEF began the programme “Adolescents: Agents of Positive Change” with the support of Sida in 2005 (Phase I) and continued through Phase II (2008-2011) with nine MENA countries participating. The programme was implemented differently in each country to reflect the reality, context and levels of achievement in each. However, the overall goal of the programme is to create a supportive policy and environment for adolescents and youth to reach their full potential and to participate fully in national development.

While each participating MENA country chose different focuses and strategies for implementation depending on the country context and relevant needs, the overall goal and objectives were the same for all nine countries. In the Palestinian context, UNICEF focused on two broad areas:

- Implementing an inclusive process of policy development resulting in the creation of a National Youth Policy and also a National Youth Strategy with strategic partner MoYS, and
- Creating safe spaces for adolescents to meet, learn and network, by establishing Adolescent Friendly Learning Centres and services (AFLC) through partner NGOs.

In oPt, the UNICEF programme achieved the following outputs:

In Phase I, the programme plan concentrated the development of a comprehensive National Youth Policy (NYP), in partnership with the Ministry of Youth and Sports. In addition, the programme sponsored the development of Adolescent Friendly Learning Centres (AFLC), to implement extracurricular learning activities that enhance life skills, and trained facilitators on methods of working with adolescents to promote their meaningful participation.

During Phase II UNICEF supported the development of a national youth sector strategy, along with the mapping of all existing policies and services to adolescents in oPt in a database with the Ministry of Youth and Sports. Also policies and programming activities that had begun in Phase I were continued particularly support for AFLC. An additional emphasis was on the development of strategic partnerships with media and private sector to develop an advocacy campaign for the MoYS National Youth Strategy.

Table 3, below, summarizes the programme outputs for both phases:

Table 3: Achievements of “Adolescents: Agents of Positive Change” Programme in oPt during Phase I and Phase II

Phase/ Year	Programme Focus	Output	Strategic Implementing Partners
Phase 1 2005- 2006	Work on process of drafting the National Youth Policy with seven major themes	27 workshops to identify NYP themes; 19 youth organisations participated and at least 38 adolescents/youth were involved in each workshop 500 questionnaires completed by adolescents/youth and analyzed to identify the major themes of the NYP 28 workshops (4 per theme) presented, with the participation of 600 youths	MoYS Palestinian NGO PYALARA

Phase/ Year	Programme Focus	Output	Strategic Implementing Partners
		5 regional workshops attended by 130 stakeholders + representatives of youth organisations to review the draft NYP Feedback from steering committee and youth advisory committee	
	Capacity building training for youth, NGO staff and government staff	Training topics identified through a needs assessment process 40 members of the NYP steering committee completed 20 hours of training(20 from West Bank and 20 from Gaza) 40 members of the NYP Advisory Youth Committee completed 63 hours of training 85 government (MoYS) and non-government staff completed 57 hours of training	MoYS PYALARA NGO
	Capacity building for youth facilitators to coordinate and promote adolescent participation	30 members of the Youth Awareness-Raising Committee completed 82 hours of facilitator training These 30 facilitators implemented an awareness-raising campaign Design of a logo for the NYP Design and distribution of 4000 brochures on the NYP	MoYS PYALARA NGO
2007	Improved capacity of adolescents to lead a healthy lifestyle and cope with stress of Palestinian political situation	71 facilitators trained to conduct peer-to-peer sessions 480 peer support sessions implemented which engaged 3200 adolescents in extra-curricular activities and life skills 16 TV episodes on youth priority issues prepared and broadcasted by adolescents over the Palestinian local satellite channel 6 issues of the newspaper "The Youth Times" published by programme participants showcasing their work in peer-to-peer support sessions	PYALARA NGO
Phase 2 2008	Situation analysis and knowledge management on youth strengthened	Mapping of services in oPt for adolescents by government and non-government organisations (final report in 2009) Quarterly Youth Sector Working Group meetings chaired by MoYS	MoYS
	Scaling up of after-school learning and recreational activities	68 youth centres in the West Bank and Gaza benefited around 40,000 adolescents in AFLCs On-going advocacy to enable MoYS to mainstream after-school programmes in all youth centres	MoYS
	Strategic partnerships and alliances	Creation of the Youth Sector Working Group (chaired by MoYS) to build partnerships with NGOs (Right to Play, Sharek, Souktel) and other donors	MoYS
2009	Information and knowledge management improved	Mapping exercise of 323 adolescent and youth friendly centres carried out Database developed and is to be administered by MoYS	MoYS
	Capacity building to streamline youth and adolescent priorities into national policies	UNICEF support for PA and MoYS to formulate a national youth sector strategy Consultation with 3000 youth and adolescents to develop a consolidated strategy draft with youth as a cross-cutting strategic target group within the different sectors	
	Access to safe environments,	143 Adolescent Friendly Spaces operational, adapted to local setting (some have mixed attendance, while others	MoYS Tamer NGO

Phase/ Year	Programme Focus	Output	Strategic Implementing Partners
	adolescent participation and networking	have specific times/days for separate groups of girls and boys)	Ma'an NGO
2010	Information and knowledge management	Capacity building effort for MoYS staff in managing the MoYS database to improve planning skills and understanding of needs of adolescents and youth	MoYS
	Capacity building to streamline youth and adolescent priorities into national policies	National Youth Strategy (NYS) finalized by MoYS with UNICEF support Booklet developed for National Youth Strategy in English and Arabic December 2010—launch of National Youth Strategy with 700 young people participating Work begun on the development of an Operational Plan for the NYS	MoYS
	Access to safe environments, adolescent participation and networking	Support for 100 AFLC (with contributions from other donors) Establishment of a three-year training programme on research initiatives for youth National campaign on “safe learning environments”	Al Nayzak NGO
	Partnerships and strategic alliances for advocacy of adolescent development and participation	Capacity building for MoYS in engaging with media, raising awareness about youth issues, and promoting the National Youth Strategy	MoYS

Data regarding Programme Results were compiled from documents, including “Sida Final Donor Report-Phase I”; Sida Progress Reports for 2009 and 2010; Annual Progress Report for Sida—oPt (2006 to 2010); PYALARA 2007 Report; Al Nayzak 2009 and 2010 Narrative Report.

The implementation of programme activities in oPt, particularly in Gaza, was negatively affected by the Israeli attack on Gaza in 2008 and 2009. The ongoing blockade on Gaza, the lack of advancement of the peace process and intra-Palestinian divisions also affected programming and policy work, with a particular challenge being the physical divide between West Bank and Gaza. This caused lengthy planning and coordination of programme activities.

2.2 Relevance

Indicator 1.1:	Programme objectives address the rights and needs of the target groups (adolescents, parents, service providers, policy makers)
Rating: ⁴	Effective - <i>Programme objectives have addressed the majority of the rights and needs of target groups.</i>
Finding 1:	Programme objectives have addressed most of the rights and needs of target groups, including adolescents, service providers and policy makers.

⁴ Please see Annex 4 - Indicator Ratings Chart for Overall Evaluation Framework, from Inception Report

Needs addressed through oPt programme activities include:

- 1) a recognition of the importance of the right of adolescents to development and active participation; (furthermore, the Initiatives Programme shows that adolescents and youth took the lead in managing projects related to issues they identified as priorities)
- 2) respect for adolescents and young people as valuable assets to their communities and society;
- 3) the importance of a broad base of knowledge regarding adolescents and young people to create effective national policy;
- 4) support for the development of a modern, cross-cutting National Youth Sector Strategy and National Youth Policy;
- 5) involving adolescents in advocacy and awareness-raising campaigns; and
- 6) the right to safe and welcoming spaces in their communities to learn and spend time together (AFLS).

The Sida programme objectives were addressed in oPt 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.*

The mapping of policies and services related to adolescents and youth supported by UNICEF in Phase II was highly relevant to achieving this objective in oPt. The mapping of these policies and services was started by MoYS with support from UNICEF in the form of a database set up at the Ministry. Technical support was provided through the service of specialized local consultant and related IT equipment. 122 MoYS staff from central and district offices received capacity building training on how to use the database in planning, identifying gaps and monitoring activities in their work.

The database includes updated information on youth services offered at 300 youth services in the West Bank. A survey of 70 youth organisations (NGOs, private sector, CBOs, government) was carried out by the MoYS Planning Unit along with field visits. Survey questionnaires were completed by youth beneficiaries and awareness raising activities were held at the youth organisations. To ensure input from all relevant stakeholders, quarterly “Youth Sector Working Group” meetings were held, chaired by MoYS.

Activities in support of Objective 1 also included a regional workshop held in Morocco by MENARO on knowledge management on adolescent programming. In the workshop, UNICEF staff involved in programming for young people were able to share lessons learned on programming for adolescents and identified opportunities to engage adolescents themselves in knowledge generation activities.⁵

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.*

Phase I programme activities in support of this objective focused on the process of supporting MoYS in developing a National Youth Policy. UNICEF supported the drafting of the policy

⁵ Supporting evidence and analysis from Sida Progress reports, oPt Annual Progress Reports, and key informant interviews

through extensive stakeholder consultation workshops, particularly with youth and adolescents, including 27 workshops with more than 1000 youth and adolescents participating. Nineteen youth organisations were also involved in the process. In so doing, UNICEF modeled what a comprehensive youth participation process entails.

Capacity building in the form of training for 165 representatives of youth, government and NGOs on various topics related to the drafting of a National Youth Policy (e.g., youth participation, human rights, civil rights, media and advocacy, team building) was conducted. The training topics were identified through a needs assessment conducted with the participants. Thirty members of the youth awareness raising committee were trained to design and implement an awareness raising campaign and peer-to-peer workshops on youth participation.

In Phase II, this objective was addressed through support to MoYS to formulate a national youth sector strategy as part of a national initiative by the Palestinian Ministry of Planning. Support under the programme included financing a technical unit at MoYS with responsibility for overseeing the participatory process of drafting a national strategy.

A national steering committee was established with representation from a variety of other line ministries (education, women's affairs, social affairs, and local governance), leading youth organisations and UN organisations (UNICEF, UNDP, UNFPA). In addition, 3,000 adolescents and youths throughout the territory participated in 36 workshops to identify and review key priority issues. The draft National Youth Strategy was prepared and presented to stakeholders for feedback by the national steering committee and the Ministry of Planning (MoP).

In 2010 UNICEF worked closely with MoYS to develop a media campaign to advocate for the strategy and the launch of the strategy in December 2010 involving the participation of more than 700 adolescents and young people. UNICEF continued to support MoYS in developing mechanisms to monitor the implementation of the strategy.⁶

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

In both phases of the programme, UNICEF supported creation of adolescent-friendly learning centres (AFLC)⁷ reaching a total of 143 adolescent-friendly spaces in 2009.⁸ At present UNICEF supports three partners to implement adolescent friendly learning and recreational activities in 93 spaces throughout oPt. These spaces provide Palestinian youth with a safe and welcoming place to meet, bringing a sense of normalcy and hope to the lives of vulnerable adolescents negatively affected by protracted military occupation and ongoing violence with Israelis. Opportunities for meaningful participation by adolescents in community activities and chances to network with peers were often quite limited before the establishment of the AFLCs.

⁶ Supporting evidence and analysis from documents including Sida Progress reports, oPt Annual Progress Reports, MoYS "Cross-Sector National Youth Strategy", and key informant interviews

⁷ AFLC is a UNICEF term which was used by the programme in oPt until 2009. After that point UNICEF used the term Adolescent Friendly Spaces.

⁸ The majority of the funds to implement Adolescent Friendly Spaces come from Emergency Funds and from UNICEF National Committees. Sida funds have been used for the upstream work of the ADAP section.

In 2009, the AFLCs have offered more than 54,000 adolescents a place to learn and engage in extra-curricular activities in a secure environment. Parents and community members are engaged in working with adolescents to manage the AFLC through a Local Management Committee (LMC). The implementing NGO Tamer Institute indicated that there is strong parental and adolescent support for this programme. The AFLC are sensitive to cultural and social norms and some have mixed attendance, while others have specific times or days to separate groups of boys and girls, depending on community practices. This is one method equal opportunities for adolescent girls and boys to participate are promoted.

Al Nayzak NGO in partnership with UNICEF's Adolescent Development and Participation (ADAP) section started to develop "The Young Researchers" initiative in 2006. This activity has supported hundreds of adolescents and aims at raising their analytical skills and capacity to conduct research, spread knowledge and raise awareness through identifying practical solutions. Participants use innovative methods and undertake adolescent-led initiatives. The programme continued through 2008 and 2009, with young researchers participating in UNICEF's 2009 assessment of adolescent friendly spaces.

In 2010, with UNICEF/Sida support, the NGO al Nayzak began an adolescent-led initiative to engage in research, advocacy and community-based research through a three-year program. Through this work adolescents develop the skills to choose and research issues that matter to them and then develop awareness-raising activities within their communities to try to solve the problems they have identified. This type of adolescent-friendly programme stresses the participation of adolescents and builds their capacity to lead their own initiatives within the local community. This initiative has been strongly supported by parents and local community members.⁹

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

In Phase I, UNICEF identified the NGO PYALARA as a partner to work towards active participation of young people primarily through media. The project trained 70 youth facilitators on children's rights, media and communications skills. The facilitators then conducted 450 peer support sessions in 15 districts of the West Bank and Gaza. These sessions engaged more than 3000 adolescents in extra-curricular activities and life skills education. Additionally, parents, government officials and school staff participated in the peer support sessions. Selected issues were turned into five TV episodes by the adolescents and broadcast on the Palestinian satellite channel. These peer-to-peer workshops for adolescents effectively promoted life skills, and adolescent participation in addressing issues and problems facing young people in their respective communities and included family and community member support.

The NGO PYALARA has extensive experience in youth empowerment through media and these workshops offered vulnerable and marginalized Palestinian adolescents, particularly in remote areas, the opportunity of participate actively in raising awareness in their communities of issues that affect them daily and also the chance to advocate for solutions.

⁹ Supporting evidence and analysis from documents, including Sida Progress reports, oPt Annual Progress Reports, Progress Report on AFLC for 2009, key informant interviews and focus group discussions

In addition, UNICEF has established partnerships and effective collaboration for strengthening the agenda on addressing youth issues and priorities with other UN agencies, a wide range of Palestinian NGOs at the community level, with the Ministries of Youth and Sports, Education and Higher Education, as well as more than 100 community based organisations (CBOs) and Youth Centres in Gaza, East Jerusalem and the West Bank. This ensures ongoing advocacy to promote the rights of adolescents to development and participation.¹⁰

Indicator 1.4:	Programme activities are relevant for vulnerable and disadvantaged adolescents.
Rating:	Effective: <i>Programme activities address the majority of priority needs defined by vulnerable and disadvantaged m/f adolescents and are designed to help them fulfill their potential.</i>
Finding 2:	The oPt programme activities were designed to address the needs and potential of both male and female adolescents, but priority given only to some marginalized and vulnerable groups.

The term “vulnerable and disadvantaged adolescents” is very broad and needs to be broken down in the context of the programme activities implemented.

Programme activities designed to address the needs of adolescents living in poverty and in remote areas, and those relevant to gender were more numerous than those designed to include disabled groups. Approximately 58 per cent of Palestinian families live below the poverty line.¹¹ This adversely affects thousands of adolescents and youth. In addition, many adolescents and youth live in remote areas and small villages with travel being difficult or impossible due to severe travel restrictions imposed by the Israeli occupation. This creates a unique category of “disadvantaged youth” who are not able to access resources nor easily meet with peers. The school dropout rate among adolescents is high and these young people also can be considered ‘disadvantaged’ because of the early termination of their formal education.

The oPt programme activities focusing on adolescent friendly spaces are designed to address vulnerable and disadvantaged youth living in:

- Poverty
- In remote villages with few opportunities for travel even to nearby cities
- Living in Area C near Israeli settlements and the Barrier
- Living under blockade in Gaza,
- Those marginalized due to early school leaving
- Living in East Jerusalem
- Refugee Camps

In general, the ADAP programme is implemented in the most vulnerable areas of oPt (Gaza, East Jerusalem, Area C and the seam zone). In addition the programme is reaching out to low achievers and disadvantaged students, some disabled youth, and adolescent girls (who without the UNICEF programme would have very little chance for after-school activities).

During Phase I all types of marginalized and disadvantaged adolescents and youth of both sexes were identified for inclusion within the 24 regional workshops conducted in rural areas to

¹⁰ Supporting evidence and analysis from documents, including Sida Progress reports, oPt Annual Progress Reports, NGO reports, and key informant interviews

¹¹ oPt Annual Progress Report.

obtain input into the development of a National Youth Policy, including young people living in poverty in marginalized and remote villages, school dropouts, and adolescents and youth with special physical needs (through the Union of Disabled). Both the NYP and the National Strategic Plan include reference to disadvantaged, vulnerable and marginalized young people in general terms. However, no specific programmes are enumerated, particularly for adolescents and youth with physical and mental disabilities.

Both the PYALARA “Youth 4 Change” programme and the AFLC have directed their resources at adolescents and youth living in remote areas and in poverty. The PYALARA project deliberately selected areas with marginalized adolescents and youth so that they could channel their pent-up anger and feelings of frustration and hopelessness into positive action through the interactive platforms offered. All 18 of the project locations in the three areas (Northern West Bank, Jerusalem area, Gaza Strip) were ‘underprivileged areas’. In addition, PYLARA reached deaf adolescents in their peer-to-peer programme.

The al Nayzak ‘young researchers’ project was also open to 150 ninth-graders from adolescent friendly centres who were willing to participate in the three-year training program focusing on active participation and involvement in their communities through hands-on action research of issues or problems relevant to themselves and their communities.

However, no specific programme activities were identified which were designed to include adolescents and youth with physical or mental disabilities. One NGO informant mentioned a deaf girl who was participating in the AFLC in her village and was expressing herself through drawing and painting. She felt that one problem was getting parents of disabled children to allow them to participate. Another NGO has had an inquiry from an NGO in Hebron regarding ways to engage children with disabilities in the communities in the adolescent friendly learning centre activities.

MoYS informants identified this lack of activities for disabled adolescents and young people as a weakness in its ministry policy, although this is now a focus in the new National Strategic Plan. However the Plan does not include plans for a dedicated effort to mainstream integration of young people living with disabilities. MoYS database did not have any data on this type of adolescents as the youth clubs have not collected data related to vulnerable young people and those with disabilities. Also, MoYS informants felt that including adolescents and youth with disabilities in the AFLC activities and meetings would require special transportation, equipment and renovation of some facilities for accessibility.

None of the key informants except PYALARA staff could give examples of ways that disabled adolescents had been targeted although some deaf adolescents did participate in their programme in one village. MoYS stakeholders said that no data were available regarding this sub-group of adolescents and youth which would make targeted programming difficult.¹²

¹² Supporting evidence and analysis from documents, including Cross-Sector National Youth Strategy (2011 to 2013), oPt Annual Reports, NGO reports and key informant interviews

Indicator 1.7:	Programme activities reflect adaptation to country context, including gender differences.¹³
Rating:	Effective (rating not available as this indicator is additional and drawn from the evaluation questions in TOR).
Finding 3:	The oPt programme has been adapted to the Palestinian social and cultural context, particularly in addressing differences based on gender.

Palestinian culture is a culture under stress due to the Israeli occupation of more than 60 years; it has also become more conservative in the last few decades. In all UNICEF programmes there is strong stress on gender equity and equality between boys and girls. The programme consistently included indicators related to girls' participation in activities, set conditions regarding girls' participation in AFLC activities, and provided trained female facilitators to encourage adolescent girls to participate and the female facilitators serve as female role models.

One of the main issues related to gender focused on the mixing of boys and girls during youth club and AFLC activities. Youth clubs¹⁴ were established prior to the AFLCs and generally focused on activities for boys. The AFLCs made an active effort to include activities for adolescent girls. However, for many villages social mixing of unrelated male and female adolescents is unacceptable. To ensure the participation of adolescent girls in villages and locations where joint activities were an issue, the programme arranged that the AFLC activities were held separately, either at different times or on different days, for boys and girls. Clubs and AFLC have double sets of facilitators, female facilitators for girls and male facilitators, especially in Sports and LSBE. Also alternative types of activities were offered, as boys were more interested in different sporting activities, while girls were more interested in non-sporting activities such as homework/school work, school subject tutoring, beauty, hairstyling, sewing, and so forth.

In many villages, adolescent girls participate in greater numbers than adolescent boys in the AFLCs. This is due to the fact that the AFLCs offered a safe space in public for girls to go which respected the extreme social and cultural limitations regarding girls' movement in public spaces in this context. Adolescent boys are free to go out with peers and engage in a variety of social activities beyond the AFLCs while many adolescent girls are restricted to their homes. The AFLC programme activities have therefore made serious efforts to include adolescent girls at all levels. These included providing female facilitators and gender-segregated 'girls only' activities, and meeting with parents, educators and religious and community leaders to explain the benefits of girls' participation. Although more adolescent girls attend, none of those interviewed were able to provide any specific information on the amount of resources that target girls separately from boys. This meant it was not possible to assess whether there was a balance between resources spent on adolescent girls and the amounts spent on resources for adolescent boys.¹⁵

¹³ Additional indicator drawn from evaluation questions in TOR.

¹⁴ The Youth Clubs pre-date the UNICEF AFLC activities and usually were set up for boys with a focus on sporting activities.

¹⁵ Supporting evidence and analysis from documents, including Assessment Study of AFLC, oPt Annual Reports, NGO reports and key informant interviews

Indicator 1.3:	Adolescents considered as resource people in programme implementation.
Rating:	Excellent: <i>Adolescents are consulted on what kind of resource role they would like to take on and are supported in this role when carrying out programme activities.</i>
Finding 4:	Adolescents were involved as resource people in all of the programme activities implemented in oPt. 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. They were consulted on the types of resource roles they wished to take on, and were supported in carrying out these roles in programme activities.

Adolescents and youth as resource people in policy development:

During the process of drafting the National Youth Policy, 27 workshops were held to identify major themes to be included and more than 1000 adolescents and youth and 19 youth organisations were included in the workshops. 600 male and female adolescents and youth participated in 28 follow-on workshops on the major themes identified and were included in the regional workshops to review the draft NYP. Adolescents were included as members of the NYP Advisory Committee and received training in research methodologies, human and civil rights, media and advocacy, peer-to-peer awareness campaigns, management skills and team building. Adolescents and youth were involved as resource people in conducting peer-to-peer workshops and in the awareness raising campaign.

3000 adolescents and youth also participated as resource people during consultations when developing the National Youth Sector Strategy. The related progress reports did not indicate in what capacity of resource people they served.

Adolescents and youth as resource people in advocacy and lifestyle activities, and in AFLC:

The PYALARA “Youth 4 Change” engaged these 3000 adolescents and youth in 480 peer support workshops to ensure participation of adolescents and youth in the campaign related to the seven thematic areas of the NYP. Young people in 18 different areas selected an issue to research and discuss and 65 adolescents and youth participated in media training workshops. They prepared and presented sixteen TV episodes on these topics, and these episodes were broadcast on Palestinian satellite TV.

The al Nayzak initiative focuses on adolescents developing interpersonal skills along with skills to carry out social and scientific research. By the end of 2010, 150 adolescents had developed the skills to advocate for priority issues identified by themselves, and 205 had engaged with their communities through implementing initiatives based on their research. Adolescents lead this initiative from the identification of relevant issues to developing advocacy strategies to be used within local communities.

Youth clubs and AFLCs involve adolescents and youth as resource people through the promotion of adolescent-led initiatives and encouraging adolescents and youth to play an active role not only as beneficiaries but as key players in the process of planning activities, identifying problems and proposing solutions. As many as five adolescents and youth participate as active members of the Local Management Committee (LMC) of each youth club and AFLC.

Adolescents and youth were used as resource people in all of the programme activities implemented in oPt and their participation in the management of youth clubs and AFLC strengthened their level of ownership beyond that of mere ‘beneficiary’ to activities offered for participants.¹⁶

Groups of Adolescents participated in UNICEF Annual Review Discussions; reviewed programmes conducted for youth and adolescents in the current year and shared their recommendations which were considered in UNICEF planning for the following years.

Indicator 1.2:	Programme successful in identifying the most relevant partners for this programme.
Rating:	Effective: - <i>Criteria for most relevant partner selection is clearly outlined and used most of the time.</i> - <i>Programme has experience working with and is knowledgeable about effective ways to work with adolescents in the particular sector concerned.</i>
Finding 5:	The selection of partner criteria was transparent and effective and was used consistently in programme planning and implementation. The partners identified were knowledgeable, effective and experienced in working with adolescents.

MoYS as Strategic Partner

The logical strategic partner for policy development focusing on adolescents and youth is the relevant government ministry, in the case of oPt, the Ministry of Youth and Sports.

The concentration of efforts made during both Phase I and Phase II to support the development of a National Youth Policy and also a cross-cutting National Youth Strategy necessitated work with MoYS as a close strategic partner. A large focus of the programme centered on the process of policy development through consultation, capacity building and identification and inclusion of all relevant stakeholders and MoYS was the primary programme partner throughout this process.

MoYS informants felt that the partnering with UNICEF was highly beneficial in that it ensured a participatory approach to policy development and this process in itself was a major change for Palestinian government ministries. Five of the MoYS staff interviewed identified the partnership with UNICEF which resulted in the inclusion of all relevant stakeholders (including youth) in a participatory policy development process as the ‘most significant change generated by the programme’. One informant said: *“we used to prepare strategic plans at the ministry without involving youth or listening to their needs, but because of working with UNICEF we were able to meet and listen to young people talk about their concerns and priorities”*.

NGO Strategic Partners

UNICEF supported programme implementation through partnering with several Palestinian NGOs, including PYALARA, MAAN, Tamer, and al Nayzak. Criteria for contracting partners were consistent, through the solicitation of proposals, proposal evaluation, formal letters of agreement, funding and monitoring of activities. All the NGOs provided clear project work plans

¹⁶ Supporting evidence and analysis from documents, including Cross-Sector National Youth Strategy (2011 to 2013), oPt Annual Reports, NGO reports focus group discussions, and key informant interviews

and frameworks. Reporting was standardized and NGO reports show that indicators were met and often exceeded. All the NGOs involved in programme implementation are knowledgeable regarding effective ways to work with adolescents and have considerable experience in this sector.¹⁷

Indicator 1.6:	Programme contributes to a systematic approach to adolescent development and participation in all components of UNICEF Country Programme.
Rating:	Effective: <i>The programme has contributed to 26-50% components of UNICEF Country Programme integrating a systematic approach to adolescent development and participation.</i>
Finding 6:	All the programme partners and implementers have used and integrated a systematic approach to adolescent development and participation.

UNICEF has fostered a strong adolescent rights framework based on the primary rights to which adolescents are entitled under the Convention of the Rights of the Child (CRC). This framework presents the primary rights to which adolescents are entitled and include:

- The right to development
- The right to protection
- The right to survival
- The right to participation

All of the partners and programme implementers (MoYS and Palestinian NGOs) have incorporated and used a positive development approach to adolescents. This process works to enhance the protective and enabling factors that contribute to healthy adolescent development, as opposed to focusing on adolescents as victims or as a group that causes special problems.

The foundation of this approach includes enhancing adolescents' knowledge, skills, capacities and developmental assets, even in situations such as are prevalent in Palestine where adolescents are often at exceptional risk or vulnerable to rights abuses.

MoYS, National Committee for Summer Camps (NCSC) and NGOs PYALARA, Maan, Al Nayzak and Tamer recognize the different developmental stages of adolescents and youth, though these divisions may not be congruent. The MoYS seems to use two groups: adolescents from 15 to 18 and youth from 10 to 24. However, MoYS actively supports youth clubs which target two age groups (10 to 14 and 15 to 18/19). Al Nayzak uses two basic divisions: 8 to 12 and 13 to 18, dividing the latter group into 13/14 years and 15 to 18 years. Most important is that all partners recognize several developmental stages of "adolescence and youth".

The programme's strategic partners all emphasize organisational support for adolescent participation. Through its participation in the programme, MoYS has experienced a 'paradigm shift' in the development of youth policy and strategy, as clearly stated by several of the key stakeholders. This shift entailed involving adolescents in the policy and strategy development process from the beginning, thus institutionalizing a high degree of adolescent participation. As a result of participating in the programme, MoYS has changed from preparing strategic plans at the ministry without involving adolescents and youth or listening to their concerns and needs, to

¹⁷ Supporting evidence and analysis from documents including Sida Progress Reports, oPt Annual Reports, NGO reports and key informant interviews

implementing a participatory process which involves adolescents and youth at all levels, from initial consultations to creating and implementing awareness campaigns to present policy changes to their peers, families and community members.

The NYP incorporates all the international conventions and human rights documents relevant to youth as valuable and productive members of society (e.g., Universal Declaration of Human Rights, Tehran Declaration on the Rights of Disabled Persons, Declaration on the Right to Develop, Convention on the Rights of the Child, UN Millennium Declaration). The NYP and Strategy Sector Vision for youth is “an empowered, participating and responsible youth that has diverse and equal opportunities for a balanced development and growth.”¹⁸

All three NGOs ensure that their activities and projects are adolescent-led and monitored with adolescents being responsible for presenting issues to peers and communities in a variety of forms from TV broadcasts to community presentations and conferences.

Adolescents are treated as persons with strengths and capabilities who can make a positive contribution to their communities and as a group whose knowledge and skills can make a significant difference in the effectiveness of policy development and programme service and delivery.

MoYS and the three implementing Palestinian NGO informants all showed a high degree of awareness of the importance of recognizing the stages of adolescent development so as to ensure appropriate interventions, and also the importance of participation that included decision-making, planning, adolescent-led initiatives, and undertaking monitoring and follow-up.¹⁹

Indicator 1.5: Regional approach adds value to programme.	
Rating:	Effective: <ul style="list-style-type: none"> - <i>Regional-level situation analysis and knowledge gained from expert roundtable discussions on adolescents are used to inform formulation of youth policies in MENA</i> - <i>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.</i> - <i>Advocacy efforts in region are better coordinated and more visible.</i>
Finding 7:	The regional-level approach used by UNICEF partners and staff has both supported and resulted in the development and adoption of both a National Youth Policy and also a Cross-Sector National Youth Strategy.

The value-added of UNICEF’s regional-level approach played a key role in the development in oPt of up-to-date, cross-cutting youth policy and strategy, in line with other MENA region countries, particularly Jordan. MoYS stakeholder informants who were engaged in the policy development process identified regional policy examples and input regarding expanding levels of youth participation as important factors in the policy development process.

¹⁸ Cross-Sector National Youth Strategy: 2011-2013. p. 27)

¹⁹ Supporting evidence and analysis from documents, including Cross-Sector National Youth Strategy (2011 to 2013), oPt Annual Reports, NGO reports, and key informant interviews

A major focus of both Phase I and Phase II was the process of developing a youth policy and strategy in oPt. This initiative has resulted in the creation and adoption of both a National Youth Policy in 2006 along with an awareness-raising initiative by the youth committee with members from both the West Bank and Gaza. In 2008 work was begun on a National Cross-Sector Youth Strategy with extensive consultation and collaboration with Palestinian adolescents from all areas of oPt. This National Youth Strategy was finalized in December 2010. In line with other MENA countries, oPt involved youth in an adolescent-led awareness-raising campaign to reach young people, as well as their families and community members throughout the country.

MoYS benefited greatly from UNICEF’s regional experience in supporting an inclusive process of developing a youth policy and strategy for oPt and are a major accomplishment of the programme.²⁰

2.3 Effectiveness

Indicator 2.1	Effective monitoring and evaluation mechanism in place at regional and country level—MoYS.
Rating:	Inconclusive
Finding 8:	M&E mechanisms at the national level for monitoring the implementation of national youth policy and strategy are in the early stages and MoYS has developed a series of indicators to assess policy outcomes and the impact of the policy and strategy on adolescent and youth development and participation.

The National Strategic Plan contains a detailed set of strategic objectives, proposed policies and policy indicators. In addition, a database has been set up to collect data and generate information regarding youth-oriented activities and issues. In the first phase UNICEF supported the NYP and developed a database with MOYS to improve their monitoring system. In the second phase 2009 a National Youth Sector Strategy was developed for 2011-2013, and as a part of this strategy UNICEF is supporting MoYS to develop an Operational Plan (OP) with monitoring indicators. The OP will serve as a ‘roadmap’ or action plan and is essential to the process of monitoring and evaluating progress on the national youth sector strategy. UNICEF is actively supporting this process so that clear criteria, and relevant roles and responsibilities, for monitoring and evaluation will be put in place.

One of the MoYS stakeholders interviewed at the district level commented that any operational plan, and also the database, should be well-coordinated at the field level. In addition, the district offices need to be more involved in planning activities. The database should be integrated for effective use at the district level with district MoYS staff trained in its use.

MoYS is working on coordinating the creation of a plan which will coordinate the youth-policy based activities of the other ministries working with MoYS in youth development as they implement their areas of responsibility as outlined in the National Strategic Plan.²¹

²⁰ Supporting evidence and analysis from documents, including Sida Progress Reports, oPt Annual Reports, and key informant interviews

²¹ Supporting evidence and analysis from documents, including Cross-Sector National Youth Strategy (2011 to 2013), oPt Annual Reports, and key informant interviews

Indicator 2.1	Effective monitoring and evaluation mechanism in place at regional and country level—NGO/UNICEF.
Rating:	Effective: <ul style="list-style-type: none"> - <i>The programme’s M&E mechanism at regional and country level includes quantitative and a few qualitative indicators related to stated results and unexpected outcomes</i> - <i>M&E generated information is used for planning purposes</i> - <i>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.</i>
Finding 9:	NGO programme implementers and UNICEF have dedicated staff responsible for monitoring and evaluation and have regularly collected data and reported on the results of programme activities and the impact of programme outcomes and adolescent participation.

UNICEF coordinates with each NGO partner and requires quarterly reporting on results, objectives met, and outcomes vis-à-vis a series of indicators used to show progress. In addition, major benchmarks were set to measure progress of MoYS in youth strategy development. UNICEF staff also worked to identify challenges to progress and developed follow-up workshops to provide technical and managerial support to its partners.

In 2009 UNICEF commissioned an external evaluation of the AFLC and the results of this evaluation were presented in the report “*Assessment Study on Sustainability of Adolescent Friendly Learning Centres*”(May 2009).

NGO Implementers

NGO al Nayzak has a unit for monitoring and evaluation with staff in each of the three offices in West Bank, Gaza and East Jerusalem. These units set baselines for each participant so that progress can be measured. Each activity has a work plan which lists the immediate result with timeline, the quantitative and qualitative indicators to be used to measure progress and the means of verification. In addition, the adolescents in the programme participate in on-line forums and exhibitions which showcase the research that they have done and present to the public the activities which have been carried out.

NGO PYALARA ensured effective evaluation of all of their facilitator training workshops. They also set baselines through thorough mapping of the villages where peer-to-peer training sessions were undertaken. Each of the 16 initiatives selected were monitored during the research and reporting through field visits to each location. A participatory evaluation was conducted at the end of each initiative. Three summative evaluation sessions were conducted at the end of the project with participants from the adolescent beneficiaries, representatives from CSOs and community centres, MoE representatives and staff from the UNRWA educational department.

Adolescent programme participants led 11 media workshops to transform the results of the initiatives into 16 TV episodes which were shown on Palestinian satellite TV. In addition, six issues of the youth newspaper “The Youth Times” was prepared by the participants to present their work on issues relevant to adolescents, their families and their communities. The impact of this activity was clearly measured by the high quality of the products produced through the peer-to-peer sessions and adolescent led training workshops.

NGO Tamer ensures that each of the AFLC in which they are involved has an “expert facilitator” in the three “corners” of activity and the facilitators are responsible for monitoring adolescent participation. Tamer staff also visits the centres weekly and arrange monthly meetings to discuss relevant issues and monitor progress. One of the main activities in the centres is “My First Book” in which children and adolescents write stories and the best stories are published yearly in book form. Tamer was nominated for the Swedish Astrid Lindgren Award (international children’s book award) in 2008.²² NCSC and Ma’an, who also implement the Adolescent Friendly Spaces, have similar mechanism to monitor and evaluate with experts in the field. The center and area coordinators conduct daily monitoring of the activities and feed their information to the quarterly reports that are provided to UNICEF.

Indicator 2.2: Degree of progress made towards achievement of expected outcomes.	
Rating:	Effective: <i>Implemented activities clearly contribute to the achievement of the majority of expected outcomes.</i>
Finding 10:	The programme activities implemented during both Phases contributed to the achievement of the majority of expected results.

Tables 4 and 5 below show the status of the Sida Project results for Phases I and II.²³

Table 4: Status of Phase I Results

Result	Status
1. Representatives of youth groups, government and civil society supported to finalize and lobby for formulation, adoption and implementation of a National Youth Policy	<i>Achieved</i> National Youth Policy developed with broad consultation with stakeholders and youth and finalized and adopted by MoYS
2. Strengthened capacity of 100 facilitators to coordinate and facilitate activities promoting participation and psychosocial well-being of adolescents	<i>Achieved</i> 101 facilitators trained in coordinating activities for adolescents
3. Improved capacity of 3000 adolescents aged 12 to 18 years old to lead a healthy lifestyle and cope with the stress of the current political situation	<i>Achieved</i> 3200 adolescents participated in extracurricular activities and life skills

Table 5: Status of Phase II Results

Result	Status
1. Information knowledge management Mapping of policies and services provided to young people available and used for policy and programming	<i>Achieved</i> MoYS database set up and staff trained in 2009/2010; database has been uploaded on MoYS website; database information used in development of National Cross-Sector Youth Strategy

²² Supporting evidence and analysis from documents, including NGO reports and key informant interviews

²³ Supporting evidence and analysis from documents including SIDA Programme LFAs, Sida Progress Reports, oPt Annual Reports, and NGO reports.

Result	Status
<p>2. Policy and programming Cross-sector and thematic strategies and work plans drafted and advocated for implementation by different government institutions</p> <p>Child Municipal Council initiative mainstreamed into the strategies and work-plans of MoLG</p>	<p><i>Achieved</i> National Cross-Sector Youth Strategy developed which indicates policies and work-plans to be implemented within line ministries</p> <p><i>Not Achieved</i>—this initiative was not implemented (support for access to AFLC was substituted)</p>
<p>3. Access to safe environments, adolescent participation and networking</p>	<p><i>Achieved and on-going</i> Support for 143 ACLS IN 2009 and 93 Adolescent Friendly Spaces at present in 2011; activities focusing on youth participation implemented through work with Palestinian NGOs National campaign on “safe learning environments’</p>
<p>4.. Strategic partnerships and alliances MoYS and NYP and/or NYS youth media campaign able to advocate for NYP themes and strategies</p> <p>NYP spread on the national level and new partnerships with NGO and private sector are developed</p>	<p><i>Achieved and on-going</i> Booklet developed for National Youth Strategy and media campaign launched in 2010 with the participation of 700 adolescents and youth</p> <p><i>Partially achieved</i> Advocacy capacity building for MoYS staff and the creation of a MoYS media committee</p>

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 11: Beneficiaries to the programme clearly express their satisfaction with the programme results and can explain why.

Beneficiaries to the various programme activities clearly expressed their high level of satisfaction with the programme results and supported that level of satisfaction with explanations. Although there is high level of satisfaction from developing the cross-cutting strategic plan, interviewees raised the point that without UNICEF continuing support, it will be very difficult to operationalise the plan effectively to maximize benefits to oPt youth.

Beneficiaries to the Adolescent Friendly Learning Spaces Programme

During the evaluation, data were collected from 73 adolescents, parents, family members and members of communities in three locations in the West Bank, as follows:

Adolescents 13-15	= 35
Adolescents 16-19	= 13
Parents, family members, community members	= 25

The adolescents comprised the direct beneficiaries with family and community members considered as indirect beneficiaries.

The participatory data collection used was a variation on the “Most Significant Change” technique (see Section 1.2 Evaluation Methodology for a detailed description of this method) where adolescent beneficiaries to activities offered at AFLC and adult family/community members were asked to discuss the kinds of changes that they had noted as a result of the adolescents’ involvement in the activities. The types of changes described were then grouped into different categories. Annex 3 contains five of the MSC stories chosen by a group with representatives from all seven of the focus group discussions held in oPt (see Annex 3 for detailed stories).

In summary, the adolescent participants all related high levels of satisfaction and positive changes in their feelings, attitudes and behaviour. All noted positive changes in:

- Social networks and friends
- Increased self-confidence

Other areas of positive change included:

- Acquired skills and experiences
- Positive changes in relationships with other family members
- Positive changes in role and relationship with community

A selection of representative quotes from these MSC stories concerning the positive results and high levels of satisfaction from the adolescents participating in these AFLC activities include:

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

(joining the Happy Childhood Club)... “was a turning point in my life; I became a strong and funny character with everyone, even my siblings. I became more social and less shy”.

“(participating in the AFLC)...changed my perception of people with disabilities...I have changed and can feel the misery that people with a disability experience every day.”

“This is what the Al Nayzak project built inside me...I have learned a lot through it...that there is something called hope, persistence, work and being serious about your dreams.”

“I was very shy but now I am more self confident. I am working on fulfilling my dream of becoming a lawyer to help poor and innocent people.”

The data collectors also noted many examples of beneficiaries who explained their high level of satisfaction with participation in the AFLC activities. Two adolescents worked with their mother to document the verbal history of their village, and then put their results on the internet to benefit people from that village who are living outside Palestine. A 12-year-old adolescent conducted research on smoking and as a result, stopped smoking himself and also stopped buying cigarettes for others. Adolescents suffering from psychosocial disorders caused by the on-

going conflict with Israel were becoming more communicative and building better social relationships.²⁴

Indicator 2.4:	Extent to which programme participants (adolescents and other relevant stakeholders) have been involved in planning, design, implementation and monitoring of programme activities.
Rating:	Effective: <i>Participants have been involved in one pre-implementation (planning or designing), and in implementation of programme activities.</i>
Finding 12:	Participants were involved to some degree in planning and were actively involved in implementation and monitoring of programme activities.

Adolescent programme participants were involved to some degree in the planning stage through their participation in the needs assessments conducted by the NGOs and also by expressing what they wanted to achieve. The NGOs then designed activities that responded to the needs identified.

Adolescents were actively engaged in the implementation of the activities. PYALARA NGO's peer-to-peer sessions were led by adolescents with the guidance of the facilitators. In the AFLC, the participants initiate the topics for study and produce stories and contribute to the production of Tamer NGO's bi-monthly magazine. They identify issues which need to be addressed at the community level and organize awareness campaigns and hold community meetings.

The al Nayzak participants to the 'young researchers' choose topics to research after brainstorming and extensive discussion. The adolescents carry out their research and present the findings to others. After the first year of participation, the young researchers become "peer educators" and are peer coaches for new participant. The young researchers evaluate each of their research training sessions and every three months hold a workshop focus group to assess progress made. Research results are presented in online forums and in meetings and exhibitions.

The AFLC have a local management committee (LMC) that includes five adolescents (in addition to parents, community leaders and a religious leader) who are involved in planning centre activities, monitoring and assessing, and advocacy at the community level.²⁵

²⁴ Supporting evidence and analysis from focus group discussions and MSC stories chosen for inclusion in the report

²⁵ Supporting evidence and analysis from documents including, Sida Progress Reports, oPt Annual Reports, structured interviews, focus group discussions, and NGO reports

3.0 Efficiency

Indicator 3.1:	Programme resources used efficiently.
Rating:	Fair: - <i>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</i> - <i>A limited amount of additional resources has been allocated by partners/ stakeholders/ counterparts to help cover programme costs.</i>
Finding 13:	Given the context, the programme has only been able to utilize the existing local capacities and local resources to help achieve its outcomes amount to a moderate degree.

Sida funding represents about 5 – 10 per cent of the overall ADAP programme. In 2009, the ADAP budget was over 5 million USD and the planning budget for 2011 is 1.8 million. The majority of these funds have been mobilized externally. Within the context this is the main funding strategy possible.

The dire situation experienced by most Palestinians, including government at all levels, due to high unemployment, stagnant economic activity, a severe shortage of funding for municipal governments and village councils, a dependency on external donations and the extreme levels of poverty among many Palestinian families precludes significant individual, community and municipal government contributions to cover programme costs.

The existing local capacity to support the programme has been most evident in the levels of “in-kind” volunteer services to reduce staffing costs so as to assist AFLC and youth club activities. Also, some irregular and limited assistance by community members and CBOs has been made. This support is often related to finding or refurbishing suitable spaces for AFLC activities, donating furniture, equipment and supplies whenever possible and assistance through small, community-based fund raising activities.

The 2009 Assessment Study on the Sustainability of Adolescent Friendly Learning Centres found that programme overhead costs were covered in all of the centres and that local volunteers made a significant contribution. However, none of the centres evaluated was in a position to take over the cost of funding the AFLC programme activities.²⁶

Indicator 3.2:	Objectives and outcomes achieved on time.
Rating:	Excellent: <i>Over 75% of objectives and outcomes have been achieved on time.</i>
Finding 14:	Nearly all of the programme objectives have been achieved in a timely manner.

Nearly all of the oPt programme objectives had been achieved by the end of Phase II. See Table 4—Status of Results-Phase I and Table 5—Status of Results-Phase II for specific details.

²⁶ Supporting evidence and analysis from documents including the Assessment Study on Sustainability of Adolescent Friendly Learning Centres, Sida Progress Reports and stakeholder interviews

The programme in oPt experienced some delays during implementation in Phase I which were caused by disagreement between the implementing partner for preparing the work plan for the final stages of policy development and MoYS which delayed this process by three months. In addition, in 2007 inter-factional fighting between Hamas and the PA forces resulted in the takeover of Gaza by Hamas and the establishment of an emergency government by the PA on the West Bank. This unstable political situation hampered progress in implementing the NYP and Strategy in the line ministries.

Delays affecting the implementation of Phase II activities included the Gaza war from December 2008 to January 2009 when Israel air strikes killed 1440, including 431 children. Gaza has been under an almost total blockade severely affecting the movement of people and goods into and out of the Strip since 2007. The rift between the government factions also adversely affected programme activities in July and August of 2008, including 10 UNICEF-supported AFLC, and although the centres have been reopened, US\$ 65,000 worth of confiscated equipment was not returned.

Some delays occurred due to the lateness of the arrival of the grant funds due to internal UNICEF processes, but UNICEF had alternative plans to achieve programme objectives in these cases.

Despite these intermittent delays, the major policy activities of developing and finalizing a National Youth Policy and Strategy, developing an operational database for MoYS to use in planning and service delivery, and the participative process of creating a cross-cutting National Youth Strategy based on seven major themes, and the creation of an awareness campaign were achieved by late 2010. Additional achievements included the delivery of peer-to-peer sessions on healthy lifestyle and support for 143 AFLCs²⁷ in 2009 and the identification of alternative funding for 93 AFS IN 2011.²⁸

Indicator 3.3	Inputs and outputs distributed among different age groups of adolescents (10-14; 15-19).
Rating:	Fair: <i>- Approximately 1/3 of inputs and outputs allocated to one specific age group and 2/3's to the other.</i> <i>- Few criteria defined for distributing inputs and outputs among adolescents of different age groups.</i>
Finding 15:	Although all implementers 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.

UNICEF identified two different age groups; 10 to 14 and 15 to 19 as being relevant to the interventions implemented by the NGOs. In the AFLC adolescent participants usually work in two or three groups, younger adolescents (10 to 12/14) sometimes middle adolescents (13 to 15) and then older adolescents (15 to 18/19). The NGOs report that different activities are planned for each group but that this is left up to the individual AFLC and youth centres based on needs and attendance. They reported that an 'ad hoc' but usually fair division of resources

²⁷ The oPt UNICEF office uses the term Adolescent Friendly Spaces for the AFLCs.

²⁸ Supporting evidence and analysis from documents including, Sida Progress Reports, oPt Annual Reports NGO reports and stakeholder interviews

among these groups, but that no “formal criteria” exists that they are aware of. These decisions are usually made by the NGO representatives, AFLC facilitators, adolescent participants, and LMCs to ensure an equitable allocation of funds.

Al Nayzak NGO divides participants to their programme into three general phases:

- 8 to 12 years
- 13 and 14 years
- 15 to 17 years

The younger group is called the “Talented Student Incubator” and those who complete this programme go on to enter the three-year “Young Researcher” programme. The Young Researcher programme focuses on grade-level, beginning in year one with 9th graders who complete the programme in grade 11. This includes adolescents from the last two groups. Al Nayzak ensures that resources are equitably divided among these groups.²⁹

Indicator 3.4: Gender equality considered in allocation of resources	
Rating:	Excellent: <i>Gender equality is consistently taken into account in resource allocation and integrated throughout programme inputs and activities effectively and strategically.</i>
Finding 16:	In the oPt programme, gender equality is consistently taken into account and is generally a factor resource allocation; gender equality is integrated into programme inputs and activities effectively and strategically.

NGO stakeholders

All of the NGO stakeholder staff who participated in the interviews said that gender equality is an important issue in activity choice, design and implementation and that gender is a factor in the monitoring and evaluation process. Initial problems with adolescent girls’ participation may occur when family members and communities are not familiar with the purpose of the programme and the activities, but after awareness sessions and careful explanation, adolescent girls are generally allowed to participant.

Although the stress is on mixed activities, sometimes this is not possible. In order to compensate for more conservative families and communities which reject mixing of adolescent boys and girls, all of the NGOs have designed programmes that accommodate adolescent girls and boys at the AFLC and youth clubs at different times or on different days. They have also made sure that both females and males are trained and available as facilitators for single-sex activities, including sports activities for adolescent girls.

However, Al Nayzak NGO offered integrated activities only as the focus of their activities is scientific research and this relates closely to school and academic issues. Many communities accepted this approach after an orientation to the programme and some experience with adolescent participation in the training.

The NGO staff reported that in almost all areas, the number of adolescent girls participating in AFLC activities is higher than that of boys. This high level of adolescent girls’ participation may reflect the lack of alternatives for adolescent girls in many Palestinian families and communities, as this age-group of girls is usually required to remain in the home when not in school. The

²⁹ Supporting evidence and analysis from documents including NGO reports and stakeholder interviews

AFLC and the youth clubs provide adolescent girls with a space to “be themselves” and to meet with their peers in a wide variety of interactions.

Although in general, more adolescent girls participate in AFS and youth club activities, there was no specific information on the division of resources that target adolescent girls separately from boys. For example, are resources balanced equally between activities which benefit adolescent girls and those which benefit adolescent boys?

The 2009 Assessment of the AFLC found that in a rating of 14 AFLC, the criteria “gender empowerment” rated as 2.2 out of a possible 3. The study found that the project contribution to overcoming gender discrimination was relevant and could be used as a “best practice” on adolescent girls’ empowerment.³⁰

2.5 Sustainability

Indicator 4.1:	Level of buy-in by national partners (government and civil society).
Rating:	Effective: <i>Programme and policy documents at the community and national levels integrate references to processes, resource allocations and results that demonstrate ethical, sustainable and meaningful adolescent participation is taking place in most policy or programme components.</i>
Finding 17:	UNICEF’s comparative advantage in adolescent programming brought a high degree of credibility and stakeholder buy-in to the programme.

All of the NGO and MoYS stakeholders interviewed had a very positive response to the particular strengths and comparative advantage in adolescent programming.

NGO respondents felt that UNICEF had been a true “partner” and provided them with the opportunity to participate as equals. NGOs felt that working with UNICEF was working with a ‘partner, not a donor’ and that the skills and knowledge of the Adolescent Development and Participation team benefited them greatly in all stages of programme implementation. MoYS stakeholders commented specifically on the benefit from the technical support provided by UNICEF in the strategic planning process. They benefited from regional meetings focusing on adolescent programming, mentioning the meeting attended in Amman.

Al Nayzak NGO also felt that one of the advantages was UNICEF’s active involvement of the young researchers in programme evaluation activities. In addition, Al Nayzak staff participated in a regional meeting to present the Young Researchers Programme to UNICEF adolescent development and participation programming staff in the MENA region as part of a regional Adolescents and Knowledge Management Workshop.

The respondents also stressed that UNICEF was able to communicate on the same level concerning adolescent development and participation. UNICEF encouraged NGOs to present what ‘they’ felt was necessary and then used their resources and experience to develop programmes together.

³⁰ Supporting evidence and analysis from documents including Assessment on Sustainability of AFLC, NGO reports and stakeholder interviews

NGO stakeholder comments also included the importance of UNICEF’s good reputation regionally and internationally as being helpful in gaining community acceptance of AFLC and adolescent activities at the community and village level.

All three NGOs mentioned the high level of importance that UNICEF did not try to “micromanage” the adolescent programmes, nor was their funding ‘conditional’.

MoYS Stakeholders

MoYS informants identified the collaborative process of involving adolescents and youth in the development of the National Youth Strategy and identification of the relevant cross-cutting themes as being highly effective. UNICEF’s experience in partnering the process of developing youth policy and strategy with the active participation of adolescents was seen as key in the creation of a high-quality final product. MoYS also noted the value of the UNICEF staff technical expertise on adolescent development and participation as contributing effectively.

Another MoYS stakeholder identified as new and valuable information generated by the programme “the knowledge about the importance of youth participation and the techniques we should use to ensure that youth is able to participate in developing policies that affect them.” Also noted in this category was “UNICEF helping us understand civic rights, especially adolescents’ rights and how to promote awareness of these rights by raising parents’ awareness”.

Interview data show that both NGO staff and MoYS stakeholders recognize the value added and comparative advantage that UNICEF has brought to the areas of adolescent policy and strategy development, awareness raising and programming.³¹

Indicator 4.2:	Measures to ensure sustainability of programme outcomes included in programme design at national level.
Rating:	Effective: <i>There are clear mechanisms in place to ensure sustainability of programme outcomes at both national and regional level.</i>
Finding 18:	UNICEF worked in partnership with other UN agencies to successfully implement adolescent programming in oPt.

The ‘youth sector working group’ chaired by MoYS included representatives from UNDP and UNFPA, as well as UNICEF. In 2009, UNICEF coordinated its support for the development of the National Youth Sector Strategy with UNDP and UNFPA. UNDP supported the national strategy consultation workshops in Gaza, while UNICEF supported the workshops held in the West Bank. The three agencies coordinated their contribution to the collection of data and information, and their support to the National Steering Committee.

UNICEF in oPt has worked in close partnership with other UN agencies on issues related to adolescents and youth. Both UNDP and UNFPA have programmes in support of MoYS, and the work of the three agencies is coordinated to avoid duplication and create complementarity. This resulted in a concerted effort from the UN in the development of the NYS. UNICEF worked with UNRWA to ensure that joint activities for adolescents are conducted in the refugee camps as well.

³¹ Supporting evidence and analysis from stakeholder interviews

UNICEF and UNFPA work is complementary in that they work with the same people, but at different ages. UNICEF’s main focus is on adolescents from 10 to 18 while UNFPA’s target audience in oPt is youth from 18 to 24 years old. UNICEF and UNFPA are both members of the UN Theme Group on Youth which facilitates networking and joint planning for input into UN strategies. The UN Theme Group on Youth provides an opportunity to cooperate and share information with other UN agencies and to share information and keep each other informed as to what the UN is doing in the youth development sector.³²

One of the most important achievements of the programme in oPt has been the development of youth policy at the national level, including the creation and adoption of a National Youth Policy and the development of a cross-cutting National Youth Strategy. Equally important was the collaborative and participatory process that UNICEF partnered with MoYS.

This model of stakeholder and adolescent and youth beneficiary active participation was a new process for MoYS—indeed, one MoYS stakeholder interviewed contrasted this process with the traditional “strategic plans were prepared at the ministry without involving youth or listening to their needs”.

Another new aspect of this process for MoYS was the inclusion of all stakeholders who work in the youth sector to ensure that the policy was inclusive. This included representatives from youth organisations, CBOs, youth NGOs and other ministries (education, higher education, women’s affairs, social welfare, health and labour).

Both the National Youth Policy and the cross-cutting National Youth Strategy embody the concepts of meaningful youth participation at all levels; community, regional and national in order to ensure diverse and equal opportunities for balanced development and growth. In addition the national strategy for promoting the adoption of the NYP and NYS engaged with youth to develop and lead awareness campaigns and to advocate for youth participation.

The National Youth Strategy notes as a foundation approach: “utilizing the experiences of adolescents and youth and the organisations that work with them”.³³

Indicator 4.2:	Measures to ensure sustainability of programme outcomes included in programme design at national and regional level.
Rating:	Effective: <i>There are clear mechanisms in place to ensure sustainability of programme outcomes at both national and regional level.</i>
Finding 19:	The programme implementation has resulted in clear mechanisms put in place to ensure sustainability of programme outcomes at the national level.

A major input to sustainability of programme outputs at MoYS is the creation of a database for the Ministry and the capacity building training provided to staff to ensure that they can update and maintain the database regularly. In addition, other MoYS staff increased capacity in policy development, planning and management and advocacy for adolescent programming. MoYS stakeholders stated that another indicator of sustainability was the formation of a policy steering

³² Supporting evidence and analysis from documents including Sida Progress Reports, oPt Annual Reports, stakeholder interviews.

³³ Supporting evidence and analysis from documents including National Youth Strategy, oPt Annual Reports, and stakeholder interviews

committee since this committee has continued to meet to discuss sector issues and ways of monitoring the National Youth Strategy.

Allocations from line ministries to support the activities embodied in the National Youth Strategy will be monitored by MoYS when the Operational Plan has been developed. However the PA and all oPt government ministries are almost completely dependent on external donations for functional government. For example, in July 2011 salaries of all Palestinian civil servants were cut by 50 per cent due to lack of support by donors such as the European Union (EU), and other Arab governments. Sustainability of results in the youth sector is dependent on this remaining a priority issue, and on the ability of the PA to fund relevant programming.

UNICEF efforts to ensure sustainability under the current situation in oPt are focused on fostering ownership and a complete buy-in by major stakeholders. Important tools in creating a sustainable future for the NYP and the NSP are the various coordinating mechanisms set up between the partners and MoYS. These mechanisms and committees are well-placed to advocate for implementation of the cross-cutting National Youth Strategy.

The achievements in policy and programming and information knowledge and management (database), as well as MoYS ability to create strategic partnerships, are aimed at sustainable engagement. A key factor is ministry staff capacity building and supporting MoYS in continuing a steering role for the youth sector so that the benefit to Palestinian adolescents and youth is long lasting.

The adolescent programming in oPt expanded in Phase II to support for 93 AFS which benefited more than 50,000 Palestinian adolescents with safe spaces and opportunities for positive development and social and civic engagement. UNICEF strategies to ensure a national commitment to meeting the needs of adolescents through the continuation of support for AFLC include: focusing on an upstream approach by continued support of the national strategy for youth in oPt; capacity building for both government and NGO partners; and drafting of national standards and a framework for adolescent friendly spaces and services.

The 2009 Assessment Study on Sustainability of Adolescent Friendly Learning Centres provides a series of recommendations in support of the sustainability of these centres.

Indicator 4.3:	Replicability of model in other locations/regions.
Rating:	Effective: <i>- Most of the programme components can be replicated in other locations/regions.</i> <i>- Other organisations have inquired about how to replicate the programme elsewhere and have visited the programme to research how to do this.</i>
Finding 20:	Key programme components implemented in oPt could be replicated in other regions or locations.

The main programme component in oPt to which scaling up either in oPt or elsewhere might be applied is its adolescent programming focused on peer-to-peer sessions, and the creation of safe environments for adolescent participation and networking. UNICEF staff interviewed reported that the concept of the “adolescent friendly space” is indeed a regional one, and is being replicated in other countries but quite differently, depending on the context. None of the informants gave any specific information regarding other programme approaches, but agreed

that the creation of and support for adolescent friendly “safe spaces” with activities geared toward development and participation is a common goal.

The adoption of the UNICEF programme approach by partner NGOs also shows potential for replicability. For example, even after PYALARA NGO’s contract expired with UNICEF, they are still continuing to implement the “Youth 4 Change” programme from other funds. Recently an international donor approached PYALARA about funding this programme for poor and remote villages in the Hebron area. Al Nayzak will also continue with the “Young Researchers” programme as a core programme within their NGO. They are planning to assist the students who successfully completed the three-year training programme with finding support for attending university.

SECTION III CONCLUSIONS

Phase I and Phase II of the Sida-funded programme, “Adolescents: Agents of Positive Change” was implemented in oPt through UNICEF and its national partners. The first area of achievement focused on support for the Ministry of Youth and Sports in the collaborative and participative process of developing a National Youth Policy, and a cross-sector National Youth Strategy. Integral to this was the creation of a database to facilitate information knowledge management and capacity building for MoYS staff. The second area of achievement was development of and support for adolescent-friendly, safe spaces and programmes for adolescent and youth peer-to-peer sessions to help them improve their lifestyles and cope with stress caused by the political situation in oPt. UNICEF was successful in achieving their targets and results in both these areas, despite the challenging political context and the difficulties unique to programme implementation in oPt.

3.1 Lessons Learned

UNICEF staff identified the following lessons learned during the programme implementation:

- The creation of a national Project Management Committee in 2006 proved to be a key format for smooth coordination among all of the partners and stakeholders in developing the National Youth Policy. In addition, the role of MoYS as an implementing agency proved to be essential for the lobbying and advocacy of the policy at the national level.
- Cultural and societal trends and norms in several remote communities posed a challenge to conducting peer-to-peer sessions on themes considered taboo (for example, domestic violence, early marriage and drug abuse) and initially hindered adolescent girls' participation. However, the slow and steady perseverance of the trained youth facilitators, the inclusion of family and community members and the enthusiasm of the participating adolescents overcame this community reluctance and often helped with reducing tensions in the communities.
- The war in Gaza was a major challenge in achieving the planned results for 2009 and caused deterioration in the situation of adolescents and youth and necessitated a focus on emergency and immediate needs for adolescents and youth in Gaza.
- A major challenge in building capacity in MoYS is the political division between the West Bank and Gaza which prevents free movement between these two areas. For this reason, for example, the consultation workshops for feedback on the youth sector strategy were possible only because they were offered by partner youth organisations in different locations and with the support of UN agencies.
- The volatile situation in oPt necessitates that UNICEF work on the developmental agenda for capacity building of the PA ('dedicated programmes') while at the same time be prepared and ready for any crisis requiring humanitarian intervention ('emergency programmes').

3.2 Most Significant Changes or Results

UNICEF informants identified the following as the most significant changes or results from the programme intervention:

- A much wider scope and understanding at MoYS of the importance of working with adolescents and youth as partners and collaborators.
- Recognition on the part of the Ministry of Planning of the importance of a participative and widely inclusive process (including young people) developing youth policies and programmes.
- MoYS understanding of the importance of advocacy and awareness campaigns developed and led by adolescents and youth in presenting youth strategies to the public.
- Broader acceptance of adolescent girls' participation in youth clubs and AFLCs, including positions on the management committees.
- Increased confidence of parents in AFLCs and youth clubs and the increase in parental involvement in these adolescent friendly spaces.
- Participation in regional coordination meetings strengthened learning and sharing of information among oPt youth and adolescents from other countries

MoYS informants noted the following most significant change or result generated by the programme:

- Adolescent and youth participation in developing the National Strategic Plan as opposed to the former policy development approach which did not include consultation with adolescents and youth or other stakeholders.
- Success of the collaborative process which included adolescents and youth and all of the other major stakeholders.
- Noticeable change in the attitudes and relationships between the MoYS and NGOs; at the beginning of the consultations the NGOs were afraid that the MoYS would try to monopolize the resources. But MoYS was able to give them confidence that it would be a real partner in the formulation of policies and strategy and would limit its role to follow-up and oversight rather than implementation.
- A consultative process, which resulted in a shift in the attitudes and approaches of the governmental organisations about the importance of involving NGOs in the planning process.
- Both NGOs and the government are now seeing their relationship as one based on complementarity and not on competition.
- After agreement was reached about the concept of the participatory approach and the importance of working together, all partners signed a code of conduct.
- Creation of a database and understanding its importance in information management and planning, plus good training for MoYS staff in database management and maintenance.
- MoYS can now begin to use the database created to obtain up-to-date information to develop youth programmes and better understand adolescent and youth's needs.

NGO staff interviewed mentioned the following significant changes or results:

- Participation in the programme has resulted in the real empowerment of thousands of adolescents and young people and increased their self-confidence and esteem.
- The positive changes in so many young people who took part because they were truly able to lead the activities and peer-to-peer sessions. They also developed TV programmes explaining the issues that they discussed and these were broadcasted on

satellite TV. This gave the young people confidence and a high status in the eyes of community members who saw the TV broadcasts.

- A change in the mentality of the adolescents and youth who participate in these programmes from being passive to beginning to think and ask questions like why, how, what.
- Participation in the AFLCs and youth clubs has changed the attitude of many adolescents and youth who are more engaged in reading, discussing ideas and issues, and sharing experiences and also more interested in learning and positive behaviour rather than negative behaviour.
- The AFLCs and the youth clubs encourage adolescents and youth to develop leadership skills and to learn techniques for coping with stress and bad situations in their lives and this helps them feel more assured and confident in their everyday life.

3.3 Recommendations for UNICEF in oPt

1. Support MoYS in the development of an Operational Plan for the Cross-Sector National Youth Strategy. This is essential for implementation of the youth policy in the specified sectoral fields and to improve quality of access to programmes and services provided for adolescents and youth.
2. Support MoYS in the expansion of the information management database so that it can be fully integrated into coordinating the implementation of activities of other line ministries and also be used as an effective monitoring tool for tracking the policy indicators listed in the NYS.
3. Continue capacity building for both MoYS staff in critical areas such as communication for development to better equip them to change attitudes and behaviours of adolescents, database skills for monitoring activities and analyzing database information (especially at the district level), and also NGO staff that needs skills upgrading in areas identified in the 2009 Assessment Study on Sustainability of Adolescent Friendly Learning Centres.
4. Support expansion of adolescent friendly learning spaces in areas and communities and villages that still lack a dedicated space for adolescents to engage in safe, structured after-school learning and recreation programmes, as well as venues for positive engagement with their communities.
5. Support MoYS in developing ways to target adolescents and youth with physical or mental disabilities so that they can be included in the adolescent friendly spaces and other youth initiatives and mainstreamed into adolescent and youth programming in all areas of oPt.
6. Operationalise to the greatest extent possible the recommendations made to improve the sustainability of the AFLCs so that adolescents will continue to have a safe space to engage in remedial learning, life skills based education and a place to meet with peers to share concerns, hopes and fears. The latter is particularly important in the context of the oPt continued presence of conflict and violence.
7. Continue support for girls' equal participation at all levels in MoYS cross-sector NYS programmes and services and also in AFLS programmes with active support for activities which promote girls' learning, networking, communication and leadership skills; develop criteria for equitable allocation of resources to ensure that adolescent girls benefit at the same level as adolescent boys.

ANNEX 1: LIST OF MEETINGS, FOCUS GROUPS AND PERSONS INTERVIEWED — OCCUPIED PALESTINIAN TERRITORY

Date	Location	Activity	Participants
Sunday 26 June 2011	Ramallah	Meeting to prepare for Young Researcher orientation session; discuss overall evaluation activities	Ms Alia Shaar, National Consultant Ms Wendy LeBlanc, International Consultant
Monday 27 June 2011	East Jerusalem UNICEF office 9.30 to 12.00	Meeting with UNICEF staff to discuss evaluation workplan, logistics	UNICEF: Ms Linda Sall, Chief of Section, Adolescent Development and Participation Ms Candie Cassabalian, Adolescent Development Officer Ms Maysoon Obeidi, Adolescent Development Officer Mr Douglas Higgins, Deputy Special Representative Ms Hanadi Abu Jaber (by videoconference) Learning for Development Officer, Nablus Kartini Evaluation Team: Ms Wendy LeBlanc
Monday 27 June 2011	Ramallah, Ministry of Youth and Sports (MoYS) 12.30 to 2 pm	Introduction to Ministry of Youth and Sports (MoYS) staff and discussion of evaluation objectives	MoYS: Mr Munzer Masalmen, Acting Director Mr Fathi Khader, Director General, Adolescents Ms Miveen Zitawi, Financial Manager Ibrahim Sabah Ni'mat Shanti Assistant Director of Youth Activities Haya Joma'h UNICEF: Ms Linda Sall, Chief of Section, Adolescent Development and Participation Ms Candie Cassabalian, Adolescent Development Officer Ms Maysoon Obeidi, Adolescent Development Officer Kartini Evaluation Team: Ms Wendy LeBlanc Ms Alia Shaar
Monday 27 June 2011	Palestine Youth Association for Leadership and Rights Activities (PYALARA)	Interview with PYALARA director regarding implementation of the 'Youth 4 Change'	PYALARA Ms Hania Bitar, General Director Mr Hamdi, Programme Manager and Deputy Director Kartini Evaluation Team: Ms Wendy LeBlanc

Date	Location	Activity	Participants
		Programme	Ms Alia Shaar
Tuesday 28 June 2011	Ramallah—Al Nayzak office 8.30 to 12 am	Orientation for young researchers to evaluation objectives; review of their data collection tasks; review of effective principles of group facilitation; young researchers complete MSC task	Al Nayzak: Ms Hanadi Nasrallah, Scientific Programmes Field Coordinator Ms Shireen Hussein, Programmes and Projects Manager Al Nayzak young researchers: Mr Tawfiq Tillawi Ms Ala' Owaida Ms Sara Saleh Mr Abed Alhalim Shuman Kartini Evaluation Team: Wendy LeBlanc Alia Shaar
Tuesday 28 June 2011	Ramallah—Al Nayzak office 1 to 4 pm	Two focus groups of adolescents who participated in the Al Nayzak programme:	Al Nayzak young researchers: Mr Tawfiq Tillawi Ms Ala' Owaida Ms Sara Saleh Mr Abed Alhalim Shuman <i>Focus Group 1: seven adolescents from 13 to 15 (4 male, 3 female)</i> <i>Focus Group 2: seven adolescents from 16 to 19 (3 male, 4 female)</i> Kartini Evaluation Team: Ms Wendy LeBlanc Ms Alia Shaar
Wednesday 29 June 2011	Ramallah—Morning\; stakeholder interviews UNICEF office, East Jerusalem	Interviews with stakeholders from Al Nayzak NGO, Tamer NGO, MoYS, UNFPA	Stakeholders interviewed: NGOs; Mr Aref Hussein, Director, Al Nayzak Ms Shireen Hussein, Programs and Projects Manager, Al Nayzak Ms Niveen Shaheen, General Coordinator, Tamer NGO MoYS: Dr Abdul Rahman N'eirat, Director for Research and Sport Planning, MoYS Mr Khalil Hamad, Manager at the Directorate General of Planning and Policy Making Ms Barbara Piazza-Georgi, Representative, United Nations Population Fund (UNFPA) Kartini Evaluation Team: Ms Wendy LeBlanc
Wednesday 29 June 2011	Ramallah—afternoon	Parent/Community Members Focus Group activity	Al Nayzak young researchers: Mr Tawfiq Tillawi Ms Ala' Owaida Ms Sara Saleh Mr Abed Alhalim Shuman

Date	Location	Activity	Participants
			<p><i>Focus group participants</i> = three parents, one teacher, one local community member, four adolescent friendly spaces coordinators = nine total (3 male, 6 female)</p> <p>Kartini Evaluation Team: Ms Wendy LeBlanc Ms Alia Shaar</p>
Thursday 30 June 2011	Ramallah	<p>Interviews with MoYS stakeholders</p> <p>Interview with MoP stakeholder</p>	<p>MoYS: Mr Fathi Khader, Director General, Adolescents Mr Wa'el Rimawi, Coordinator of National Database, Strategy and Training Ms Nevine Zitawi, Financial Manager Ms Nemat Shanti, Assistant Director of Youth Activities Mr Firas Rimawi, Database Manager</p> <p>Ministry of Planning: Mr Mahmoud Ataua, Social Sector Planning Directorate</p> <p>Kartini Evaluation Team: Ms Wendy LeBlanc Ms Alia Shaar</p>
Friday 1 July	East Jerusalem	Interviews with UNICEF staff	<p>UNICEF: Ms Lara Abu Shilbayeh, Planning and Programme Specialist (former Chief of Section, Adolescent Development and Participation)</p> <p>Ms Linda Sall, Chief of Section, Adolescent Development and Participation</p>
Tuesday 5 July 2011	Der Abu Misha'al Youth Centre—near Ramallah	<p>Focus group with adolescent participants from Adolescent Friendly Spaces</p> <p>Focus group with parents/ community members</p>	<p>Focus Group Facilitators: Al Nayzak young researchers: Mr Tawfiq Tillawi Ms Ala' Owaida Ms Sara Saleh Mr Abed Alhalim Shuman</p> <p><i>Focus Group 1:</i> 12 adolescents from 13 to 16 7 female and 5 male</p> <p><i>Focus Group 2:</i> 8 parents = 7 mothers + 1 father</p> <p>Kartini Evaluation Team: Ms Alia Shaar</p>
Wednesday 6 July 2011	Amman, Jordan	Interview with Sida regional representative based in Amman.	Ms Muna Bargouth, Regional Programme Officer, Sida. Embassy of Sweden in Jordan.
Wednesday 6 July	Nablus	8.30 to 9.30 am	Stakeholder interview: UNICEF Ms Hanadi Abu Jaber, Learning for Development

Date	Location	Activity	Participants
		<p>10.30 am—focus group discussion with adolescents at Happy Childhood Center, Balata Refugee Camp (adolescents from Balata Camp and Qaryoot village)</p> <p>2.00 pm—focus group discussion with parents/ community members at Happy Childhood Center, Balata Refugee Camp</p>	<p>Officer</p> <p>Focus Group Facilitators: Al Nayzak young researchers: Ms Ala' Owaida Mr Abed Alhalim Shuman</p> <p><i>Focus Group 1:</i> Adolescents from 13 to 15 5 female and 11 male</p> <p>Adolescents from 16 to 19 4 female and 2 male</p> <p><i>Focus Group 2: Parents and family members</i> 5 mothers, 1 grandmother, 1 aunt, 1 uncle 7 female + 1 male</p> <p>Kartini Evaluation Team: Ms Alia Shaar</p>
Thursday 7 July 2011	Ramallah	Meeting with Representatives of other focus groups to choose the best MSC stories to be included in the report	<p>Participants: previous focus group participants 9 female + 9 male = 18 total</p> <p>Focus Group Facilitators: Al Nayzak young researchers: Mr Tawfiq Tillawi Ms Ala' Owaida Ms Sara Saleh Mr Abed Alhalim Shuman</p> <p>Kartini Evaluation Team: Ms Alia Shaar</p>
Sunday 10 July 2011	Tulkarem	Interview with MoYS district level stakeholder	<p>MoYS: Mr Himat Shanteer, Director of MoYS, Tulkarem Directorate</p> <p>Kartini Evaluation Team: Ms Alia Shaar</p>
Monday 1 August 2011	Gaza	Skype interview with UNICEF staff in Gaza *	<p>UNICEF oPt – Gaza Office Reem Tarazi Adolescent and Child Protection Officer</p> <p>Kartini Evaluation Team: Robert Brydon</p>

* An additional phone interview with UNICEF's implementing partner in Gaza took place at the end of August, 2011.

ANNEX 2: NUMBERS AND TYPES OF STAKEHOLDERS CONTACTED

Table 1: Stakeholders/beneficiaries who met with the oPt evaluation team

Type of Stakeholder	Number	Stakeholder Interaction
UNICEF staff	5	Introductory meeting to present overview of programme and evaluation activities
MoYS staff	6	Introductory meeting to discuss evaluation activities and identify relevant MoYS stakeholders to be interviewed
UNICEF staff	3	
UNICEF staff	4	Key Informant Interview
UNFPA staff	1	Key Informant Interview
Sida representative	1	Key Informant Interview
Ministry of Youth and Sports (MoYS) staff	8	Key informant Interview
Ministry of Planning staff	1	Key informant interview
PYALARA NGO staff	2	Key informant interview
Al Nayzak NGO staff	3	Key informant interview
Tamer NGO staff	1	Key informant interview
Adolescents from 13 to 15	7	Focus group discussion-Ramallah
Adolescents from 16 to 19	7	Focus group discussion-Ramallah
Parents, Community members	9	Focus group discussion-Ramallah
Adolescents from 13 to 15	12	Focus group discussion-Der Abu Misha'al Youth Centre
Parents	8	Focus group discussion-Der Abu Misha'al Youth Centre
Adolescents from 13 to 15	16	Focus group discussion-Balata, Happy Childhood Centre
Adolescents from 16 to 19	6	Focus group discussion-Balata, Happy Childhood Centre
Parents and family members	8	Focus group discussion-Balata, Happy Childhood Centre
UNICEF staff		Key informant interviews (2), followed by debriefing meeting

Table 2 shows the number of key informant interviews and focus group discussions, along with the number of participants included in these activities.

Table 2: Number of key informant interviews and focus group discussions

Interviews	Number	Focus group discussions	Number
Key Informant Interviews			
UNICEF	4	Adolescents 13-15	35
UNFPA	1	Adolescents 16-19	13
Sida	1	Parents, family members community members	25
MoYS	8	Total:	73
MoP	1		
NGOs	6		
Total:	20		

ANNEX 3: MOST SIGNIFICANT CHANGE (MSC) STORIES CHOSEN AS REPRESENTATIVE

Story title: My story "unlimited ambition"

- Changes related to access to services.
- Changes related to being aware of rights and able to realize them.
- Changes related to social and friends networks.
- Increased self-confidence and self-esteem.
- Changes related to the acquired skills and experiences.
- Changes related to relationships with other family members.
- Changes related to person's role within his/her community.
- Other significant changes.

Location/area: Balata camp, Nablus – Adolescent girl

Date of recording: 6/7/2011

Where did the story take place? Happy Childhood Club, Nablus

My story "unlimited ambition"

I am [in the] Vanguard [programme].³⁴ I am sixteen years old. When I was a little girl, I used to be vulnerable, shy and unsocial even with my family and friends.

"She is too shy and cannot play, do not include her in the game", that is what girls at school used to say about me.

Also, I was not performing well at school. When I turned thirteen my talent of writing poems and stories started to appear but I could not tell any of my family members. I started to have a lot of dreams and hopes but I knew that they would never be fulfilled.

That is how my life used to be till I joined Happy Childhood Club. ***"It was a turning point in my life; I became a strong and funny character with everyone, even my siblings".***

Also, I became more social and less shy. My family was always there for me and kept encouraging me. I did not stop at this point because I wanted to be better, to be famous and to do something useful to my country. That is why I joined the programme of Vanguard friendly areas. At first, I was not going to join the programme because I was afraid of not being able to fit with new people and I was afraid that my performance at school might get affected. My family and teachers kept encouraging me to join and supported me throughout the whole experience.

³⁴ Text amended to ensure confidentiality of focus group participant

"You have to join the programme and we will always be there for you", said my mom.

After joining the programme my life became even better. My self-confidence increased and I became more social. Moreover, I was able to tell everyone about my writings and was able to publish some of them, thanks to my father and teacher. Also, most of my dreams came true, especially my dream of helping old people and orphans as my friend and I were able to implement an initiative called "Happy elders and orphans", which was very successful. As well, my performance at school became excellent and I became able to stand in front of people and conduct trainings and lectures. I became popular, loved and successful.

This is my life and experience, which is still on going. Life taught me to accept everything I experience, never to look back and to live for achieving what I believe in.

"Here I am today a Vanguard administrative board member".

What were the criteria for choosing this to be a most significant change?

- Acquiring skills and experiences that enabled me to be a Vanguard administrative board member.
- Also, I became a very ambitious girl with unlimited objectives willing to achieve.

What was the type of change that took place?

- I became social, frank, and less shy and became capable of conducting lectures for the other vanguards.

Story title: Turning point

- Changes related to access to services.
- Changes related to social and friends networks.
- Changes related to the acquired skills and experiences.
- Changes related to relationships with other family members.

Name of person recording story: 15 year old boy

Location/area: Nablus

Date of recording: 29/6/2011

Where did the story take place? Happy Childhood Club

Turning point

"M" is a 15 year old boy. His parents did not take good care of him. His father is a mechanic who gets home late everyday and his mother is a simple person who is incapable of guiding him using the right way. Due to this lack of guidance and neglect he got engaged with bad company who affected his behaviors in a negative way. Moreover, he became an aggressive, trouble maker and his manners were deteriorating day after day. He used to fight with the neighbors all the time. Also, being an adolescent, he started to act in an unusual way to attract attention; he wore tight clothes, and adopted strange haircut styles. He became irresponsible and self-centered. He used to impose his opinions on others, beat his siblings, fight with his neighbors, and get home late everyday. People in his neighborhood started to criticize him and his father.

"I was afraid of "M" and hated him all the time because he used to beat me", said one of his siblings.

"He was a trouble maker and I was avoiding him all the time. I did not allow my son to mingle with him because I was afraid he might get affected with his bad behaviors", said a neighbor.

Due to this bad situation that started to affect his family, I convinced him to join the Happy Childhood Club where the Vanguard Friendly Areas project was implemented. I encouraged him to get engaged in the activities that he preferred. He started to document the activities, take photos, and develop small documentary films on the computer. Then I gave him an agenda to organize his schedule. Eventually, he started to feel that there is someone taking care of him, encouraging him to be better and giving him a hand. So, he gave back by being organized, committed to the dates of the activities and dedicated. Also he started to wear nice clothes and cut his hair appropriately.

"M" has changed a lot. He is now friendly and helpful and full of positive energy", said one of the club's administrative board members.

He started to attract people's attention due to his friendliness as well as his skills that appeared through the wall magazines that he developed.

Although “M” used to be disrespectful towards females, he now respects and appreciates them a lot.

“M” became respected and admired by the administrative board of the club due to what he achieves in building human relations and in developing his skills and capacities.

“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”, “M”.

What were the criteria for choosing this to be a most significant change?

The change was very clear and concrete. “M” turned from a perverted and aggressive adolescent to a responsible young man.

What was the type of change that took place?

- Change in behavior, and appearance.
- Became more social and productive after being shallow and lazy.

Recommendations

- Increase media activities such as taking photos and video clips.
- Identify the real needs of the participants on practical rather than theoretical basis.
- Activate the activities that interests and attracts the vanguards.
- Invent creative ways to attract youngsters towards the project.
- Include recreational activities as part of the project

Story title: My silence is my dignity
Bright morning

- Changes related to being aware of rights and able to realize them.
- Changes related to social and friends networks.
- Increased self-confidence and self-esteem.
- Changes related to the acquired skills and experiences.

Location/area: Karyout, 15 year old girl

Date of recording: 8/7/2011

Where did the story take place? Karyout Sports club

Now we introduce you to this dialogue between a bright morning and a gloomy one.

Gloomy morning: I am 15 years old now and ever since I was a little kid I had many dreams that were never fulfilled. Days went by while I was standing in front of the window of hope waiting for a bright morning to come and bring my dreams with it. What about you bright morning?

Bright morning: For me this day has arrived and the sun is shining brightly and its rays have enlightened my life and dreams. The sun has left a shiny ray called the Vanguard Friendly Areas project. This was the key to my dreams. When I joined this project, I left shyness behind me and I crossed the wall of selfishness and untied my tongue and watered my self-confidence.

"My potentials came to the surface as I excelled in mathematics and the project helped me develop this talent. Also, I discovered my other talent of writing and started to write short stories. But I am still working on improving my skills so that I can give my best."

"I owe all this to my supporter the Vanguard Friendly Areas project. It was my friend, my sponsor and it helped make my dreams come true."

I would like to thank you my friend and hope to reach a level that is worth your effort with me. Also, I hope that all my friends in this project would fulfill their dreams, achieve their objectives, and find their bright morning.

What were the criteria for choosing this to be a most significant change?

Under the moonlight I started to appreciate the beauty of stars and decided to write a story called "the girl of stars" but was not bold enough to write it. This project encouraged me to write and I became full of self-confidence and started writing lots of stories.

What was the type of change that took place?

I was very shy, but now I am more self-confident. I am working on fulfilling my dream of becoming a lawyer and help poor and innocent people. I hope the club would develop to be a better one that can encourage and help manymore people. Also including a library and courses for developing students in many fields would be a good step forward.

Story title: Swimming against the tide

- Changes related to social and friends networks.
- Increased self-confidence and self-esteem.
- Changes related to the acquired skills and experiences.
- Changes related to relationships with other family members.

Location/area: Janin - Adolescent girl

Date of recording: 28/6/2011

Where did the story take place? Within my family and the surrounding environment

Swimming against the tide

"My childhood was a tragedy"

I do not know how I should start my story. When I came to life my mother fell sick and started a long course of medical surgeries. I did not enjoy my childhood like other children. Many days I slept through my tears because my mother was too sick to cook for us.

"My childhood was like a long cold winter, where weak people have no place." This experience made me lose trust in everything and everyone even myself. I used to fear the future and dread the present.

My misery reached a higher level when my father married another woman. At that time I was very sad and decided to leave the Al Nayzak project. I thought that ***"my problems are enough I do not need any more."***

I was confused and lost counting hours and days. Then I realized that the Al Nayzak project was my way out of all this misery that was drowning me. Through this project I was able to get rid of all my fears and confusion. It also helped me discover my potentials, talents and skills and taught me how to develop and use them.

Still there were obstacles in my way as my family, relatives, neighbors and even teachers did not want me to continue in this project. They did not like the project because boys and girls were interacting together through it. My teachers kept telling me that I should leave the project because they thought that it encourages and spread bad behaviors, and that it was against chastity and innocence.

Thanks to God I continued and was the only girl that finished the first stage in Janin. My mother in spite of her sickness and misery was the only one who encouraged me and stood by me to continue through the Al Nayzak project. ***She said "you should finish what you started and became effective and useful for our country, which needs many projects like this to create workers who will build it in the future."***

What were the criteria for choosing this to be a most significant change?

This change encouraged me to be an effective character within my community. It made me recognize my points of weaknesses and strengths and how to use both to succeed. I became

more self-confident and capable of standing up for what I believe in. I learned how to stand in front of mistakes, how to be strong in front of my family and teachers. I learned that I can change if I want to, I can build if I work hard, I can succeed if I studied hard, I can develop if I sweat and I can change to be right if I wanted to.

After this experience I learned that life goes on and never stops for anyone and that a person should be strong no matter what, and not to let obstacles limit our ambition. That is why I would like to say thank you to this programme that helped me become self- confident and bold and made me alive again.

What was the type of change that took place?

As I mentioned at the very beginning I was a miserable creature with no self-confidence or ambition. I tried to be effective in my community but failed.

Now, I believe in my potentials and in myself, I am more self-confident, and my character and thoughts and ambition has developed and progressed. I built new friendships and discovered the world. Now, I can express my point of view with full self- confidence, strength and pride. I can also claim my rights.

"This is what AI Nayzak project built inside me. I have learned a lot through it. I used to see the world through a tight glass but now it has become wider. I learned that there is something called hope, persistence, work and being serious about your dreams. I learned never to be hopeless and never to be a quitter."

If AI Nayzak project started over again are the things that should change?

1. Conduct awareness sessions to raise people's awareness regarding the project.
2. Provide communication channels through which the vanguards' parents, especially the educated ones, can provide ideas for their children to help them succeed and give their best to their communities.
3. Provide more tools for the vanguards to help them conduct their researches.

Story title: A person with disability is not different

- Changes related to being aware of rights and able to realize them.
- Changes related to social and friends networks.
- Increased self-confidence and self-esteem.
- Changes related to the acquired skills and experiences.
- Changes related to relationships with other family members.
- Changes related to person's role within his/her community.
- Other significant changes.

Location/area: Ram Allah, Der Abu Mesheal

Date of recording: 5/7/2011

Where did the story take place? Der Abu Mesheal Club

A person with disability is not different

My name is "S" and I will tell you my story and experience through the Vanguard Friendly Areas project, and you will realize the change that happened to my life.

"The Vanguard Friendly Areas project works on four main fields; Arabic, Mathematics, gymnastics and life skills".

I used to be one of those persons who did not like to deal with people with disabilities because they are different. I used to consider them as hollow, ridiculous and incapable of being responsible for themselves in any way even the simplest ones.

One day I was feeling very bored (summer vacation could be very boring if a person do not have anything to do through it) and I met a friend who always knew how to spend her vacation doing the right, useful and entertaining activities. She advised me to join the Vanguard Friendly Areas project that has been implemented in Der Abu Mesheal Club.

I went there to see what was going on and found out that it was not only useful but entertaining as well. I joined the project activities and was most happy with the library. It was full of stories and novels. One day I read a story titled "Red sky morning", it was taking about a child with disability named Ben and how people were dealing with him. It was a very touching story that after reading it I felt that I was on my way home after helping someone in need.

I liked the story so much, it was a little bit sad but interesting from the very beginning. I was strongly affected by this story as it reminded me of myself and how prejudiced I used to be against people with disabilities.

"I consider this story as a turning point in my life".

It changed my perception of people with disabilities. I no more care for the silly comments that ignorant people say about them (I used to be one of those ignorant and shallow people who care for no one but themselves). Now, I have changed and can feel the misery that people with disability experience everyday.

I am very happy of the new person that I have become. I am now more considerate of others.

"I hope you find my story useful because the change that took place in my life was very important and I wish that all those who read my story would learn from it".

What were the criteria for choosing this to be a most significant change?

- Increased self-confidence.
- Every human deserves to realize his/her right as equal persons.
- Increased number of friends.
- Became more involved in issues related to the community.
- Became fond of reading.

What was the type of change that took place?

- Learning from my friend's advice.
- I got rid of my egoism.
- I like my new character better than the old one.
- I started to like reading and writing stories.
- It can take place in the future.

ANNEX 4: RECOMMENDATIONS FROM STAKEHOLDERS INTERVIEWED

UNICEF stakeholders

- Link concepts presented by UNFPA for older age group with younger age group by harmonizing materials and themes (for example, health, human rights).
- Assist AFLCs with training and awareness campaigns to raise the level of voluntary work.
- Find ways of involving the private sector in supporting youth programming.
- Build the capacity of small organisations such as community- or village-based youth clubs to fundraise and manage their own initiatives more effectively with minimal donor support.
- Support building partnerships between AFLCs and youth clubs and local government councils and municipal bodies.
- Establish parallel youth councils within municipal boards.
- Increase awareness of the importance of programmes for younger adolescent boys (10 to 13) as they constitute a highly vulnerable group.
- Target younger adolescent girls for participation in adolescent friendly programmes so that this supports their development and engagement with peers throughout their adolescence.
- Continue to stress the view with MoYS and other ministries that young people are a resource that must be developed and integrated into civic activities.
- Advocate with partners to continue support of adolescent friendly spaces and also to increase the level of psycho-social support services available to Palestinian adolescents and youth, particularly in Gaza.
- Work with partner NGOs to develop criteria for distributing resources equally between adolescent boys and girls so that each group has maximum benefit.
- Continue to work with MoYS in capacity building so as to support the development of the Operational Plan and also the continued integration of the database into planning, tracking and monitoring.
- Find ways to assist MoYS to support the other ministries involved in the cross-sector Youth Strategy so that the OP is implemented in a coordinated way.

NGO stakeholders

- Train NGO staff in capacity building related to fundraising, advocacy for support from MoYS, increasing number of volunteers, impact and assessment skills.
- Support NGO efforts to create more summer camps and summer activities.
- Assist with exhibitions to showcase adolescent achievements and initiatives.
- Support expansion of young researchers programme as now there are nearly 500 applications for 150 spaces.
- Support the development of training for AFLC and youth club facilitators and managers so they can communicate more effectively with parents regarding the benefits of adolescents participating in the adolescent friendly spaces (many parents feel that this will be at the expense of the child's studies and school achievement).
- Help develop campaigns to get parents to engage more actively with the AFLCs and youth club activities.
- Help NGOs find ways of ensuring the adolescents and youth with physical or mental disabilities are targeted for participation and raise funds for transportation or special equipment for these adolescents so that they can be integrated into activities with other adolescents.

MoYS stakeholders

- UNICEF support the MoYS media unit to ensure good communication and networking between governmental and NGO organisations.
- Assist with technical support if necessary in order to finalise the Action Plan and start the implementation plan so that the organisations that have committed to the strategy don't feel frustrated.
- Continue the active relation with UNICEF, as UNICEF has a very good reputation in the country and it is very well accepted by the Palestinian community.
- Assist MoYS in developing training to build the capacity of the directorate offices particularly in information management and database.
- Work on a campaign to encourage more women to become active in adolescent programmes and to participate in the management boards of the youth clubs and other NGOs as this will be a role model for the girls.
- Assist MoYS to identify more vulnerable adolescent groups such as those with disabilities, and ex-prisoners and to develop programmes that can meet their needs.
- More support for adolescent and youth programmes in marginal areas such as the Jordan Valley and try to link them to programmes in other areas.
- Support the design of a good assessment of the achievements and positive results of the adolescent friendly spaces and the youth clubs.
- Assist MoYS with decentralizing the database to the directorate offices and providing training for directorate staff to use this tool effectively.
- Train MoYS staff in monitoring implementation of the strategy and also on methods of effective programme evaluation.
- Support MoYS to distribute and advocate for the SP.
- Work with MoYS to develop skills for advocacy at the international level to complement the national-level programmes about Palestinian adolescents and youth.
- UNICEF needs to consider the real situation of the oPt in their publications. Most of the publications use photos of children or adolescents that do not accurately show the main problem which is Israeli occupation. The photos often show poor and dirty children—we don't deny that this is often the case. But UNICEF should show examples of the CAUSE of many of these problems and that is the bad treatment of the occupation troops toward children and adolescents.

ANNEX 5: 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.

Indicators	Poor	Fair	Effective	Excellent	Data Collection Methods
1.0 Relevance					
1.1 Programme objectives address the rights and needs of the target groups (adolescents, parents, service providers, policy makers)	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> •Progress reports •Monitoring and evaluation reports •Focus group discussions •Semi-structured interviews • MSC Consultation Groups •Surveys
1.2 Programme successful in identifying the most relevant partners for this programme	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Criteria for most relevant partner selection is clearly outlined and used most of the time. - Programme has experience working with and is knowledgeable about effective ways to work with adolescents in the particular sector concerned. 	<ul style="list-style-type: none"> - Partner selection criteria up in consultation with partners and stakeholders; used consistently in programme 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. 	<ul style="list-style-type: none"> •Progress reports •Monitoring and evaluation reports •Focus group discussions •Semi-structured interviews • MSC Consultation Groups • Surveys
1.3 Adolescents considered as	Female and male adolescents are only	F/M Adolescents are given the opportunity	F/M Adolescents serve as resource people in	Adolescents are consulted on what kind of	<ul style="list-style-type: none"> • Monitoring and evaluation reports

Indicators	Poor	Fair	Effective	Excellent	Data Collection Methods
resource people in the implementation of the programme	consulted on how programme activities should be carried out or are not consulted at all.	to serve as resource persons in carrying out programme activities, but this is not followed through consistently during programme implementation.	throughout implementation of the programme.	resource role they would like to take on and are supported in this role when carrying out programme activities.	<ul style="list-style-type: none"> • Focus group discussions • Semi-structured interviews • Surveys • MSC Consultation Groups
1.4 Programme activities are relevant for vulnerable and disadvantaged adolescents (due to gender, poverty, ethnic and disabled groups)	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.	<p>Programme has consulted vulnerable and disadvantaged f/m adolescents in the definition of their needs, and capabilities, but needs of only one disadvantaged or vulnerable group integrated into the programme.</p> <p>Or:</p> <p>Programme activities were designed to address the 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.</p>	Programme activities address the majority of priority needs defined by vulnerable and disadvantaged m/f 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; 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.	<ul style="list-style-type: none"> • Progress reports • Monitoring and evaluation reports • Focus group discussions • Semi-structured interviews • MSC Consultation Groups • Surveys
1.5 Regional approach adds value to programme	UNICEF partners and staff do not perceive regional approach to have:	UNICEF partners and staff perceive that the regional approach has led to limited progress	- Regional-level situation analysis and knowledge gained from expert roundtable discussions	UNICEF partners/ staff perceive that regional approach has: - increased the number of	<ul style="list-style-type: none"> • Progress reports • Monitoring and evaluation reports • Semi-structured

Indicators	Poor	Fair	Effective	Excellent	Data Collection Methods
	<ul style="list-style-type: none"> - 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 	in some areas with regard to: <ul style="list-style-type: none"> - 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 	on adolescents are used to inform formulation of youth policies in MENA <ul style="list-style-type: none"> - 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. 	countries formulating youth policies in MENA <ul style="list-style-type: none"> - 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. 	interviews <ul style="list-style-type: none"> • Telephone interviews
1.6 Programme contributes to a systematic approach to adolescent development and participation in all components of UNICEF Country Programme	The programme has not contributed to adoption of a systematic approach to adolescent development and participation in UNICEF Country Programmes	The programme has contributed to 10-25% of UNICEF Country Programme components integrating a systematic approach to adolescent development and participation.	The programme has contributed to 26-50% components of UNICEF Country Programme integrating a systematic approach to adolescent development and participation.	The programme has contributed to over 50% or all UNICEF Country Programme components integrating a systematic approach to adolescent development and participation.	<ul style="list-style-type: none"> • Progress reports • Monitoring and evaluation reports • Semi-structured interviews • Telephone interviews
2.0 Effectiveness					
2.1 Effective monitoring and evaluation mechanism in place at regional and country level	- The programme's monitoring and evaluation (M&E) mechanism does not include quantitative and qualitative indicators to capture stated or unexpected results.	- The programme's M&E mechanisms at regional and country level include only quantitative indicators to capture stated and unexpected results - M&E generated	- The programme's M&E mechanism at regional and country level includes quantitative and a few qualitative indicators related to stated results and unexpected outcomes	- The programme's M&E mechanism at regional and country level report on quantitative and qualitative indicators on stated and unexpected results - M&E generated	<ul style="list-style-type: none"> • Annual reports • M&E/progress reports • Planning documents • Semi-structured interviews • Telephone interviews

Indicators	Poor	Fair	Effective	Excellent	Data Collection Methods
	<p>- M&E generated information is used very little or not at all at either the regional or country level</p> <p>- There is little or no capacity/ability to measure programme outcomes and partial impact</p>	<p>information is only used occasionally to inform the design or revision of adolescent programming</p> <p>- Only one or two staff have the capacity/ability to measure programme outcomes and partial impact from an adolescent development and participation perspective.</p>	<p>- M&E generated information is used for planning purposes</p> <p>- 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.</p>	<p>information is used in contributing to a systematic approach to adolescent development and participation in all the components of UNICEF country programme.</p> <p>- 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.</p>	
2.2 Degree of progress made towards achievement of expected outcomes	<p>Little or no progress made towards achievement of expected outcomes.</p> <p>Or: Achieved activities are not aligned with expected outcomes.</p>	<p>Achieved activities are consistent with a few expected outcomes, and some progress has been made towards achievement of expected outcomes.</p>	<p>Implemented activities clearly contribute to the achievement of the majority of expected outcomes.</p>	<p>All programme activities planned have been implemented and are contributing towards achievement of all expected outcomes.</p>	<ul style="list-style-type: none"> • Annual reports • M&E / Progress Reports • Semi-structured interviews • Telephone interviews
2.3 Extent to which beneficiaries (adolescents, parents, communities)	<p>Beneficiaries express little or no satisfaction with the programme results.</p>	<p>Beneficiaries are somewhat satisfied with the programme results.</p>	<p>Beneficiaries are satisfied with majority of programme results.</p>	<p>Beneficiaries clearly express their satisfaction with all programme results and can explain why.</p>	<ul style="list-style-type: none"> • Focus Group discussions and verification process

Indicators	Poor	Fair	Effective	Excellent	Data Collection Methods
satisfied with the results					
2.4 Extent to which programme participants (adolescents and other relevant stakeholders) have been involved in planning, design, implementation and monitoring of programme activities	Participants' have not been been involved at any level of the programme cycles planning, or designing, or implementating, or monitoring of activities.	Participants have been involved in the implementation of the programme.	Participants have been involved in one pre-implementation (planning or designing), and in implementation of programme activities.	Participants have been involved in all programme cycle phases: planning, designing, implementing, and monitoring of programme activities.	<ul style="list-style-type: none"> • Planning documents • Annual reports • M&E / Progress reports • Focus Group discussions and verification process • Semi-structured interviews • Telephone interviews
3.0 Efficiency					
3.1 Programme resources used efficiently	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 help cover programme costs 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Planning documents • Annual reports • M&E / Progress reports • Focus Group discussions and verification process • Semi-structured interviews • Telephone interviews • Partner/counterpart reports • Financial reports or interview with Admin/Finance units • HR reports
3.2 Objectives and outcomes achieved on time	Only up to 25% of objectives and outcomes have been achieved on	26-50% of objectives and outcomes have been achieved on	51-75% of objectives and outcomes have been achieved on time.	Over 75% of objectives and outcomes have been achieved on time.	<ul style="list-style-type: none"> • Planning documents • Annual reports • M&E / Progress reports

Indicators	Poor	Fair	Effective	Excellent	Data Collection Methods
	time.	time.			<ul style="list-style-type: none"> • Semi-structured interviews • Telephone interviews
3.3 Inputs and outputs distributed among different age groups of adolescents (10 - 14; 15-19)	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> • Planning documents • Annual reports • M&E / Progress reports • Semi-structured interviews • Telephone interviews • Financial reports or interview with Admin/Finance units
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.	<ul style="list-style-type: none"> • 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 allocations and results that that demonstrate ethical, sustainable and meaningful adolescent participation is taking place in most policy or programme components.	<p>Sustainable and meaningful participation for adolescent is mandated in nationally-supported policies and programme design, implementation and evaluation.</p> <p>Programme and policy documents at the community and national levels include multiple and clear references to processes, resource</p>	<ul style="list-style-type: none"> • 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

Indicators	Poor	Fair	Effective	Excellent	Data Collection Methods
				allocation and results that demonstrate ethical, sustainable and meaningful adolescent participation is taking place.	<ul style="list-style-type: none"> interviews • Telephone interviews • Financial reports or interview with Admin/Finance units
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 national and regional level and funding has been allocated by national partners to facilitate this process.	<ul style="list-style-type: none"> • 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 cannot be replicated in other locations/regions.	Only one or two programme components can be replicated in other locations/regions.	<ul style="list-style-type: none"> - Most of the programme components can be replicated in other locations/regions. - Other organisations have inquired about how to replicate the programme elsewhere and have visited the programme to research how to do this. 	<ul style="list-style-type: none"> - Entire model can be replicated in other locations/regions. - Programme is already being replicated in other locations/regions. 	<ul style="list-style-type: none"> • Planning documents • Annual reports • M&E / Progress reports • Semi-structured interviews • Telephone interviews

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