21st Century Youth Competencies Assessment

IREX West Bank Partnerships with Youth Program

October 2014

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EXECUTIVE SUMMARY

IREX's **Partnerships with Youth** (PWY) program conducted an assessment of 21st Century Youth Competencies in the West Bank between April and June 2014. The assessment engaged youth in its design and implementation, and gauged the skills and knowledge that young people need for a successful transition to adulthood.

Partnerships with Youth

PWY is a USAID-funded project to expand **educational and leadership opportunities** for young people aged 14-29 in the West Bank by creating sustainable hubs for youth innovation and learning.

21st Century Youth Competencies

PWY defines 21st Century Youth Competencies as the knowledge, skills, and attitudes that will lead to young people's future economic, civic and social participation, and emotional and physical health. This includes all domains that interact as a child grows: cognitive, social, psychological, and physical. This first round of the assessment provides a baseline for of 21st Century Youth Competencies in the West Bank, both to help guide programming and to contribute to a robust learning agenda.

KEY FINDINGS: Palestinian Youth in the West Bank

- Low competency levels identify disadvantaged youth groups
- Youth community involvement varies, especially among females
- Youth engagement can predict youth employment
- Youth believe they can lead but lack opportunities
- Many young people remain undecided about participating in youth organizations

For additional findings from the 21st Century Youth Competencies Assessment, please see the report.

KEY FINDING: Low competency levels identify disadvantaged youth group

PWY identified groups of disadvantaged youth by analyzing the 21st Century Youth Competencies levels of young people. The assessment identified groups reporting competency levels below the West Bank average which PWY categorizes as disadvantaged. Distinguishing such groups enables the project, its partners and the wider development community to tailor youth development programs and specific interventions to better meet the needs of these young people.

PWY identified these groups by creating an index of youths' responses to 28 questions about their competencies. Youth whose answers revealed lower competency levels received lower index scores, and vice versa. The table below shows the difference between the index scores of specific youth groups and the average in the West Bank. For example, in the first column, the average male youth aged 14-19 scored 98 on the index, while male youth aged 14-19 scored 7 points higher in Bethlehem, 3.5 points higher in Qalqilya, etc.

Disadvantaged Youth in the West Bank
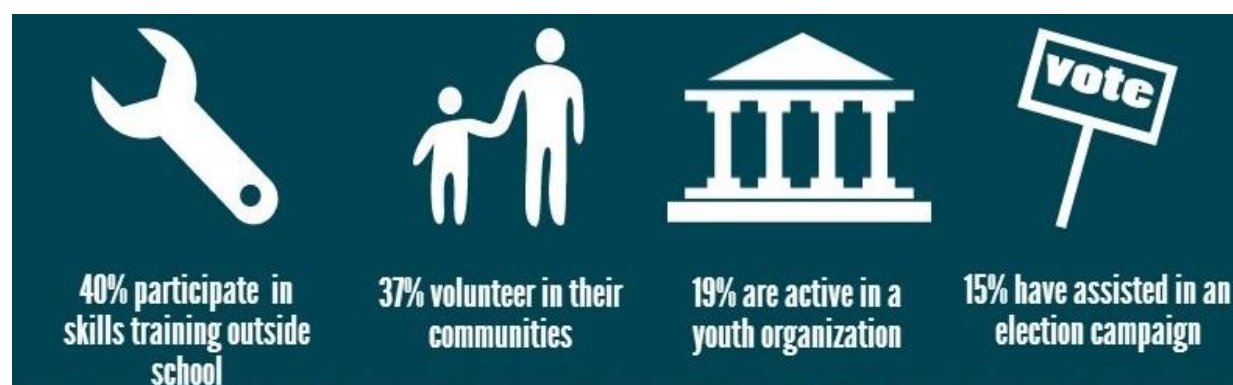
Male Youth
Female Youth
Male & Female Youth

Youth Competency Index: Differentials from Average						
Governorate	**Males**			**Female**		
	14-19	20-24	25-29	14-19	20-24	25-29
Bethlehem	7	5	7.5	4	2	3
Qalqilya	3.5	-1	8	3.5	6	1
Ramallah & Al Bireh	2	4	5.5	2.5	0	10
Tulkarem	0	4	-2	4	2	-1
Hebron	2	6	7	-1	4	5
Nablus	-1.5	3	-3.5	-2	1.5	-1
Average Competency Level	98	105	109	97	101	105
Jerusalem	1	-1	0	1	-6	-2.5
Salfit	-7	-2.5	-7	-5	5	3
Tubas	-5	-6	-1.5	-1	-5	-5.5
Jenin	-3	-3.5	-9	-4	-5	-11.5
Jericho	-11	-9	-10	-18.5	0.5	-20

Index Score	Difference from Average Competency Level
Very High	Greater than +6 index points
High	Between +2 and +6 index points
Average	Less than +/- 2 index points
Low	Between -2 and -6 index points
Very Low	Greater than -6 index points

Disadvantaged youth are generally disengaged youth. International research demonstrates that disadvantaged, disengaged youth tend to feel hopeless about their future and demonstrate a much higher likelihood of becoming involved in risky or destructive activities. Conversely, advantaged and engaged youth are more likely to feel positive about their future and to seek opportunities to engage productively in society and the economy.

KEY FINDING: Community involvement varies, especially among females
Youth with higher competency levels tend to be involved in their communities. However, less than 50% of youth reported having participated in each of the following civic and social activities.

40% participate in skills training outside school

37% volunteer in their communities

19% are active in a youth organization

15% have assisted in an election campaign

Youth engage in their communities at different rates depending on the activity, their gender and the governorate. Activities such those listed above provide young people with opportunities to strengthen their skills and knowledge, build their leadership skills, and contribute to society. The chart below shows the difference in volunteerism between male and female youth across the governorates.

% of youth who volunteer in their communities
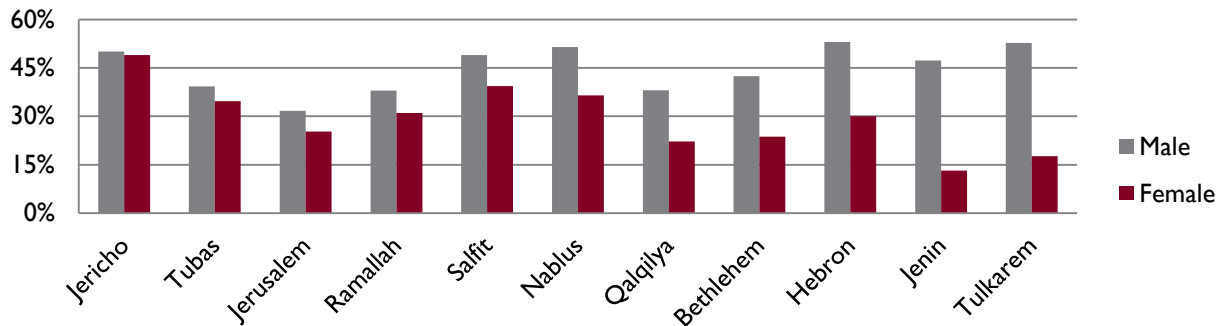
Female youth reported volunteering in their communities less often than their male peers. This gender gap also occurs in other activities, including: being active in a youth organization, assisting in an election campaign, being involved in local government, and participating in physical activities.

Gender Inequalities Amongst Youth

Female youth report lower 21st Century Youth Competency Levels and engage in their communities at lower rates than male youth as shown in the graph and table below.

Competency Index Scores

Index Score, ■ West Bank Average

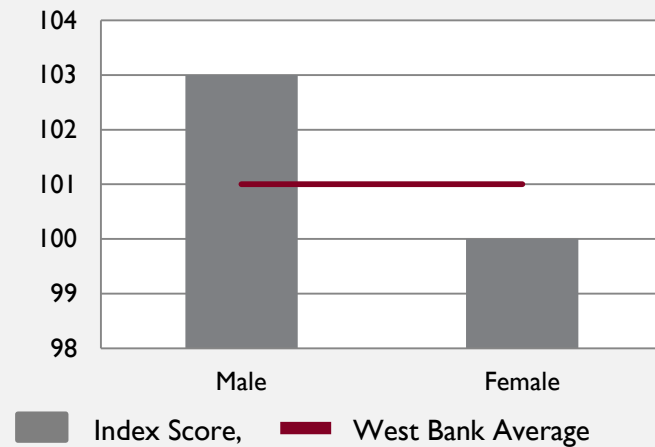| % of youth	Male	Female
Participating in physical activity	52%	25%
Participating in a skills training	42%	37%
Contributing to an online campaign	35%	26%
Active in a youth organization	24%	14%
Assisting in an election campaign	18%	11%
Involved in local government	17%	8%

Identifying the skills and participation gaps that exist between male and female young people in the West Bank enables PWY and its partners to better design their programs to offer girls and young women opportunities for learning and participation, and to promote gender equality and female empowerment.

KEY FINDING: Youth engagement can predict youth employment
The activities in which a young person engages increase the odds that he or she will gain employment. PWY garnered the following results through statistical analysis.

Predicting Youth Employment

A youth who assists with an election campaign is **76% more likely** than the average youth to gain full or part time employment.

A youth who is active in local youth organizations is **62% more likely** than the average youth to gain full or part time employment.

A youth who participates in a skills training outside of school is **51% more likely** than the average youth to gain full or part time employment.

KEY FINDING: Youth believe they can lead but lack opportunities
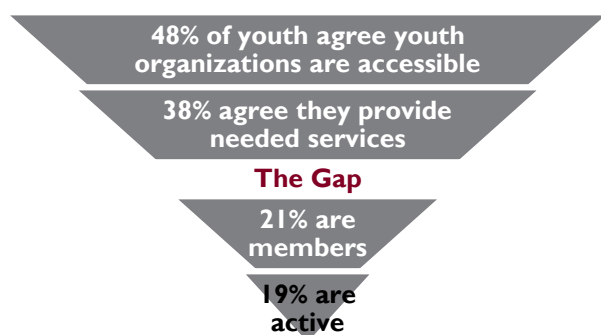
PWY found that, while the majority of young people perceive themselves as leaders in their communities, lower percentages of youth are actually active in their communities.

72% Believe they are role models in their community

80% feel they belong in their community

75% feel confident in a leadership role

61% feel they are an asset in their community

This contrasts with the lower rates of youth who engage in their communities. 71% of youth believe they are role models; yet, only 37% report volunteering, and 19% report being active in an organization. PWY believes this suggests that youth lack opportunities to take the lead in their communities.

KEY FINDING: Young people remain undecided about youth organizations

A significant segment of youth is undecided about the benefits of participating in youth organizations. Young people report knowing about the organizations in their communities, yet few youth report being members or active in these centers.

48% of youth agree youth organizations are accessible

38% agree they provide needed services

The Gap

21% are members

19% are active

This gap suggests that youth organizations in the West Bank lack the capacity to provide quality programming and leadership opportunities to young people. Focus group data from the assessment indicate that young people decline to engage with youth centers which lack the organizational capacity to provide effective and sustainable programs. Youth expressed that centers lack programs on employability skills, activities occur at inconvenient times and locations, and staff fail to build trust with parents and disengaged youth.

Assessment Methodology

The assessment employed a mixed methods approach. It gathered data through a representative survey of youth in the West Bank at a 2.8% confidence interval and a 95% confidence level, key informant interviews, and focus groups. PWY partnered with the Arab World for Research and Development to conduct the assessment including survey, interviews, and focus groups. Data collection took place in April and May 2014, and PWY reported preliminary results to USAID in June 2014.

The Assessment

✓ **1500 youth** surveyed in 11 governorates of the West Bank
✓ **119 youth** participated in focus groups
✓ **10 key individuals** interviewed
✓ **35 youth enumerators** conducted the survey

INTRODUCTION & BACKGROUND

Program Overview

IREX's Partnerships with Youth (PWY) program conducted an assessment of 21st Century Youth Competencies in the West Bank between April and June 2014. PWY is a USAID-funded project that intends to expand **educational and leadership opportunities** for young people aged 14-29 in the West Bank by creating sustainable hubs for youth innovation and learning.

Over the course of the five-year program, PWY will work to support and expand Youth Development Resource Centers (YDRCs) in all governorates of the West Bank. YDRCs provide a variety of educational and leadership opportunities to youth in their communities and partner with local youth clubs to reach youth in outlying and marginalized areas.

A Positive Youth Development Approach

PWY expands educational and leadership opportunities for youth aged 14-29 throughout the West Bank by creating sustainable hubs for youth innovation and learning. In doing so, the project employs a Positive Youth Development (PYD) – Service Learning (SL) approach customized for the Palestinian context.

PYD is an approach that sees youth in a holistic way, as individuals, community members, future workers, and future citizens. PYD programs promote the development of *all* youth through effective, empowering learning settings. SL is a PYD methodology that combines intentional learning with and through community service. PYD seeks to engage youth in their communities, peer groups, and families; recognizes and enhances youths' strengths; and, promotes positive outcomes for young people by providing opportunities to build on their leadership strengths. SL is a method where young people learn and develop through active participation in meaningful organized service that is conducted in and meets the needs of a community.

PYD-SL facilitates transitions to adulthood by providing opportunities for youth to build and practice the competencies necessary for healthy and positive development. PWY posits that, if young people engage in meaningful and well-structured PYD-SL activities, they will develop or strengthen a set of "21st Century" Youth Competencies that facilitate their current and future participation in the economy and society.

> ### USAID & Youth Competencies
>
> *"In addition to cognitive skill development, 'noncognitive skills such as perseverance, motivation, risk aversion, self-esteem and self-control are strongly predictive of life outcomes.'"*
>
> - USAID Youth in Development Policy: Realizing the Demographic Opportunity, October 2012
>
> *"Cognitive and educational skills prepare youth for entry into post-secondary education and/or the workforce; and social and psychological development promotes independence, well-being, healthy relationships, and participation in family and civic life. Positive development across these domains paves the road for the successful transition into adulthood."*
>
> - USAID State of the Field Report: Holistic, Cross-Sectoral Youth Development February 2013

21st Century Youth Competencies

PWY defines 21st Century Youth Competencies as the knowledge and skills needed to prepare young people for economic, civic and social participation, and emotional and physical health in today's world.[1] Competencies facilitate a successful transition from childhood to adolescence to adulthood. This holistic definition considers all domains that interact as a young person develops, including the cognitive, social, psychological, and physical.

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[1] MacNeil, Carole. Partnership with Youth: 21st Century Youth Competencies Framework. January 2014

PWY conceptualizes these competencies within a framework specific to the West Bank. Consultant Dr. Carole MacNeil developed the framework through focus groups with Palestinian youth which related international research and best practices in identifying youth competencies needed for successful adulthood to the challenges and opportunities affecting their lives.

Each domain refers to a critical aspect of PYD, while the competencies represent associated knowledge and abilities. "What youth might say…" are short-term outcomes framed as examples of statements that youth in the West Bank may say after engaging in an activity designed to develop those competencies.

Domain	Competencies	Youth might say…
Cognitive / Intellectual	Critical thinking, problem solving Decision making & planning Literacy/numeracy Academic achievement IT/media skills Vocational/ workplace readiness skills	"I know how to make good decisions using the information available to me." "I have the skills and knowledge I need to find and keep a job." "I can use a computer for work and leisure."
Social	Communication Conflict management Collaboration/teamwork Cross-cultural competency Leadership Ability to develop and maintain healthy and supportive relationships Connection to community	"I have people in my life who care about me." "I know how to solve personal conflicts." "I know how to get along with and work well with people who are different from me." "I have organized activities in my organization and/ or community." "I feel like I belong in my community."
Psychological / Emotional	Self-esteem Initiative/self-direction Self-efficacy Empathy/compassion	"I know what my strengths and assets are." "I have the ability to make a difference in my community." "I can work out my problems."
Physical	Healthy decision making related to nutrition, exercise, and hygiene Avoidance of risky behaviors	"I know how to stay healthy through nutrition and exercise. I know how to make decisions that ensure my personal safety."

21st Century Youth Competencies share three distinct yet interrelated priorities. They prepare youth for productive and fulfilling employment, enabling them to enter and adapt within the labor market. They foster self-efficacy and a concern for others, encouraging youth to participate in their communities and civil society. Moreover, they emphasize physical and psychology health as precursors to learning, engagement and a rewarding life. For more information on the 21st Century Competencies Framework, please see **Annex I**.

Assessment Methodology
This assessment gauges the level of youth competencies in young people across the West Bank. It also gauges their economic, social and civic participate and engagement rates, and their physical and emotional health levels. This first iteration of the assessment provides a baseline which PWY intends to use to inform its programming priorities and evaluate its impact in its midterm and final evaluations. For more detailed information on the assessment methodology, please see **Annex II**.

The Assessment by the #'s

- **1500 youth** surveyed in 11 governorates of the West Bank
- **119 youth** participated in focus groups
- **10 key individuals** interviewed
- **35 youth enumerators** conducted the survey

The assessment employed a qualitative and quantitative mixed methods approach to field-based research. It gathered data through a representative survey of youth aged 14-29 in the West Bank at a 2.8% confidence interval and a 95% confidence level, as well as through key informant interviews and focus groups. PWY partnered with a third party research institution, the Arab World for Research and Development (AWRAD) based in Ramallah, on the assessment to bolster the impartiality of the project's research and learning.

Through AWRAD, PWY held focus groups with youth in each governorate in the West Bank. The facilitators raised issues identified in a discussion guide and used probing techniques to create dynamic discussion and gather information. The participatory approach encouraged youth to share their experiences, while the focus groups served to collect data as well as encourage self-reflection and analysis by youth themselves.
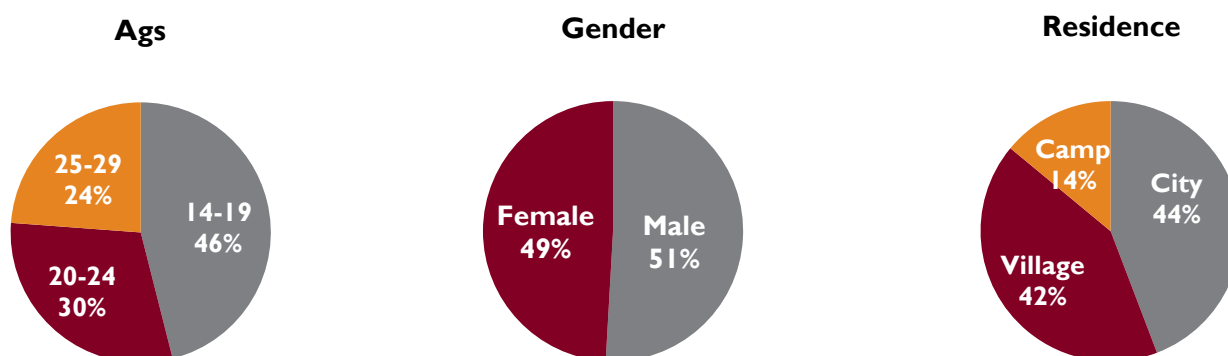
The ten key informant interviews followed a semi-structured format. PWY and AWRAD scheduled interviews at the beginning of the assessment to inform the questionnaire design and at the end to discuss and validate findings. The interviewers followed a guide with questions and topics to cover while allowing for flexibility to follow interesting topics as they arose.

Focus Groups				
		Participants		
District	Month	Males	Females	Total
Jenin	April 2014	7	5	12
Tulkarem	May 2014	5	4	9
Tubas	May 2014	5	6	11
Qalqilya	May 2014	4	4	8
Salfit	May 2014	6	4	10
Nablus	May 2014	4	4	8
Ramallah & Al Bireh	May 2014	11	6	17
Jericho	May 2014	5	4	9
Jerusalem	May 2014	5	5	10
Bethlehem	May 2014	6	6	12
Hebron	May 2014	4	9	13
	Total	62	57	119

Survey Methodology
The representative survey of youth utilized a stratified random sample. The latest Palestinian Census,[2] updated annually, formed the basis for the sample frame. The sample adhered to an equal probability of selection design to ensure proportional representation and meaningful disaggregation by gender, location, age, and education. The survey divided the West Bank into 150 primary sampling units (PSU) and selected households using a systematic random sampling counting process. An average of 10 households was reached per PSU, providing a total net sample of 1500 households.

Overall Breakdown of West Bank Youth Population, Palestinian Census

Ags

25-29 24%
14-19 46%
20-24 30%

Gender

Female 49%
Male 51%

Residence

Camp 14%
City 44%
Village 42%

PWY and AWRAD trained youth as enumerators to help respondents avoid undue pressure and limit biases. They employed a Kish grid to select respondents randomly within households and conducted the interviews in anonymous and confidential settings. The enumerators adhered to international ethical principles when interviewing children and visited households at specific times to ensure representation from hard to reach groups such as university students and working youth.

The research instrument consisted of a standardized structured questionnaire with sections on youth participation and engagement; the cognitive, social, psychological, and physical competency domains; employment, physical and emotional health; and, self-efficacy and personal agency. PWY, AWRAD, expert consultants, and PWY Youth Fellows[3] provided input on questionnaire development and translation. The questions employed a scaling format, and the team validated the instruments using back-translation and pilot surveys.

PWY and AWRAD conducted quality control. Field monitors visited 20 percent of households interviewed daily, and regional monitors conducted random telephone follow-up. Data collection took place in April and May 2014, and data analysis began in June 2014 using IBM's Statistical Package for Social Science (SPSS). The PWY M&E Manager conducted all data analysis and reporting, and the project presented preliminary results to USAID at the end of June 2014. For a copy of the presentation, please see **Annex III**.

A youth enumerator administers a questionnaire to a respondent in Ramallah & Al Bireh in May 2014.

Data Limitations
PWY acknowledges the limitations inherent in the "21st Century" Youth Competencies Assessment. This type of research relies on self-report methods of data collection. Intentional misreporting for reasons of social desirability, a misunderstanding concepts, and sensitivity to personal questions constitute factors that may affect self-reported data.

The project developed the questionnaire to clarify concepts and reduce potential bias. The interviewers conducted the interviews confidentially, and all interviewers received training on surveying techniques. PWY also analyzed the differences between responses depending on question type. For example, an "Agree" answer to a behavioral question about a respondent's factual circumstances may weigh more than a similar response to an attitudinal question about a respondent's opinion.

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[3] PWY's Youth Fellowship program is designed to ensure youth input into the program and promote youth leadership. Fellows work closely with staff to co-lead program implementation with youth.

21ST CENTURY YOUTH COMPETENCIES

Youth Competency Index

The assessment gauges the level of youth competencies in the West Bank through an index. The index aggregates a youth's responses to questions about whether they possess specific competencies into a single score. PWY, AWRAD, expert consultants, and PWY fellows discussed and selected each question in the index to represent an aspect of a competency from the 21st Century Youth Competencies Framework described above.

The project uses an index for its analysis because an index can incorporate broad concepts like 21st Century Youth Competencies by combining numerous questions into a single measure. An index enables comparisons of key disaggregates such as gender, age and location, by calculating the differences between scores. It also allows the project to track changes in youth competencies over time.

The youth competencies index consists of the responses to 28 questions: 7 questions for each of the four competency domains. The index weights the responses and domains equally. Each response receives a score: 0 for "Don't know"; 1 for "Strongly Disagree"; 2 for "Disagree"; 3 for "Neither"; 4 for "Agree"; and, 5 for "Strongly Agree." The maximum score is 140, the midpoint is 70, and the minimum score is 0. A missing response to any of the 28 questions removed an individual from the index, resulting in 1,471 respondents.

Histogram

Mean = 101.05
Std. Dev. = 14.84
N = 1,471
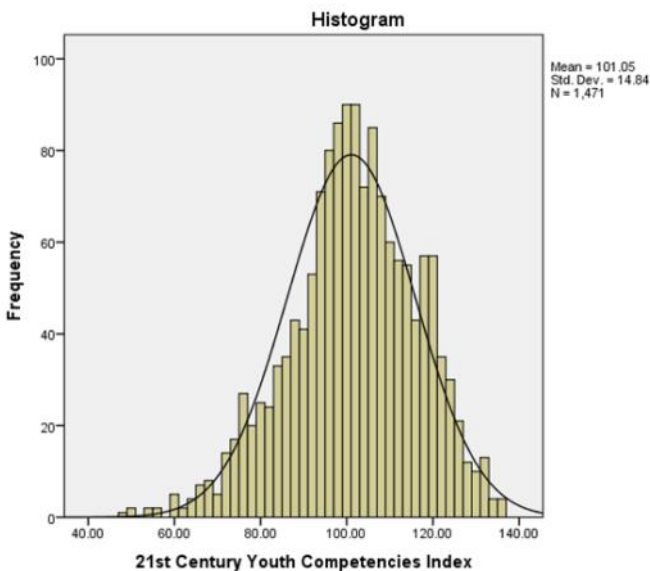
The frequency of data has a median of 101, a mean of 101.1 and a mode of 102. The histogram to the left represents the distribution of data. The data are skewed slightly negative with a skewness of -0.345. The self-reported nature of the questions may account for the non-normal distribution. To account for this PWY records the median as the index score. In most cases the median and mean are the same to the nearest whole index point. The scores range from 48 to 138 with a standard deviation of 14.8.

A higher index score corresponds to a higher competency level, and vice versa for a lower score. Variance in levels across key disaggregates occurs regularly. A smaller variance denotes a less significant distinction in competency levels than a greater variance. PWY considers variances representative of the influence of outside factors and the result of certain interventions on the development process of young people.

The project conducted statistical tests to ensure the index is a meaningful scale for analysis. The tests resulted in a Cronbach's alpha coefficient of 0.87 and interim correlations among questions between 0.2 and 0.4. The alpha coefficient suggests that the index has internal consistency and is a reliable overall measure of youth knowledge and skills. The interim correlations indicate that each question in the index measures a different competency and few if any duplicative questions exist.

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Questions in the Youth Competencies Index

Response Options: Don't Know, Strongly Disagree, Disagree, Neither, Agree and Strongly Agree

Cognitive / Intellectual Domain
I have the skills and knowledge I need to apply for a job
I have the knowledge I need to keep a job
I have clear plans for my future
I know how to use a computer for work
I know how to use a computer for my studies
I know how to use a computer for leisure
I know how to make good decisions regarding life issues using the information available to me

Social Domain
I have people in my life who care about me
I know how to solve personal conflicts
I know how to get along with people who are different than me
I feel like I belong in my community
I believe that I could be an effective role model for a young boy or girl in my community
If I were placed in a leadership role, I would feel very confident
When I evaluate my relationship with my community, I believe I am an asset

Psychological / Emotional Domain
I know what my strengths are
I believe that I am able to set reasonable goals for myself
I believe that I am successful at meeting these goals
I have the ability to make a difference in my community
I believe I can work out my problems on my own
When I think about my personal future, I frequently feel confident
If I have an emotional challenge, I have a source of trusted support

Physical Domain
I know how stay healthy through nutrition and exercise
I know how to make decisions that ensure my personal safety
I live in a risky environment (i.e. threat of violence, drug use, etc.)
I have enough information about the risks of drugs
I am healthy at a physical level
I know where to go to get information on sexual issues
I have enough knowledge on how to prevent sexual diseases

Competency Levels

The findings from the youth competency index contextualize the level of youth development in the West Bank. The index confirms that youth are not a homogenous group. It shows that the development of competencies occurs differently amongst youth depending on their gender, age, governorate, residence, and education, amongst other variables. The variances between the index scores below highlight these differences.

Key Informant Interview Data

"Youth participate in their communities today differently from ten years ago. Previously, the influence of young people was hindered by issues being presented without involving youth in the decision-making process. Today, however, youth participation has expanded to include meaningfully roles, especially in the health and education sectors."

- Asaal Bassem Awdah, Youth Program Coordinator at the Nablus YDRC

Index Score, ▬▬ **West Bank Average**

Competency Level by Gender
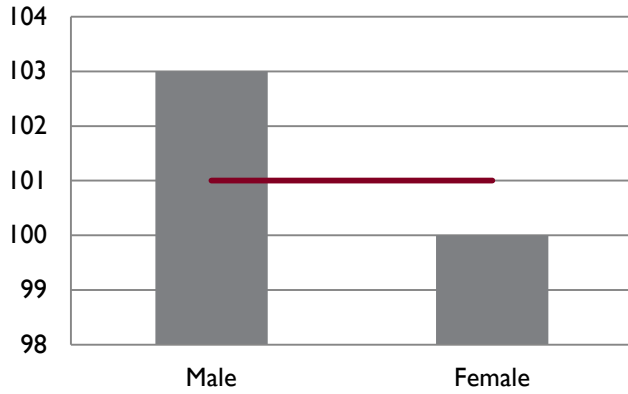
Competency Level by Age

Competency Level by Residence

Competency Level by Family Income

Competency Level by District

11

Competency Level by Education

110
105
100
95
90
85

College Degree | In College | High School Graduate | High School Uncompleted | In School

Competency Level by Skills Training Type

110
108
106
104
102
100
98
96
94
92

ICT Training | Leadership Training | Internship | Community Mentoring | No Skills Training
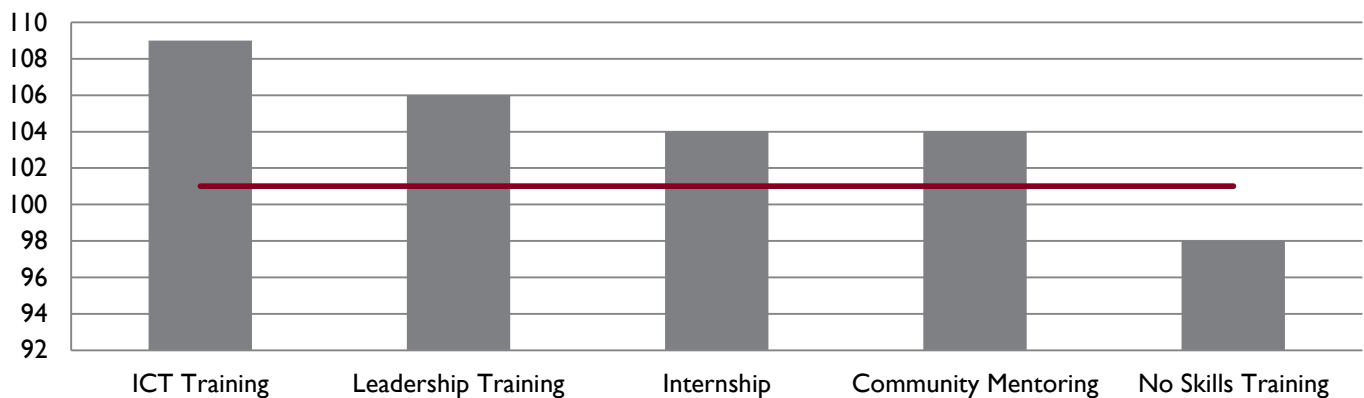
These graphs outline several trends, many of which reflect global trends. Female youth report lower competency levels than male youth. Older children register higher competency levels than younger children. Youth with paren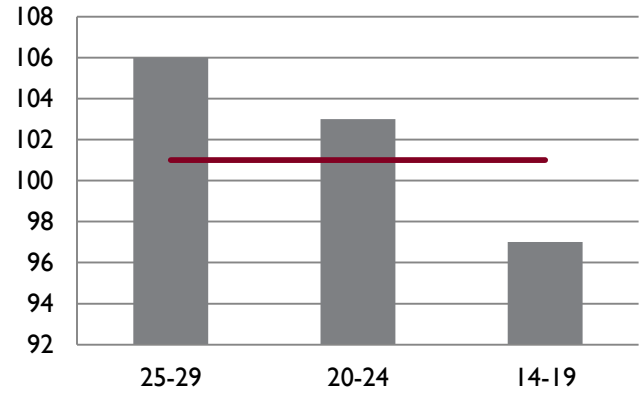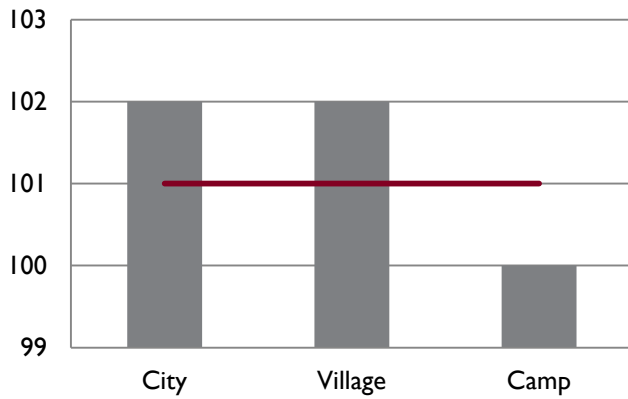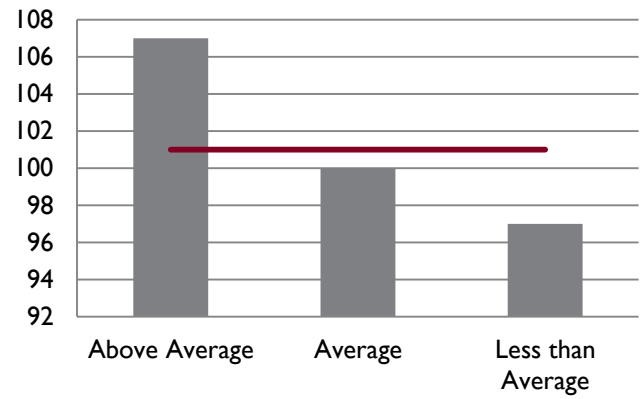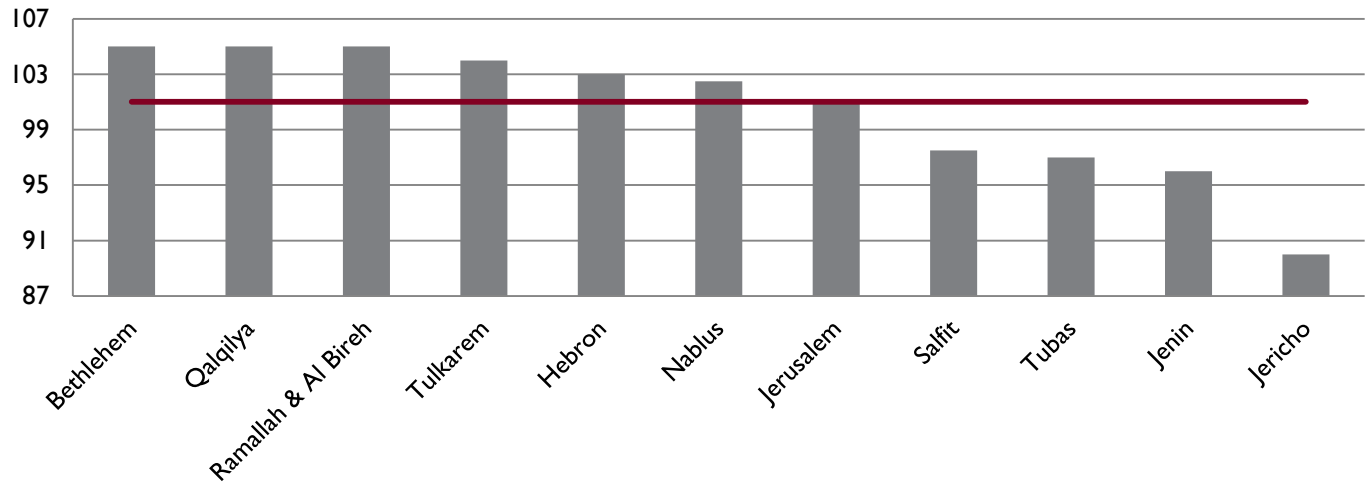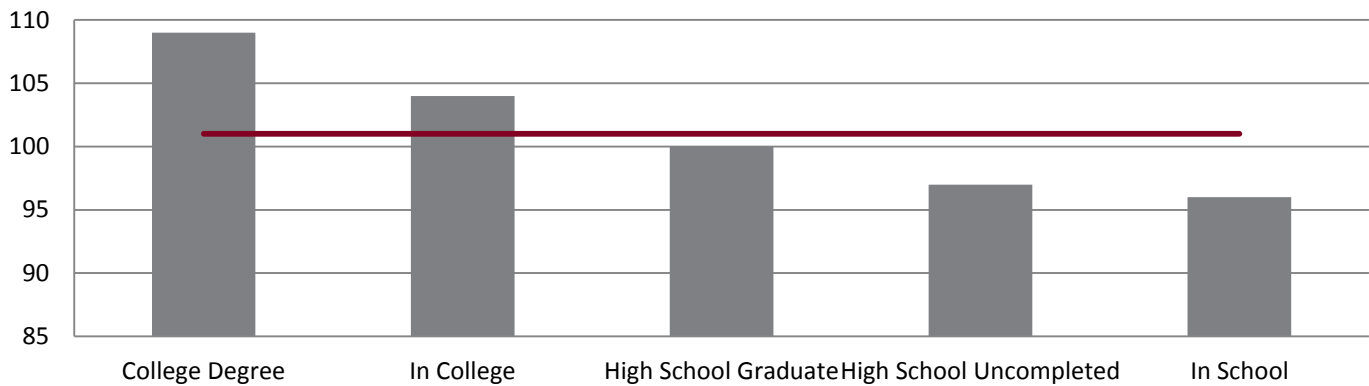ts earning above average income report higher competency levels than their peers, while youth residing in refugee camps convey lower levels of competencies than young people in other locations.

Youth in the governorates of Jenin, Jericho, Salfit, and Tubas demonstrate lower than average competencies. The score in Jerusalem matches the overall score for the West Bank. Whereas young people in the governorates of Bethlehem, Qalqilya, Ramallah & Al Bireh, Tulkarem, Nablus and Hebron report higher competency levels at varying degrees.

Youth who participated in skills trainings outside school report higher competency levels than their peers. However, 60% of young people in the West Bank have not participated in such programs. High school graduates display slightly lower levels of competencies than the West Bank average. Young people who graduated or attend college score higher, while youth who did not complete high school or remain in secondary education record lower scores.

For the response rates to individual questions within the index, please see **Annex V.**

Disadvantaged Groups

The youth competency index enables PWY to identify particularly disadvantaged groups of young people. After disaggregating and analyzing index scores, certain segments of the youth population emerge who report lower competency levels than others of the same gender and age. Our analysis demonstrates that youth in these groups are less prepared for economic and social participation; the transition from childhood to adulthood; and, are more likely to engage in risky behaviors.

The project considers a group to be disadvantaged if its index score is lower than the average. A difference of two or more index points is statistically significant to determine this. For example, the competency level of male youth aged 14-19 in Salfit is 91. This score is 7 index points below the average competency level for male youth aged 14-19 of 98. This difference is two or more index points and is enough to describe this population as a disadvantaged group.

The youth groups highlighted in the table below represent these particularly disadvantaged populations. Jenin, Jericho, Salfit and Tubas contain the highest concentrations of these disadvantaged populations. Older male youth in Tulkarem and Nablus, along with female youth in Jerusalem and girls in Nablus report significantly lower competencies levels than their peers.

District	Disadvantaged Youth Groups						
	Males			Female			Average
	14-19	20-24	25-29	14-19	20-24	25-29	
Bethlehem	105	110	116.5	101	103	108	105
Qalqilya	101.5	104	117	100.5	107	106	105
Ramallah & Al Bireh	100	109	114.5	99.5	101	115	105
Tulkarem	98	109	107	101	103	104	104
Hebron	100	111	116	96	105	110	103
Nablus	96.5	108	105.5	95	102.5	104	102.5
Average Competency Level	98	105	109	97	101	105	101
Jerusalem	99	104	109	98	95	102.5	101
Salfit	91	102.5	102	92	106	108	97.5
Tubas	93	99	107.5	96	96	99.5	97
Jenin	95	101.5	100	93	96	93.5	96
Jericho	87	96	99	78.5	101.5	85	90
			The highlight indicates a disadvantaged youth group.				

Key Informant Interview Data

"Many young people no longer seek to develop their skills on their own initiative. A youth must be dedicated to their capacity development and skills building on a permanent basis... Activities by civil society organizations and the education sector attempt to fill this gap and improve the experiences of young people, but these do not constitute an alternative to youth themselves investing in their abilities by taking the initiative in learning, understanding their culture, and engaging in the affairs of their communities."

- Bader Zamareh, Executive Director of Sharek Youth Forum

The table below further clarifies and codes disadvantaged and advantaged youth populations by showing the differential between the index scores of specific groups and the average score. For example, in the first column, the average male youth aged 14-19 in the West Bank scored 98 on the index, while the average male youth aged 14-19 scored 7 points higher in Bethlehem, 3.5 points higher in Qalqilya, 2 points higher in Ramallah, etc. Blue represents a high score corresponding to high competencies, while red represents a low score and low competencies.

Governorate	Males			Female		
	14-19	20-24	25-29	14-19	20-24	25-29
Bethlehem	7	5	7.5	4	2	3
Qalqilya	3.5	-1	8	3.5	6	1
Ramallah & Al Bireh	2	4	5.5	2.5	0	10
Tulkarem	0	4	-2	4	2	-1
Hebron	2	6	7	-1	4	5
Nablus	-1.5	3	-3.5	-2	1.5	-1
Average Competency Level	98	105	109	97	101	105
Jerusalem	1	-1	0	1	-6	-2.5
Salfit	-7	-2.5	-7	-5	5	3
Tubas	-5	-6	-1.5	-1	-5	-5.5
Jenin	-3	-3.5	-9	-4	-5	-11.5
Jericho	-11	-9	-10	-18.5	0.5	-20

	Index Score	Difference from Average Competency Level
	Very High	Greater than +6 index points
	High	Between +2 and +6 index points
	Average	Less than +/- 2 index points
	Low	Between -2 and -6 index points
	Very Low	Greater than -6 index points

Identifying these groups empowers PWY, its partners, and other stakeholders in the West Bank with the knowledge to tailor strategies and programs to target these youth for assistance. Activities that build 21st Century Youth Competencies take into account the background and setting of youth. The index coupled with additional analysis provides information to make the right decisions on where and who to target for assistance and what types of support will most benefit young people.

Youth Participation

The assessment emphasizes the positive association between youth competency levels, and civic and social participation. Higher competency levels correspond to higher levels of participation in each sphere. They also parallel involvement in activities associated with physical health and attitudes that inspire emotional health. This reinforces international research linking competencies with positive life outcomes and demonstrates the applicability of this research to youth in the West Bank.

Index Score,   West Bank Average

Competencies by Civic and Social Participation

Competencies by Employment

Competencies Level by Emotional Health

	Feel secure about the future	Feel able to express opinions among adults	Feel confident expressing views

Chart showing values: Feel secure about the future = 106, Feel able to express opinions among adults = 105, Feel confident expressing views = 104, with a reference line at approximately 101.

Competencies by Physical Activity

Chart showing values: Physical Activity = 104, No Physical Activity = 100, with a reference line at approximately 101.

Youth who sign a petition, vote in an election, participate in an online campaign, and volunteer in their community report higher than average youth competency levels. Youth active in the labor market also register higher than average levels. This positive relation also exists for young people who embody the attitudes that inspire emotional health and report involvement in physical activities.

Conversely, disadvantaged youth are generally disengaged youth. International research demonstrates that disadvantaged, disengaged youth tend to feel hopeless about their future and have a much higher likelihood of becoming involved in risky or destructive activities. International research also demonstrates that advantaged and engaged youth are more likely to feel positive about their future and to seek opportunities to engage productively in society and the economy.

YOUTH PARTICIPATION & ENGAGEMENT

Defining Participation & Engagement

The concepts of participation and engagement apply to PWY as integral elements of PYD-SL and an outcome of developing youth competencies. Youth who participate and engage in meaningful community service develop 21st Century Youth Competencies. Moreover, successful economic and social participation is an outcome of developing youth competencies. Given their importance, the assessment measured the rates and benefits of youth participation and engagement in the West Bank.

Definitions for youth participation and engagement vary. The DIFD[4] and UNICEF[5] definitions state that participation occurs when youth realize their rights to become involved in and access information about the processes affecting their lives; and, engagement is a process where youth take advantage of opportunities to use their time, knowledge and abilities to contribute to their lives and the others.

During the assessment design, PWY adapted the concepts of participation and engagement to the context of youth in the West Bank. The project held sessions with its Youth Fellows to create meaningful definitions that account for the opportunities and challenges facing their peers. The table below includes their definitions and examples of associated activities.

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[4] Youth Participation in Development: A Guide for Development Agencies and Policy Makers. DFID. Retrieved October 12, 2014. http://restlessdevelopment.org/file/youth-participation-in-development-pdf
[5] Child and Youth Participation Guide, Retrieved. UNICEF, 2006. Retrieved October 12, 2014. http://www.unicef.org/adolescence/files/Child_and_Youth_Participation_Guide(1).pdf

	Definitions for Youth Participation & Engagement in the West Bank	

Participation	**Engagement**
Definition: involvement; the process through which an individual plays a role in the social, economic, and cultural life of his or her community.	Definition: integration; the assimilation of youth in all stages of decision-making affecting youth, including setting objectives and determining the means to achieve them.
Examples: - Membership in a local youth organization, committee or group - Membership in a national organization, committee or group - Signing a petition for a positive change in one's community - Voting in an election - Knowledge of the institutions implementing change in the community	Examples: - Being active in a local youth organization, committee or group - Being active in a local government body (council, refugee camp committee, union, or other organization) - Volunteering in the community - Assisting with an election campaign - Contributing to an online campaign for public causes - Taking advantage of training outside school

Rates of Participation & Engagement

The assessment measures the rates of youth participation and engagement based on the definitions and examples above. The table below focuses on the average percentages of youth participation and engagement in key activities by gender in governorates across the West Bank.

The highlighted cells indicate where females participate significantly less than males. For example, on average 45% of male and 28% of female youth volunteer, a 17 percentage point difference. In Jenin, 47% of male and 13% of female youth volunteer, a 34 point difference. The 34 point in Jenin exceeds the average differential of 17 points, indicating a significantly lower female than male participation rate.

	Volunteer in the community		Active in a youth org		Participate in skills training		Assist in an election campaign		Are Involved in local government		Contribute to an online campaign	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
West Bank Average	45%	28%	24%	14%	42%	37%	18%	11%	17%	8%	35%	26%
Jenin	47%	13%	22%	4%	42%	33%	9%	1%	9%	1%	23%	12%
Tulkarem	53%	18%	28%	9%	41%	27%	25%	12%	30%	5%	34%	16%
Qalqilya	38%	22%	33%	16%	42%	31%	29%	9%	18%	4%	35%	29%
Nablus	51%	37%	25%	11%	46%	45%	14%	8%	14%	3%	46%	34%
Salfit	49%	39%	8%	24%	57%	43%	18%	2%	8%	18%	29%	24%
Tubas	39%	35%	12%	12%	27%	35%	10%	6%	6%	8%	47%	43%
Ramallah & Al Bireh	38%	31%	28%	13%	28%	33%	13%	13%	19%	8%	41%	24%
Jerusalem	32%	25%	30%	21%	42%	32%	23%	24%	23%	15%	23%	27%
Jericho	50%	49%	24%	24%	53%	48%	20%	24%	12%	14%	16%	29%
Bethlehem	42%	24%	27%	16%	41%	39%	15%	7%	15%	8%	37%	22%
Hebron	53%	30%	18%	11%	47%	42%	24%	12%	18%	10%	45%	29%
	The highlight indicates a significantly lower female than male participation rate compared to the average differential											

The participation rates differ for male and female youth at statistically significant levels. In several cases the participation and engagement rates for female youth are near or below the margin of error of 2.8%, as in Jenin, Nablus and Salfit. In general more youth report involvement in volunteering in the community, participating in a skills training outside school, and contributing to an online campaign constitute, than the other activities listed in the table above.

The following graphs depict the varying rates at which female and male youth participate in their communities in selected activities.

% of youth who volunteer in their community
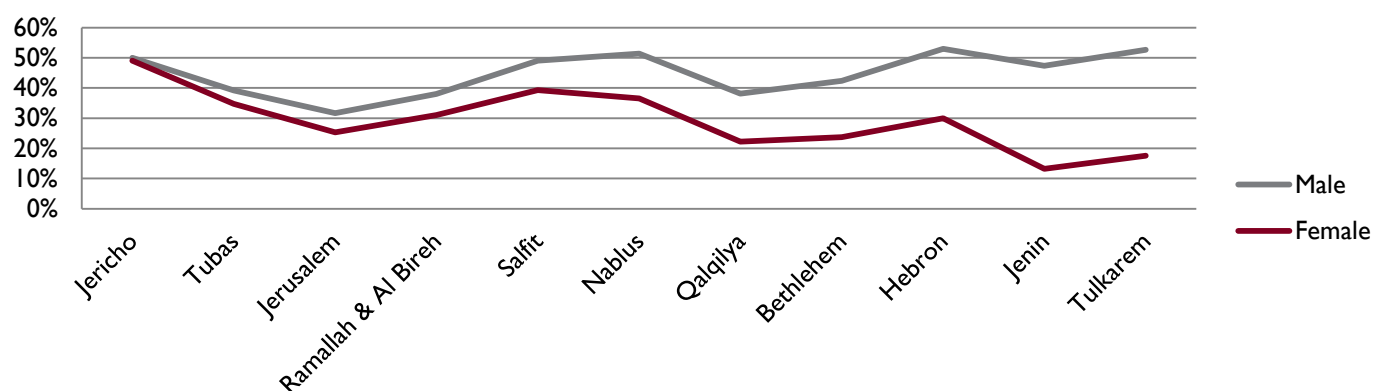
% of youth who are active in a youth organization
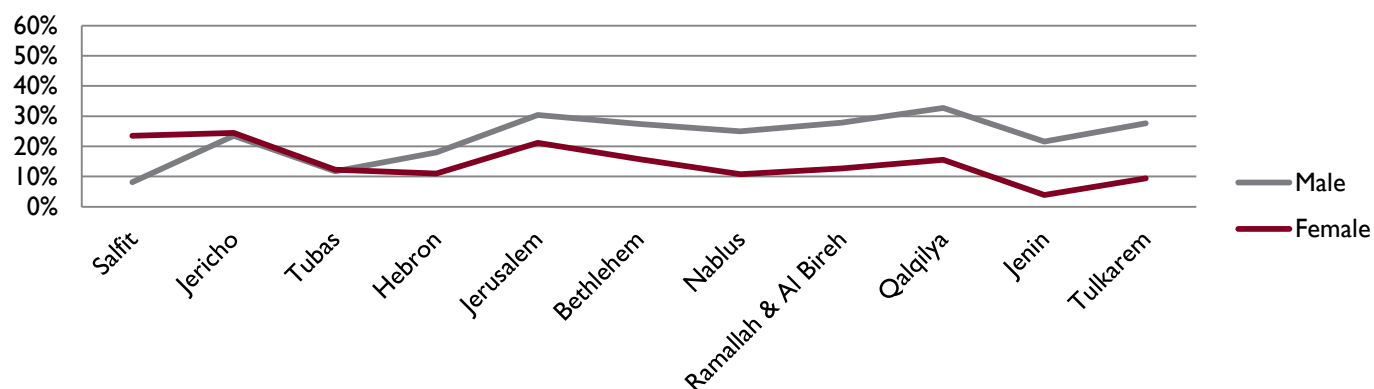
% of youth who participate in skills training

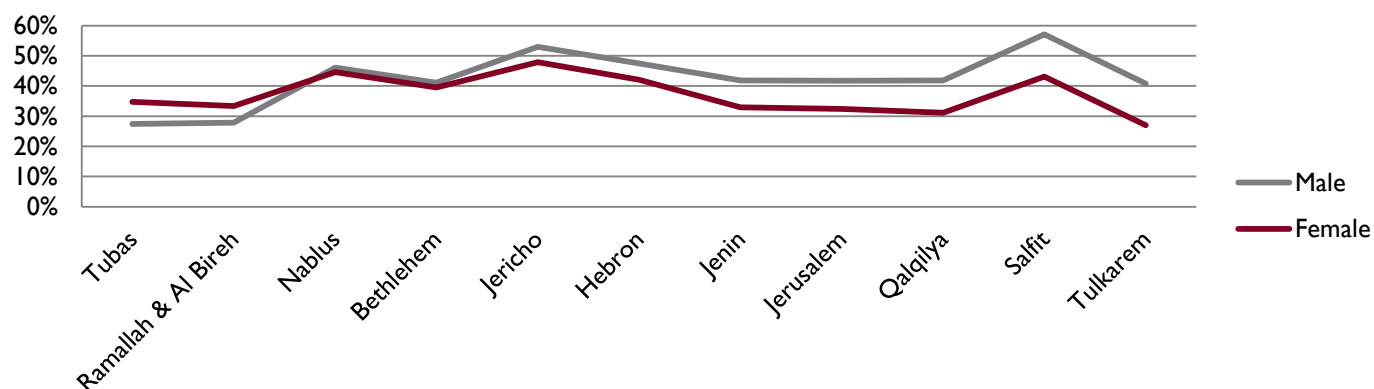Activities such as these offer opportunities to strengthen young people's skills and knowledge. They also help develop their ability to adapt to changing situations and promote personal agency. The assessment uncovered a strong link between certain activities and employment.

Employment and Participation & Engagement

The assessment found that the types of activities in which a youth participates or engages increase the odds that he or she will gain employment. Assisting in an election campaign, being active in a youth organization and participating in a skills training outside of school all contribute to the likelihood that a respondent will report he or she is employed, either full or part-time. Involvement in a local government, volunteering in the community and contributing to an online campaign had no statistically significant effect on employment.

The assessment garnered these results through a statistical analysis technique known as binary logistics regression. The technique describes how responses to certain survey questions predict responses to other questions.

The table below summarizes the output from the binary logistics regression. The most important finding in the table is the odds ratio. This is best described as the employment pay-off for a positive answer by a respondent to a question about their participation in an activity. An odds ratio larger than one signifies a higher than average likelihood of a youth stating they are employed when giving a positive response to a question about participating in these types of activities.

For example, 1.763 is the odds ratio for a youth assisting in an election campaign. This means that a respondent who reports assisting in an election campaign is 76% more likely than an average respondent to state they are employed. This can also be said as a youth who assists with an election campaign is 1.76 times more likely than the average respondent to state they are employed.

Key Findings
A youth who assists with an election campaign is **76% more likely** than the average youth to gain full or part time employment.
A youth who is active in local youth organizations is **62% more likely** than the average youth to gain full or part time employment.
A youth who participates in a skills training outside of school is **51% more likely** than the average youth to gain full or part time employment.

Predictors of Employment: Binary Logistics Regression Model				
Employed Full or Part Time		Coefficient	Standard Error	Odds Ratio
Predictors of Employment	Assisting in an election campaign*	0.567	0.226	**1.763**
	Being active in a youth organization*	0.484	0.243	**1.622**
	Participating in a skills training outside of school**	0.410	0.167	**1.507**
	Volunteering in the community	0.122	0.195	**1.290**
	Involvement in a local government	-0.123	0.319	**0.884**
	Contributing to an online campaign	-0.190	0.192	**0.827**

*1% significance level, **5% significance level, N = 704, youth eligible for employment of 1,500 surveyed youth

This model characterizes the opportunities for youth to participate and engage in terms of five covariates and measures their impact on a dependent variable: employment. The covariates are the predictors of employment listed in the table above. The predictors have two possible outcomes: participating or not participating. The dependent variable also has two possible outcomes: employment or unemployment. The first three predictors are significant at either the 1% of 5% level, meaning there is either a 99% or 95% certainty that their predictive effect is not equal to zero.

PWY will work to strengthen this model in the midline and final evaluations by increasing the sample size and testing additional variables. The current sample size is 704 youth who are eligible for employment (ie. not in school or college) out of the survey's total of 1,500 respondents. Increasing the sample will likely decrease the standard error, strengthening the relationship between the covariates and dependent variable. PWY will also introduce additional variables to ensure the model takes into account more factors affecting youth employment in the West Bank.

Confidence in Employment

The assessment found that almost two-thirds of youth lack confidence in their employment prospects. However, participation in skills trainings and being active in a youth organization are associated with higher levels of confidence in gaining employment. The lack of youth confidence in their job prospects may relate to their understanding of the labor market. 31% of respondents replied that they "don't know" if they have the skills and knowledge necessary for employment.

Do you feel confident that you will find a job?
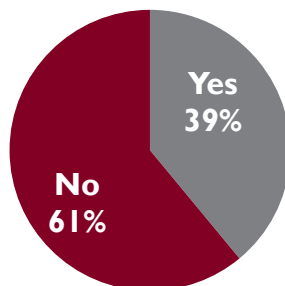
Confidence in Employment
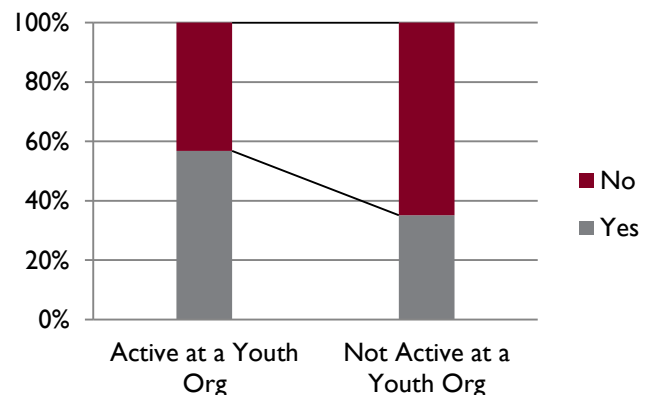
"I have the knowledge I need to keep a job"

"I have the skills and knowledge I need for a job"

Youth Leadership

The assessment also captures the perception amongst youth that they believe they can be leaders in their communities. The majority of respondents felt confident in leadership roles; felt they are an asset to their communities; believed they are role models for other youth; and, felt they belonged in their communities. While acknowledging the data limitations described above, PWY considers these findings as indicative of the potential of youth in the West Bank.
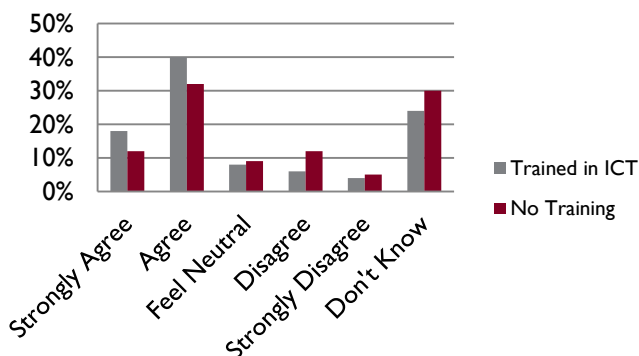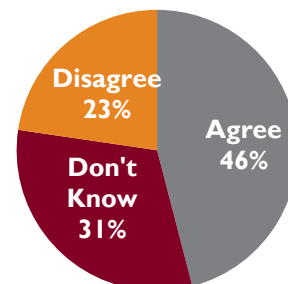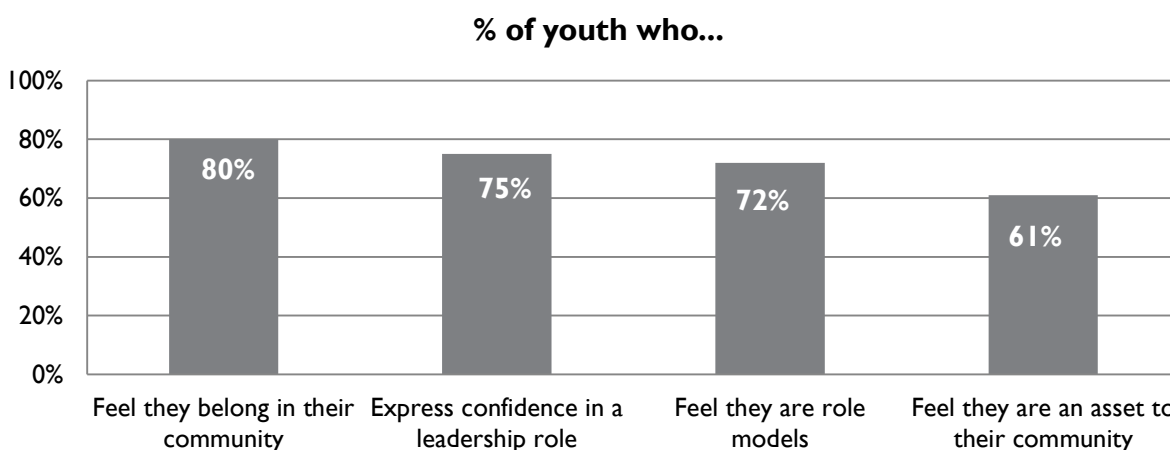
% of youth who...

The high percentage of youth who believe they can be leaders contrasts with the lower percentages of youth who participate and engage in the activities described above. For example, 71% of youth believe they are role models in their communities; however, only 37% of youth report volunteering in their community and 19% report being active in a youth organization or group.

The discrepancy suggests that opportunities for youth leadership may not exist or that existing opportunities are not designed to reach or engage a large enough group or the different groups of youth. This finding adds urgency to PWY's work to strengthen youth leadership through community initiatives, exchanges and training.

Focus Group Data

Youth feel that the **opportunities for participation and engagement** include:
- ✓ Student councils
- ✓ Voluntary work with organizations and clubs
- ✓ Networking on social media
- ✓ Cultural events
- ✓ Local youth councils
- ✓ Initiatives to support the memory of Al Nakba
- ✓ Marathons
- ✓ Scout and sports activities

Youth describe the **barriers to participation and engagement** as:
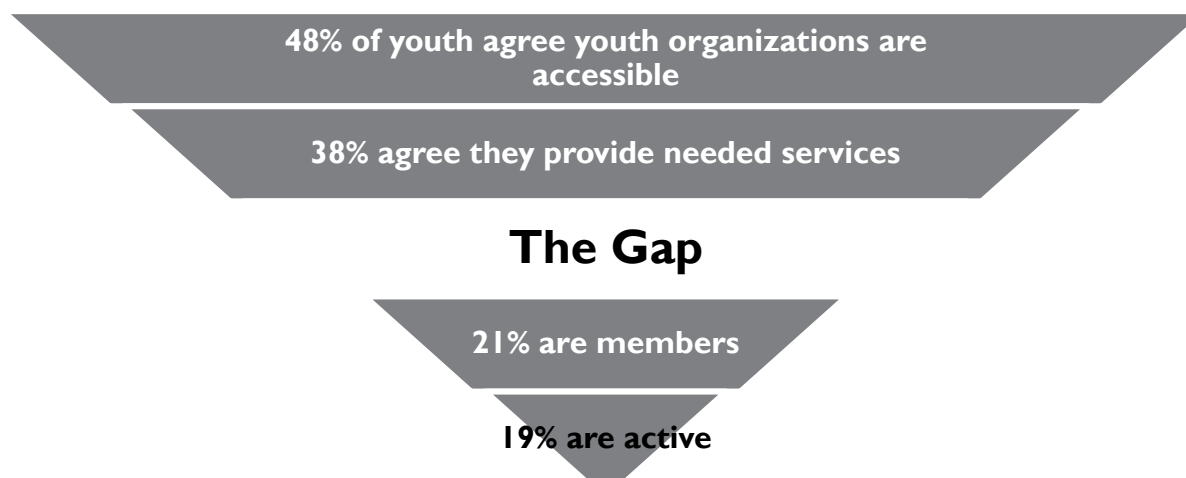- ✓ Lack of trust between youth and youth organizations
- ✓ Youth do not realize their own skills and abilities
- ✓ Lack of financial resources and economic constraints
- ✓ Inconvenient places and times for youth activities
- ✓ Lack of parental support
- ✓ Cultural norms prevent female participation
- ✓ Unclear benefits from volunteering
- ✓ Nepotism
- ✓ Restrictions on travel
- ✓ Political restrictions

YOUTH ORGANIZATIONS

Youth Views

The assessment found that youth report high levels of knowledge concerning the youth organizations in their communities. Comparatively lower levels of youth report belong to or being active in these organizations. Moreover, a sizeable minority of young people remain undecided about their views on participating in youth organizations.

The graphic below illustrates the gap between youth perceptions of organizations, and the lower percentages of youth who report they are involved in these organizations.

48% of youth agree youth organizations are accessible

38% agree they provide needed services

The Gap

21% are members

19% are active

The gap suggests that youth centers in the West Bank lack the capacity to take advantage of the level of interest from youth. Demand for services may exceed the services provided, and the limited organizational capacity of Palestinian youth-serving organizations limits the opportunities for youth to participate and engage with them. PWY considers it likely that young people decline to engage with youth centers which lack the organizational capacity to provide effective and sustainable programs to build 21st Century Youth Competencies.

The gap may also exist due to a lack of trust between youth and youth organizations which the assessment found in focus groups. Young people felt frustrated because they perceive that organizations steal their ideas and harness their initiatives without providing benefits in return. In several cases youth described these organizations as rent seeking and solely interested in garnering media attention.

The survey data reflects findings from the focus groups in that a sizeable minority of young people remains undecided about their views toward youth organizations. However, a plurality of youth holds positive views of youth organizations.

Key Informant Interview Data
"Youth centers should focus on gaining the trust of young people first. Then, they should emphasize learning and capacity building for youth in all avenues of their lives, and encourage them to take the initiative and begin projects relevant to their lives. Also, they should stress personal responsibility and teamwork."   -   Bader Zamareh, Executive Director of Sharek Youth Forum

Youth Perceptions of Youth Organizations
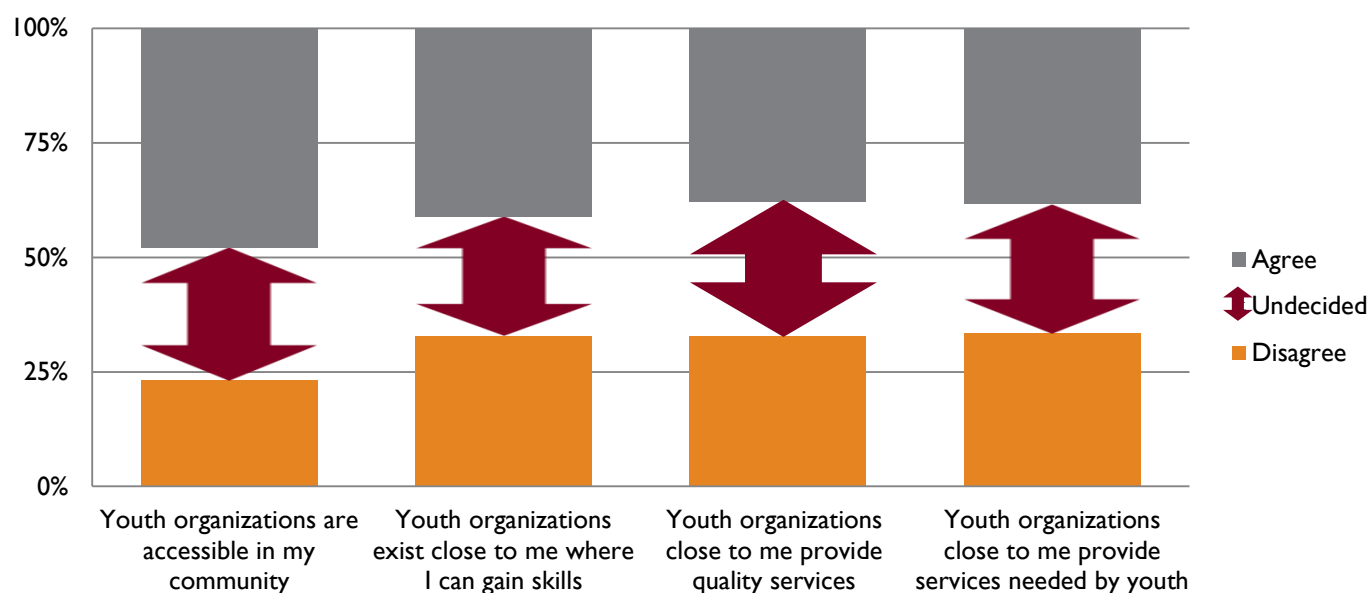
PWY believes that the percentage of respondents who remain undecided about youth organizations represents an opportunity for youth development programs. Quality youth programs emphasizing leadership and development may spur this segment of young people to become more active and engage in their community through youth centers. The project and its partners recognize that this requires youth organizations to improve their capacity to offer such services and raise awareness through enhanced community outreach.

Key Focus Group Recommendations

Youth made the following recommendations for youth organizations through focus groups:

- ✓ Fund initiatives that **youth design and lead** in their communities
- ✓ Increase the number, variety, locations and times of activities in order to **make them accessible** to young people
- ✓ Offer trainings where youth learn **employability skills**
- ✓ **Raise awareness** of the available programs and ensure meritocratic admission for youth
- ✓ **Build trust with parents** so they feel comfortable allow their children to attend
- ✓ **Build trust with young people** by engaging them in programmatic decision-making processes

Youth participate in a focus group at the Al Bireh YDRC in May 2014

PERFORMANCE INDICATORS

PWY operationalizes three performance indicators through the 21st Century Youth Competencies Assessment.

PWY collects data on Indicator B through the 21st Century Youth Competencies Assessment, using a composite index of scores from questions related to participation and engagement. This iteration of the assessment set the indicator's baseline.

Index is a composite of 10 survey questions relating to participation and engagement in the West Bank:
- *I am a member in an organization or youth group in my community*
- *I am a member in a national organization or youth group.*
- *I signed a petition to change something in my community*
- *I participated in an election as a voter.*
- *I know who or where to go if I need to change something in my community*
- *I am active in a youth organization or group in my community.*
- *I am actively involved in the work of my local council, refugee camp committee or other such group in my community.*
- *I participate in volunteer work.*
- *I participate in online groups that work for public causes.*
- *I was involved in an election campaign.*

The index weights the responses and domains equally. Each response receives a score per the scaled format of the: 0 for "Don't know"; 1 for "Strongly Disagree"; 2 for "Disagree"; 3 for "Neither"; 4 for "Agree"; and, 5 for "Strongly Agree." The maximum score is 50, the midpoint is 25, and the minimum score is 0.

The complete indicator data with disaggregates is:

Overall Youth Participation & Engagement Level = 22

Gender	Index Score	Governorate	Index Score
Male	23	Bethlehem	21
Female	20	Qalqilya	25
Age	**Index Score**	Ramallah & Al Bireh	20
25-29	24	Tulkarem	19
20-24	22	Hebron	21
14-19	20	Nablus	24
		Jerusalem	20
		Salfit	23
		Tubas	23
		Jenin	20
		Jericho	23

PWY collects data on Indicator C through the 21st Century Youth Competencies Assessment using the youth competency index. This iteration of the assessment sets the indicator's baseline. The complete baseline data with disaggregates is:

Overall Youth Competency Level = 101			
Gender	**Index Score**	**Governorate**	**Index Score**
Male	103	Bethlehem	105
Female	100	Qalqilya	105
Age	**Index Score**	Ramallah & Al Bireh	105
25-29 years old	106	Tulkarem	104
20-24 years old	103	Hebron	103
14-19 years old	97	Nablus	102.5
		Jerusalem	101
		Salfit	97.5
		Tubas	97
		Jenin	96
		Jericho	90

The project's mid-term evaluation will explore the "change" in youth competency levels. PWY will assess the competencies of youth involved in its activities and compare them against the baselines provided in this assessment.

USAID Gender Indicator 3: Proportion of females who report increased self-efficacy at the conclusion of USG-supported training / programming

The assessment collects a baseline for USAID Gender Indicator 3. This baseline constitutes a denominator for the proportion mentioned in the indicator, and the project's mid-term evaluation will provide the numerator. Self-efficacy emphasizes a person's belief in his or her ability to succeed. People will strong self-efficacy view problems as challenges to overcome and recover quickly from setbacks. People with a weak sense self-efficacy avoid challenges and focus on personal failures.

The project follows the State-USAID Foreign Assistance framework and applies the Generalized Self-Efficacy measure. The survey includes the following items:

- *I am strong enough to overcome life's struggles.*
- *At root, I am a weak person. (r)*
- *I can handle the situations that life brings.*
- *I usually feel that I am an unsuccessful person. (r)*
- *I often feel that there is nothing that I can do well. (r)*
- *I feel competent to deal effectively with the real world.*
- *I often feel like a failure. (r)*
- *I usually feel I can handle the typical problems that come up in life.*

Respondents indicate the extent of their agreement using the following scale: -2 = Strongly Disagree; -1 = Disagree; 0 = Neither Agree nor Disagree; +1 = Agree; and, +2 = Strongly Agree. Items with an "r" are reverse-scored. Responses should yield a total score between -16 and +16 per person. A higher score indicates more positive feelings of self-efficacy.

The complete indicator data with disaggregates is as follows.

Baseline Female Self-Efficacy Level = 5			
Age	**Index Score**	**Governorate**	**Index Score**
25-29	6	Bethlehem	7
20-24	6	Qalqilya	5
14-19	4	Ramallah	6
		Tulkarem	6
		Hebron	4
		Nablus	5
		Jerusalem	4
		Salfit	5
		Tubas	5
		Jenin	4
		Jericho	2

The assessment found a moderate positive correlation exists between self-efficacy scores and youth competency index level scores. The correlation coefficient is 0.56, and the scatterplot below depicts the relationship. As young person's youth competency index score increases so does his or hers self-efficacy, a key aspect of USAID's gender programming as demonstrated by this indicator.

The finding suggests that integrating 21st Century Youth Competencies into gender empowerment programming – and therefore that taking a PYD approach to programming for girls and young women - will help increase the capacity of women and girls to realize their rights, determine their life outcomes, and influence decision-making in their communities and societies.

Youth Competencies & Self-Efficacy
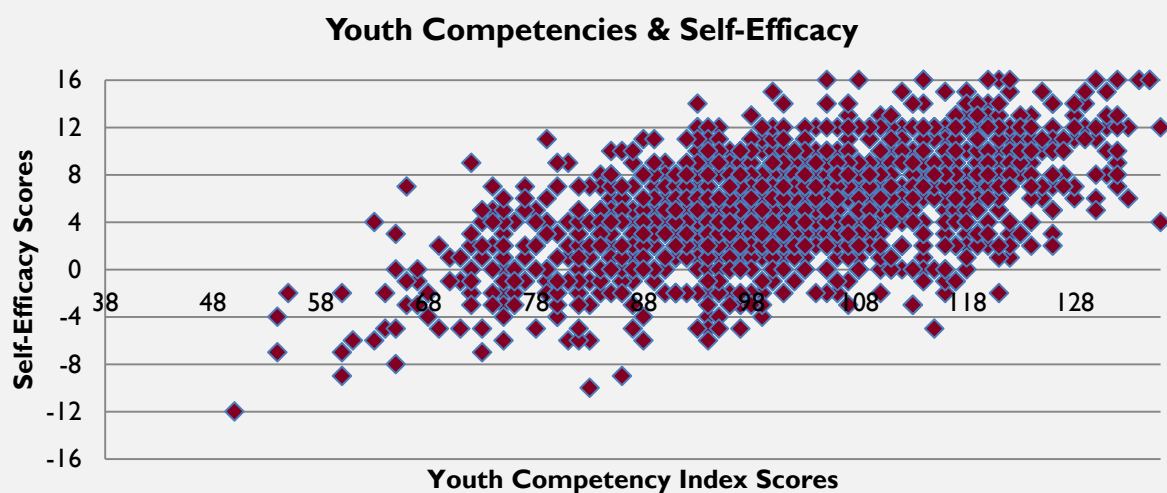
UPCOMING ASSESSMENTS

PWY will conduct midline and final evaluations to measure its impact. The evaluations will explore the results of the project's work to expand educational and leadership opportunities for youth in the West Bank. The approach and methodology will resemble the 21st Century Youth Competencies Assessment

to the extent permitted by funding and seek to gauge the competency level of youth involved in activities implemented by PWY and its partners, with comparison or scientifically rigorous studies as possible and agreed between PWY and USAID.

The evaluations will populate the project's two impact level indicators (Indicators B and C) and one gender indicator (GNDR Indicator 2) as described above. PWY will analyze the data collected against the baselines from this iteration of the assessment in order to ascertain and highlight its impact. The midline evaluation will occur in the third year of the project depending on funding, and the final evaluation will take place when the project closes.

SUMMARY OF FINDINGS

Disadvantaged groups of male and female youth exist. These groups exhibit significantly lower levels of 21st Century Youth Competencies than other youth in the West Bank and are more likely to exhibit risky behaviors. Three governorates contain the majority of these disadvantaged groups: Jenin, Jericho and Salfit. Such groups exist to a lesser extent in Jerusalem, Nablus, Tubas and Tulkarem.

Young people engage in their communities at different rates depending on their gender and location. Female youth participate less than male youth overall and in select activities, and female youth report lower competency levels than their male colleagues. These gender gaps challenge us to promote gender equality in the West Bank. The assessment found that improvements in 21st Century Youth Competencies correspond to enhanced self-efficacy, a key indicator for USAID's gender programming.

Youth who engage in their communities are more likely to gain employment. Assisting in an election campaign, being active in a youth organization, and participating in a skills training increase to the likelihood that a young person will be employed, either full or part-time. In contrast, almost two-thirds of youth in the West Bank lack confidence in their employment prospects.

Youth enumerators receive training on survey techniques in Ramallah in April 2014.

Youth believe in their leadership abilities but lack or fail to pursue opportunities to take the lead in their communities. The high percentage of young people who believe they can be leaders contrasts with the lower percentages of youth who participate and engage in activities that demonstrate leadership. This suggests that sufficient opportunities for youth leadership do not exist or existing opportunities fail to reach a large enough percentage of the youth population as well as disadvantaged groups.

A significant segment of youth is undecided about the benefits of participating in local youth organizations. Young people believe organizations in their community provide valuable services, yet less

than one in five youth are active in these organizations. The gap suggests that youth organizations in the West Bank lack the capacity to provide quality programming to engage young people.

INITIAL RECOMMENDATIONS

PWY intends to use the findings from the 21st Century Youth Competencies Assessment to expand educational and leadership opportunities for youth in the West Bank.[6] Specifically, the project aims to:

Promote the value of youth development programming by sharing the 21st Century Youth Competencies Assessment. PWY will disseminate findings from the assessment to its partners, stakeholders and the youth development community in the West Bank. The project will tailor its message by the audience in order to highlight relevant data, improve youth programming, build the capacity of youth serving institutions, and raise awareness of the PYD-SL approach.

The project commenced sharing the assessment in September 2014 developing briefs for YDRC partners which emphasize data-driven decision-making. The briefs combined data from the 21st Century Youth Competencies Assessment and PWY's Organizational Capacity Assessment from June 2014. They aim to assist the YDRCs with identifying the competencies which youth need and improving their capacity to provide these services. For copies, please see **Annex IV**.

Work with its partner YDRCs to understand the needs of youth in their communities and to design programming meeting those needs. PWY will work with each YDRC to raise their awareness of 21st Century Youth Competencies, the PYD-SL approach, and how the approach benefits youth in their communities. The project anticipates holding a series of workshops with the YDRCs to better integrate findings from the assessment as well as monitoring and evaluation practices into their operations. This will help the YDRCs to adapt to young people's interest in specific services and identify organizational capacities to help meet this demand.

Assist YDRCs to target disadvantaged youth for assistance. After raising awareness of youth skills and knowledge, PWY will assist the YDRCs with developing PYD-SL programs for particularly disadvantaged youth. YDRCs may choose to engage in assessments of disadvantaged groups to identify their needs and interests. For example, YDRCs may find that the participation of girls aged 14-19 in villages is particularly low. A targeted assessment could analyze if this is due to the poor timing of activities, lack of relevant activities to their lives and interest, and low levels of parental support. Based on these findings, the YDRC can design programming to assist such groups.

Target the gender gap in 21st Century Youth Competencies and community involvement. PWY will ensure its activities build on the competencies of female youth and encourage them to engage in their communities. The project will work with the YDRCs to identify specific barriers to female participation in their regions and to design activities which overcome these challenges. Female volunteers and role models will encourage female participation. In keeping with the USAID Gender Policy, these initiatives will promote self-efficacy and personal agency.

Increase opportunities for youth to build on their leadership skills. PWY will conduct training at each of the YDRCs in order to help young people become leaders and change agents in their communities. The project will also fund initiatives implemented by youth associated with YDRCs to engage and reach disadvantaged youth. These youth-led initiatives build leadership skills as well as

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[6] PWY intends to engage with partners and stakeholders to share assessment results, and anticipates that additional recommendations will emerge from these discussions.

provide opportunities for youth to engage in community service and strengthen their learning. For an infographic describing the need for such initiatives, please see **Annex VI**.

Raise awareness of the benefit of engaging in youth programming that builds 21st Century Youth Competencies. Increased competencies and participation correspond with increases in employment. The project will support the YDRCs to conduct community outreach to promote their services and programs. Correspondingly, these efforts will raise awareness amongst youth of the skills and knowledge necessary for employment, and demonstrate the benefits of civic participation and other activities in acquiring soft skills valued in the labor market.

Work with USAID and partners to develop a research agenda. Donors and stakeholders prioritize investing in the employability and civic engagement of youth in the West Bank, the region and globally. This assessment contributes substantially to the existing body of knowledge. It also points to additional and on-going opportunities to better describe how investments in youth transform the lives of young people and their long-term development outcomes. PWY and its partners will explore means to contribute to the body of research on these issues in future activities and upcoming assessments.

Youth participate in a focus group in Jericho in May 2014.

Annex I

PARTNERSHIPS WITH YOUTH:
21ST CENTURY YOUTH COMPETENCIES FRAMEWORK

OVERVIEW

Over the last two decades, educators, youth workers and policy-makers throughout the world have given increased attention to the growing youth population worldwide, and to the opportunities and challenges that this growth presents across sectors, across borders, and across youth contexts. With more than half of the world's seven billion people being under the age of thirty, communities and nations are presented with a tremendous opportunity to harness the potential of young people in ways that benefit both the individual youth and the larger society.

Doing so, however, requires more than an educational reform, or a funding shift, or a few policy decisions; supporting the development of youth's potential requires a holistic and integrated approach that involves the public sector, the private sector, funders, and civil society and youth development organizations; it requires a holistic view of young people (who are not *only* students, not *only* current or future workers, not *only* current and future citizens and leaders, not *only* family members—they are all of those and more). It requires looking both within and across sectors to identify the supports and opportunities needed to ensure that all young people are well prepared for economic, civic, and social participation.

In this document, we present a "21st Century Youth Competencies Framework" that highlights the key competencies identified through years of research, practice, and policy work. The framework draws from a wide range of perspectives: both international and Palestine-based; work done in both formal and non-formal educational contexts; and both research-based and practice-based insights. The competencies that are included cut across multiple contexts, multiple cultures, and multiple ages. They are competencies that can be developed over time, from early childhood to later adulthood; they can be developed in multiple ways, through both formal and non-formal learning opportunities. They are competencies that the research suggests are critical in the positive development of young people to become productive, happy, thriving members of their society.

What do we mean by the term, "competencies"? Broadly defined, "competencies" includes both knowledge and skills or abilities: what does a person know, or know how to do?
Competencies can be defined for a particular setting (for example, what are the professional competencies required for an electrician, or a computer programmer, or a teacher?). Or, as in

> "…A successful transition to adulthood requires much more than simply staying away from drugs, alcohol, early sexual activity, violence, and other risk behaviors…It requires that youth be equipped with a number of positive attributes and skills or competencies." (Nadeau et al., 2008)

the case of this document, competencies can be defined more broadly to include preparation for a successful and productive transition from childhood or adolescence to adulthood, as well as from early adulthood to later adulthood. This broader definition includes the knowledge and skills needed not only for economic participation ("workforce preparedness") but also for civic and

social participation, as well as emotional and physical health. It involves a holistic view of young people and an approach that incorporates flexibility to change and adapt throughout the course of one's lifespan.

This framework is intended to contribute to the ongoing conversations about youth and the supports and opportunities that will have a positive impact on their development, particularly for youth in Palestine. It can be used as a resource for youth workers, policy-makers, or other educators in thinking about how their work with young people can intentionally integrate the development of key competencies into their existing or new programs or directions. It can also be used by youth themselves, as they set goals and seek out opportunities to further their own learning and development.

The following document includes:

- Background information: why is it important to think about "21st Century Competencies" and what research or other work has been done to highlight "key" competencies?

- The Competencies Framework with an explanation of key concepts.

- "Next Steps": how might those working with or on behalf of youth use this framework to enhance their work?

An exploration and definition of 21ˢᵗ Century Youth Competencies is important for a number of reasons:

- From a youth perspective, identifying the knowledge and skills that young people need is a way to support their physical and emotional health, sense of connection to community, economic prospects, constructive civic engagement, and overall well-being. It is a way to support youth in fulfilling their own potential and living lives that bring them satisfaction.

- From a societal perspective, the discussion of competencies is equally important: what kinds of knowledge and skills do our fellow citizens need for our society to function well, thrive economically, and co-exist peacefully?

- From a global perspective, youth are a significant and growing percentage of the overall population worldwide. More than half of the world's seven billion people are under age 30. The population of Palestine, likewise, is a young one: approximately 40.4% of the total population are 0-14 years old (PCBS, 2013), and 29.8% of the population are between 15 and 29 years old (Abu Fasheh, 2013). Given this, investing in the development of competencies among youth is an important and strategic direction both for a nation's economic prosperity and for its social well-being.

This growing youth population can be a significant resource to a community and a country, when youth are prepared with the knowledge and skills they need to participate effectively in the social and economic fabric of their societies. When young people are prepared to enter the global economy, when they develop the skills and knowledge to participate effectively and constructively in their communities, when they are healthy and who know what to do to maintain and promote health, then not only is their own quality of life enhanced, but they also contribute to the quality of life for the population as a whole.

But which competencies are most important? To answer that, it is important to look at a range of perspectives (research, formal education, nonformal education and youth organizations, and youth themselves), and a range of cultural contexts (research and practice insights from local experience to global research and policy). For example, some have approached the questions from a "risk prevention" perspective (for example, how do we reduce the infection rates of HIV/AIDS among young people?), while others have focused on a "preparation" perspective (for example, how do we give youth the skills they need to become entrepreneurs?). While "prevention" and "preparation" perspectives are quite different in their language and orientation, what they share is a desire to see young people grow into adults who are productive, confident, physically and emotionally healthy, thriving individuals who can reach their potential. Likewise, this "21ˢᵗ Century Youth Competencies Framework" sees as its ultimate outcome the development of human potential.

The development of this framework is based on a review of years of research and practice insights related to positive youth development, demographic and policy reviews related to the youth population worldwide and in Palestine in particular, and conversations with young

Palestinians. The evidence from both researchers and practitioners do not lead us to one, all-inclusive, irrefutable list of youth competencies. In fact, research results are a reflection of the particular questions (or context, or population of youth) that the researchers set out to investigate. But does that mean that any list of youth competencies is simply a matter of opinion? Not necessarily.

What we find, as we look across these varied sources, are three major priorities, which are distinct but inter-related:

- A focus on youth's successful entry into and ongoing movement within the labor market.

- A focus on youth's ability to participate effectively in civil society, nation-building, and democracy.

- A focus on youth's health and well-being, which not only influences the quality and quantity of their lives, but also undergirds their economic and civic participation in their community and country.

Focus 1: Preparation for Work:

In a 2012 Study, UNESCO estimates that unemployment rates for youth, worldwide, are two to three times higher than the rate for adults. Further, the report suggests that this disparity is even greater in the Middle East, reporting that youth unemployment throughout the region is at 25%, compared to a rate of 6% for adults (UNESCO, 2012). More specifically, in Palestine, estimates indicate that 44% of young Palestinians are unemployed (in spite of relatively high levels of secondary and post-secondary education). Thus, this focus on preparing youth to enter and succeed in the labor market takes on particular importance.

Many international reports—from ILO, UNESCO, UN-DESA, the Global Compact on Learning, and others—have highlighted the importance of preparing youth to enter and continue growing within the labor market. Preparing youth for "full and productive employment" is specifically highlighted in the UN's Millennium Development Goals (under Goal One: Eradicate Extreme Poverty and Hunger).

> "…Education is not only about making sure all children can attend school. It is about setting young people up for life, by giving them opportunities to find decent work, earn a living, contribute to their communities and societies, and fulfill their potential. At the wider level, it is about helping countries nurture the workforce they need to grow in the global economy." (UNESCO, 2012, p.i)

Both youth and employers have suggested the need for more development and training in the so-called "soft skills" in order to strengthen one's ability to succeed in the labor market: competencies such as communication, teamwork, and critical thinking are essential in today's work environments. In fact, in a recent (2013) report on youth employability, The International Labor Organization concludes that in addition to the technical knowledge related to a particular work context, there are four broad categories of "core work skills" related to supporting youth's

entry into and success within the labor market: learning to learn; communication (oral and written); teamwork (including collaboration and leadership); and problem-solving (Brewer, 2013). Each of these four core areas is broken down into a list of specific skills that include both intra- and inter-personal skills (for example, interpret and communicate information, listen to understand and learn, work within the culture of the group, and solve problems independently).

A framework for 21st Century Youth Competencies, then, must include preparing youth to successfully enter the labor market and to be able to move within the labor market as conditions and jobs change. More than simply helping young people "find a job," the 21st century competencies prepare youth for productive and fulfilling work, work that draws on their strengths and abilities, along with the knowledge and skills to adapt to unforeseen changes in the labor markets of the future.

Focus 2: Preparation for Civic Engagement

Palestinian youth exhibit low rates of involvement in civic and other societal institutions, and are less politically engaged than in previous years (Abu Fasheh, 2013). Youth themselves identified the following factors that inhibit their ability to take on leadership roles in the community: "*lack of opportunities and resources*, people not accepting their ideas due to their young age, lack of team spirit, and discrimination against women" (Nance et al, 2010, p. 47, italics added).

At the same time, however, Palestinian youth are concerned about their communities, and they volunteer at high rates. These youth are finding other outlets for dialogue and action, and using social media as a forum for debate and sharing views. Thus, the data suggest that while youth are not participating in a full range of civic activities, they do care about and are involved in their communities, and want to be involved in a wider range of activities and leadership roles.

A recent (2012) global study of by UN-Habitat of more than 1300 youth-led community initiatives showed that youth in nearly 70 developing countries were actively engaged in community development and change initiatives, willing and motivated to tackle challenging and complex issues. In these initiatives, youth performed a wide range of key leadership roles; at the same time, the study showed that they needed and wanted more support to build the skills needed for effective leadership and change.

Participation in civil society is impacted by both individual and societal or cultural factors: Are youth ready and willing to participate? And, are they provided with authentic and meaningful opportunities to do so? The barriers to participation must be addressed. There is ample evidence to suggest that among youth, "political and civic marginalization can…fuel discontent" (US AID, 2012). However, unless youth are prepared for such participation, reducing barriers alone is not enough. Inversely, unless there are authentic opportunities for participation, "preparation" has little meaning.

> *"The willingness and ability to exercise [the right to vote] and other duties of citizenship are formed early in life and, once formed, tend to be durable." (The World Bank, 2007, p. 9)*

A vibrant democracy requires an informed and active citizenry, individuals who are prepared to get involved, solve problems, make decisions, and take on leadership roles. Effective participation also requires that citizens have a belief in their own efficacy and agency, and a concern for others and for the well-being of their community. A framework for 21st Century Youth Competencies must include preparing youth to participate effectively and constructively in their communities, to address the issues facing their communities and countries (which may also include constructively addressing the barriers to participation faced by youth and other marginalized groups), and to develop a sense of connection to others within their community. Moreover, the evidence suggests that this is a mutually reinforcing circle of benefit: as youth competencies increase, youth engagement increases; as youth are increasingly engaged, they have increased opportunities to develop competencies that enhance not only their civic participation, but all aspects of their positive development.

Focus 3: Preparation for Physical and Psychological Health

While economic and civic participation are both extremely important goals of a 21st Century Youth Competencies Framework, they are not the only goals. From a Positive Youth Development perspective, youth are certainly current and future citizens and leaders; but they are also unique individuals, family members, part of peer networks, and likely members of numerous other groups (educational, religious, social, etc.). The research on Positive Youth Development suggests that giving young people their best opportunities to succeed requires more than just "job training" or "citizenship education"; it requires developing caring relationships and a sense of connection to community, self-efficacy, and positive self-regard. It requires physical health. It requires skills that help youth work effectively with others, such as communication, conflict resolution, and teamwork skills. And in today's global economy and global society, it also requires skills in working across differences.

A significant and robust body of research supports the inclusion of these factors in a 21st Century Competencies Framework. Years of research and practice have demonstrated the importance of physical health as a precursor to learning and engagement; the importance of basic numeracy and literacy as a foundation for other kinds of abstract and conceptual learning; the importance of social connection as a aspect of healthy development; and/or the importance of self-confidence and self-efficacy as a companion to participation in community and work.

Groups such as Search Institute, the Global Compact on learning, Tufts University's Institute for Applied Research in Youth Development, the Forum for Youth Investment's "Ready by 21" initiative, the Partnership for 21st Century Skills, and CASEL (Collaborative for Academic, Social and Emotional Learning), among many others, have all developed more holistic ways to think about education and workforce preparedness. And, "mounting evidence holds that holistic or integrated youth programming can be particularly effective in addressing the complexities of youth people's lives." (US AID, 2012).

When a holistic approach (such as a Positive Youth Development approach) is used, we tend to see both the prevention of risky behaviors, such as drug use or early sexual behaviors, as well as an increase in "promotive" or "resilience" factors, such as longer participation in school, or

improved social and psychological adjustment (Nadeau, Cunningham, Lundberg, McGinnis, 2008). Whether looking at Search Institute's 40 Developmental Assets (which includes 20 "internal assets", or skills and competencies), or the Six C's Model promoted by Lerner and others at Tufts University's Institute for Applied Research in Youth Development, or any other number of "life skills" models, what we find is a focus on seeing the development of a young person as a process that involves multiple contexts, multiple identities, and multiple "health and resilience" factors (including physical, psychological, social and cognitive), each intersecting with and influencing the others.

When we look across these varying bodies of research and practice evidence, and across multiple cultural and organizational contexts, important themes emerge. Redundancies in results point us toward what we can consider as "key competencies": those knowledge and skill areas that are durable across contexts, cultures, and life stages, competencies that are mutually reinforcing for entering the workforce, participating in one's community, and living a healthy and fulfilling life. The 21st Century Youth Competencies Framework, thus, is not an all-inclusive list of every possible competency that might contribute to the quality of one's life, but rather those competencies that research suggests are the most critical for a productive, thriving, satisfying life and livelihood.

THE FRAMEWORK

As stated earlier, this Framework defines "competencies" broadly to include the knowledge and skills or abilities a person needs to lead a productive, fulfilling, happy and healthy life, and focuses on those competencies that cut across cultures, contexts and ages.

In the framework presented below, the 21st Century Youth Competencies are divided into four "domains", listed in the first column:

- Cognitive/intellectual;
- Social;
- Psychological/emotional; and
- Physical.

Each domain refers to a critical aspect of positive youth development (and human development in general). Certain contexts may focus on one domain more than another. For example, schools tend to focus primarily on cognitive/intellectual development, while community-based health organizations may have physical health as their main focus. When using a Positive Youth Development approach, however, all four domains are considered and integrated, even when the organization may have a particular focus on one or two domains. For example, an ICT training program for youth, while perhaps focused on cognitive/intellectual development, will also consider whether participants feel a sense of belonging (social competency) and if they are developing a positive self-regard (psychological competency) for what they can do related to the ICT knowledge and skills they are developing. In short, a Positive Youth Development approach sees youth in a more holistic way: they are individuals, but also community members; they are future workers, but also future citizens. Because the framework below is informed by the principles of Positive Youth Development, it allows for—and reinforces—a holistic approach to working with youth.

The second column describes the specific competencies related to each domain: when we talk about intellectual competency, what specifically do we mean? Again, the list of competencies under each domain is not exhaustive; rather, it includes the key competencies that arise across multiple sources and contexts. Further, the competencies within each domain overlap and connect in multiple ways: the development of one type of competency may support—or be supported by—other competencies in that domain. Likewise, the competencies in one or several domains may combine to support the development of other competencies. For example, critical thinking, problem solving and literacy/numeracy skills (cognitive/intellectual competencies), undergird workforce readiness skills, as do collaboration and communication (social competencies). Communication and conflict resolution skills (social competencies) are essential for effective leadership, as are decision-making and critical thinking skills (cognitive/intellectual competencies). It is useful, then, to understand the framework not as a checklist of distinct and separate program components or content, but rather as a guide for thinking about the development of youth activities, policies, and/or educational programs in a more integrated, holistic way.

The third and fourth columns provide examples of short- and long-term outcomes, respectively, that are related to the competencies in each domain. The short-term outcomes are framed as examples of things we might hear a young person say after participating in a particular program designed to develop those competencies. For example, after participating in a program designed to develop a sense of self-efficacy and connection to community, we would expect a young person to say (or agree with the statement), "I have the ability to make a difference in my community."

The long-term competencies are framed as specific changes we might measure after an extended period of time (well after the completion of a particular program). For example, after participating in a vocational training program, we would expect to see an increased rate of employment among participants.

The short- and long-term outcomes listed in the two columns are only a few examples of the positive outcomes associated with each domain. In fact, depending on the program's context and focus, a wide range of outcomes is possible. Further, it is not unusual to see youth experience more positive outcomes than simply those that are measured. Knowing the outcomes we can associate with each domain, and deciding which of those outcomes are the targeted outcomes for a particular program, policy or intervention is important. By defining the intended outcomes, we can develop measures to evaluate the effectiveness of our efforts to enhance that particular competency. The learning that results from these measures can both improve programs and also build the evidence for what works related to the development of 21st Century Youth Competencies.

Domain	Competencies	Examples of Short-Term Outcomes *(Youth might say...)*	Examples of Long-Term Outcomes *(We might see…)*
Cognitive/ Intellectual	Critical thinking Problem solving Decision making Planning Literacy/numeracy Academic achievement IT/media skills Vocational/ workplace readiness skills	I know how to make good decisions using the information available to me. I have the skills and knowledge I need to find and keep a job. I can use a computer for work and leisure.	Increased literacy rates Increased employment rate and earnings Increased rate of secondary school completion

Domain	Competencies	Examples of Short-Term Outcomes *(Youth might say...)*	Examples of Long-Term Outcomes *(We might see…)*
Social	Communication Conflict management Collaboration/teamwork Cross-cultural competency Leadership Ability to develop and maintain healthy and supportive relationships Connection to community	I have people in my life who care about me. I know how to solve personal conflicts. I know how to get along with and work well with people who are different from me. I have organized activities in my organization and/ or community. I feel like I belong in my community.	Evidence of collaborative projects that have positive results Increased rates of civic participation Evidence of youth leadership roles in organizations and communities
Psychological / Emotional	Self-esteem Initiative/self-direction Self-efficacy Empathy/compassion	I know what my strengths and assets are. I have the ability to make a difference in my community. I can work out my problems.	Increased rates of civic participation Evidence of youth leadership roles in organizations and communities Evidence of "helping behaviors" among youth
Physical	Healthy decision making related to nutrition, exercise, and hygiene Avoidance of risky behaviors	I know how to stay healthy through nutrition and exercise. I know how to make decisions that ensure my personal safety.	Improved long-term health indicators (e.g., longevity, absence of disease, BMI, decreased rates of alcohol/ drug use, etc.)

The 21st Century Youth Competencies, described above, are those that research and practice have found to be essential for preparing young people for economic and civic participation in their communities and country, and for supporting their development as healthy, competent, confident individuals who feel a sense of connection to others and to their communities.

Moving forward, it is important to note that while the development of these competencies is not age-dependent or context-dependent, *the development process* is influenced by both age and context. That is, the development of these competencies can begin from early childhood, and can continue throughout the span of an individual's lifetime. However, the strategies and activities used to build these competencies will need to be developed in accordance with the age range and the setting of the particular group of youth concerned. The ways that a child develops certain competencies will look different from the ways that an older adult develops those same competencies. Even among different age groups of youth (for example, 14-17, 18-24, or 25-29 year olds), the opportunities to develop these competencies can, and should, look different. A 14-year old will need different kinds of opportunities for building a sense of self-efficacy than those needed by a 29-year old. The development of workplace skills will be different for someone who has never worked than it will be for someone who is already working full-time.

For example, consider the competency of collaboration/teamwork (in the social domain). A program for 14-17 year olds might enhance their teamwork skills by offering fun leadership "challenges" where small teams of youth are required to work together to complete a task (and perhaps win a prize). A group of 18-24 year old young people might enhance their teamwork skills by organizing a project to address an issue of concern in their community. In contrast, a group of 25-29 year olds might build collaboration and teamwork skills in a workplace setting, by working together on an organization-related project goal, where issues of accountability and specific job descriptions are incorporated into the task.

Just as the strategies for developing competencies are shaped or influenced by the age range of the youth involved, so are the strategies shaped by the particular context. The way that programs and activities build a particular competency within a school context, for example, will likely be different from the way that a youth association will support the development of that same competency.

Returning to the example of building collaboration/teamwork skills, a classroom science teacher might build these skills by developing a lesson around water supply and treatment processes, where small groups of students must work together to gather samples, analyze their samples and report findings. In a youth association, collaboration/teamwork skills might be enhanced through sports or other ongoing team activities. In the first example, the key competency of collaboration is likely to be combined with other competencies, such as critical thinking or problem-solving. In the second example, the key competency of collaboration might be combined with a sense of connection to community or healthy decision-making related to exercise.

The possible combinations of competencies, and the range of activities and programs that can support the development of the competencies, is nearly endless. So how can this framework be used to enhance the development of 21st Century Youth Competencies?

Rather than using the framework to create entirely new programs, youth-serving organizations might begin by considering where the opportunities exist *within their current programs* to build 21st century competencies. For example, rather than creating a "critical thinking" program, how might we incorporate activities that build critical thinking into our sports program, or our arts program? Instead of a "communication training", how can communication skills be integrated into other (existing) offerings? How can we be intentional about developing one or more of these critical competencies as part of our current program offerings?

As one example, a youth-serving organization that offers training in media production might explore how decision making, or oral communication, or other competencies might be integrated into the media training content. While participants plan their media production, they might also learn a variety of decision-making techniques to help them navigate the multiple decisions to be made during the production process. While they raise funds needed for their production, they might learn about making developing and delivering effective presentations, thus enhancing their written and oral communication skills.

It is also important to remember that learning about a competency area is not the same thing as learning that competency. That is, *learning about* team building does not build that competency in the same way that *being engaged* in team-building activities will do. Learning "tips" for effective oral communication will not build the level of communication skills that practicing speeches or debates would do, for example. Supporting a young person's mastery of a particular competency includes—and requires—creating opportunities for them to practice and apply that developing competency in meaningful ways.

An organization seeking to integrate 21st Century Youth Competencies into new or existing programs might ask themselves:

- What are the ages of the youth who will participate in this program? What stage of life are they in, and how will that affect the kinds of content or activities we include?

- What are the opportunities or constraints of our particular context? For example, if we are working in a school setting, do we need to connect these competencies to certain curriculum requirements? If we are working in a workforce preparation program, how will we make the connection between these competencies and the work environment?

- What do the youth in our program already know about this competency? What is their existing skill level? How do we build on what they already know or know how to do?

- Where else in our organization can youth build these competencies? What connections can we make to other programs or activities to reinforce the learning in this particular domain or competency?

While a 21st Century Youth Competency Framework—a framework that requires a holistic, long-term, multi-context approach to supporting youth development—may seem daunting, it does not necessarily require new programs, or new policies, or even new funding. It requires, more than anything, a new approach: one that sees youth as resources rather than as problems. It requires seeing youth not only as tomorrow's contributors to the labor market, but also as today's members of and contributors to their families, communities and the larger global society. As the youth population in Palestine and throughout the world continues to increase, this shift in approach becomes increasingly important, for the benefit of both the youth and their society. It is our hope that this Framework can serve as a reference for programs, educators, and policy-makers to integrate these 21st Century Competencies into their work, and by doing so, to further enable young people to contribute economically and civically, and to thrive as individuals and members of their communities.

Submitted by Carole MacNeil, Ph.D.
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Annex II

This is the methodology developed by the Award World for Research and Development (AWRAD), the third-party research institution which implemented data collection for the 21st Century Youth Competencies Assessment.

Methodology

The preliminary proposed methodology for this assessment adopts a mixed-methods approach to data collection, utilizing any existing quantitative data gathered by PwY, along with any existing literature. This will be supplemented by qualitative and quantitative data gathered during field-based research in the form of in-depth interviews, focus groups, and a representative survey of youth between the ages of 14-29 in the West Bank.

Preperations

a. **Initial meeting with PwY team and Youth Development Assessment Expert:** This meeting will serve to consult and agree on the final conceptual and analytical framework, present AWRAD's role and implementation plan in the process, gauge PwY's and the Youth Development Assessment Expert expectations regarding the assignment, and preview potential set of thematic areas and indicators.

b. **Desk and Literature Review:** During the initial briefing with PwY and PwY Youth Development Assessment Expert, the evaluation team will identify essential documentation required to provide an overview, including: its needs, aims, activities, grantee organizations, operating context, approach, performance measurement indicators, and review of previous evaluation reports of similar endeavors such as the "Evaluation of the Palestinian Youth Empowerment Program (RUWWAD)" of 2011.

Importantly, AWRAD team will conduct a careful review of background literature on the PwY program, including documents provided by IREX, along with additional documentation gathered by the research team through desktop research. These documents will include any PwY project material such as project briefs, and current data on youth in the West Bank and Gaza. The results of the literature review will provide a solid based for the following phases of the assessment.

Finalization of Evaluation Methodology

Key assessment themes and questions[1] will be reviewed with PwY and the Youth Development Assessment Expert and the scope of the assessment precisely determined. A rapid analysis with PwY and PwY's Youth Development Assessment Expert team will be carried out to identify sources of information and discuss guidelines developed for the appropriate categories. A final and detailed assessment methodology, sample, work plan with milestones will be submitted to the PwY team and Expert for their review and approval.

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[1] An initial proposed questionnaire and themes are proposed in Annex 1.

The PwY has 3 established indicators: (1) Change in youth participation and engagement as a result of the program, (2) Change in 21st century youth competencies as result of the program. During the design of this assessment, (3) gender and youth, the research team will work hand in hand with PwY and the Youth Development Assessment Expert to develop on those two indicators. AWRAD will use these 2 indicators to build a comprehensive Assessment Instrument that can be used for this assessment and future assessments. AWRAD will ensure the relevance of the questions and their flexibility and sustainability for use in future assessments.

Data Collection

In order to provide a comprehensive and deep evaluation of the degree to which the program has achieved its objectives and desired results the following data collection methods are to be used.

Quantitative Data Collection: Youth Survey

The qualitative data collection methods will include a rapid assessment of need, priorities and aims of IREX/PwY and their main partners. Semi-structured interviews with a variety of stakeholders who have been involved with PwY, focusing specifically on activities that have taken place in the past year, on current gaps in the youth development sector, and future aims. The primary stakeholder groups AWRAD proposes for interviews includes the six general categories: (1) IREX/PwY staff; (2) Supreme Council for Sport and Youth Affairs; (3) Current 3 YDRC board members and staff; (4) Current and potential nongovernmental partners (5) Current AC board members, staff and volunteers, (6) Potential youth beneficiaries.

1. **In-depth interviews(Rapid Assessment)**

   8 *in-depth semi-structured interviews* will be conducted with IREX/ PwY staff along with an identified set of government and private sector partners. This would be conducted as part of the preparatory phase to rapidly assess the priorities, needs and vision of IREX PwY and its partners. This will also be conducted with aim of reaching a comprehensive questionnaire that cover the full scope of this assignment. The interviews will be a primary data collection tool to be used to provide broad based overall qualitative data on youth needs and priorities. These interviews will be useful in expanding the questionnaire to explore issues not generally discussed in a group setting generating data in a non-standard form.

Survey Sample Design

Overview

For the planned youth survey, our sample selection procedures conform to the most advanced, internationally-accepted statistical methods. The sampling framework is based on the latest Palestinian Census (2007), updated annually by the Palestinian Central Bureau of Statistics (PCBS). The quality of our sample is also guaranteed through the involvement of two of the most prominent statisticians in the country (Dr. Hassan Abu Hassan- Head of the Statistics MA Program in Birzeit University, and by our Project

Expert Statistician, Mr. Ayoub Ayoub). The following process is employed for the selection of a specialized sample of youth in the West Bank:

- **Regions:** As requested in the RFP the West Bank youth will comprise the sample population.
- **Place of residence:** Urban, rural, and refugee camps are represented proportionally; based on the definitions adopted by PCBS, urban communities comprise 68 percent of the sample, while rural areas comprise 24 percent and refugee camps 8 percent[2].
- **Districts:** Each district is allocated a number of questionnaires proportional to its population size, while distributing these questionnaires on a sample of communities (as listed in the table below).
- **Primary Sampling Units (PSUs):** Each community is divided into primary sampling units utilizing existing maps that detail neighborhoods, streets, and housing units. Each PSU has an average of 100 households. The sampling frame will consist of 150 PSUs in all West Bank districts.
- From each PSU, households are selected using a systematic random sampling counting process, employing fixed intervals (1 out of 10). An <u>average</u> of 10 households will be sampled per PSU providing for a total net sample of 1,500 households.
- **Kish Table:** When inside the household, researchers utilize a Kish table - attached to the first page of the questionnaire- to determine the young person to interview (including the cohort of 14-29 years old). The Kish table is an internationally-agreed probability random method of selecting members for interviews. The random numbers determines which youth in the household should be interviewed.

Rank according to age	14-29 years (start with the oldest)	Age	# of Household									
			1	2	3	4	5	6	7	8	9	10
1			1	1	1	1	1	1	1	1	1	1
2			1	2	1	1	2	1	2	1	2	1
3			3	2	1	3	2	1	3	2	1	3
4			4	3	2	1	4	3	2	1	4	3
5			5	4	3	2	1	5	4	3	2	1
6			6	5	4	3	2	1	6	5	4	3

- Our sample is **self-weighing** and ensures the proportional representation of age, education, marital status, occupation, income, employment sector, refugee status, in

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[2]The distribution of the population (2013) per type of place of residence and per community might be found on the following PCBS link: http://www.pcbs.gov.ps/site/803/default.aspx

addition to gender and geography. The only exception is the sample per district, where we intentionally allocate a minimum of 100 questionnaires per district to guarantee sufficiency of analysis. The sample for each district will be weighted to guarantee proportionality and representation as per PCBS data.

Randomization

Randomization is guaranteed as the PSUs are used to determine the number of households for the enumerator. Following that, the enumerator employs a Kish table (a table of random numbers) to determine which person to interview. Our sample is a multi-layer probability sample. This combination of PSU's and Kish table creates a sequence of random interviews whose outcomes do not follow a deterministic pattern, but follow an evolution of probabilistic distribution. Randomization is guaranteed through a system of checks and balances culminating in a sample that is comparable to the latest PCBS population data.

The aforementioned criteria guarantees that our sample is **random, non-biased, and representative** of the West Bank at the governorate level and across age, education level, marital status, occupation, income, employment sector, refugee status, gender, and geographic nature. The proposed household-to-household approach guarantees randomness and representativeness. It also allows for proper quality control. Based on past experiences and on literature reviews, targeting youth hubs, such as universities, high schools, or youth clubs will not guarantee yield a randomness and representativeness. The samples tend to be pre-deterministic and yield highly concentrated results with relatively low variance and higher representation of more educated, affluent and active youth.

In terms of cultural and legal sensitivities of the age group 14-17 (children), internationally-agreed ethical considerations will be adopted. As children, they clear consent in coordination with their parents will be sought. They will be provided with the most comfortable setting of their choice to ensure that they are not exposed to any undue pressure from any part including the enumerators. AWRAD will utilize its manual *"AWRAD's 99 Interview Scenarios"* to train enumerators to address a variety of possible circumstances. This will take into consideration the need to make sure that youth are interviewed within an environment that is conducive to freedom of expression. The enumerators will be trained empower youth within the social and household context by stressing the importance of their opinion to the determination of needs and priorities of the youth population. The training will focus on marginalized youth ensuring their privacy and confidentiality with extra attention to gender differences. Female youth will also be fully represented in the sample. To make sure that they feel comfortable about participation, 90 percent of our enumerators are female. To accommodate the needs of university students and working youth, and to guarantee their representation, we will ensure that household visits are carried out during the weekends and the later afternoons.

Sample Framework

The sampling frame used is an electronic list of all the localities in West Bank including the Jerusalem Governorate. The 2007 Population and Establishment Census is used by

PCBS as the foundation for deriving the 2013 population estimates. The sampling frame consists of localities classified into three categories: urban, rural, and refugee camp. It is also classified according to population size. The following table presents a typical self-weighting sample obtained by AWRAD through its regular polling.

Sample Size
Our proposed total sample size will yield a 2.8 percent margin of error:

- *Sample Size: 1500*
- *Districts: 11 Governorates*
- *Locations: 68 communities and 150 PSUs*
- *Gross number of questionnaires: 1,550*

The total gross sample to be approached is estimated to be 1550, taking into consideration an anticipated non-response rate of less than 3.3 percent.

For the purposes of this assessment, each district will be allocated a minimum number of questionnaires (100); additional questionnaires will be allocated based on population size. This will guarantee that we have a sufficient number of questionnaires for analysis per district. For the total sample analysis, the sample will be weighted to take into consideration the true population size per district.

Sample Distribution
The detailed sample distribution is presented in the following two tables:

Table (1): Sample Distribution: (Corresponds to population data from the PCBS)

Gender	%
Male	48.5
Female	51.5
Youth Population in the West Bank	Total Mid Year 2014
14-19	398459
20-24	279033
25-29	217645
Residence	**%**

Urban	68	
Rural	24	
Refugee Camp	8	

Table (2): Sample Distribution per governorate and community

Governorates: 11

Total # of Questionnaires: 1500 (Net)

Sample Distribution: West Bank (North)

# of questionnaires	City	Community #
Jenin District : 150		
60	Jenin city	**1**
10	Ya'bad village	**2**
10	Kufur dan village	**3**
10	Al Zababdeh	**4**
30	Jenin refugee camp	**5**
10	Seelet Thaher	**6**
10	Qabatyeh	**7**
10	Kufur Qud	**8**
Toubas District: 100		
60	Toubas	**9**
20	Aqqaba	**10**
20	Tayaseer	**11**

Tulkarem District: 150		
60	Tulkarem	**12**
20	Anabta	**13**
20	Deir Al Ghsoun	**14**
20	Zeita	**15**
30	Nour Shames refugee camp	**16**
Qalqilya District: 100		
55	Qalqilya city	**17**
20	Azzoun	**18**
25	Jayous	**19**
Salfit District: 100		
60	Salfit	**20**
20	Kifel Hares	**21**
20	Kufr Deik	**22**
Nablus District: 150		
60	Nablus city	**23**
18	Sara	**24**
18	Qabalan	**25**
18	Aseera Al Shamaliya	**26**
16	Beta	**27**
20	Balata refugee camp	**28**

West Bank (Middle):

# of questionnaires	City	# Location
Ramallah & Al Bireh District: 150		
28	Ramallah city	**29**
30	Al Biereh city	**30**
26	Al Amari refugee camp	**31**
10	Ein Yabroud	**32**
10	Beet Liqya	**33**
12	Bitunia	**34**
10	Jaba'	**35**
12	Safa	**36**
12	Silwad	**37**
Jerusalem: 150		
7	Anata	**38**
7	Hizma	**39**
7	Bet Hanina	**40**
8	Ram	**41**
30	Old City	**42**
7	Shufat	**43**
9	Ras El amoud	**44**
9	Shek Jarrah	**45**
9	Beit Dokko	**46**

29	Abudees	**47**
28	Shu'fat refugee camp	**48**

Jericho District: 100		
37	Nowema & Duyouk	**49**
53	Jericho city	**50**
10	Jericho Refugee Camp	**51**

West Bank (South)

# of questionnaires	City	# Location
Bethlehem District : 150		
57	Bethlehem city	**52**
16	Al khader	**53**
16	Al Douha	**54**
17	Artas	**55**
17	Nahaleen	**56**
27	Al Dheishe refugee camp	**57**
Hebron District: 200		
11	Tarqoumiya	**58**
76	Hebron City	**59**
11	Beet Ummar	**60**
11	Dura	**61**
10	Soureef	**62**

11	Kharas	**63**
11	Nouba	**64**
10	Beit Oula	**65**
11	El Shyoukh	**66**
19	Al Fawwar refugee camp	**67**
19	Al Aroub refugee camp	**68**

Quality Control Measures: AWRAD Quality Control Guarantees

Field supervision and monitoring are possibly the most vital components of conducting survey research. To ensure that sampling, interviewing and other fieldwork procedures, stipulated in the research protocols, are conducted with the highest standards of quality, AWRAD invests heavily in supervision and monitoring.

"Another area in which AWRAD excels is data collection. The checks, double checks and triple checks done by and to their data collectors exceeds the checks done by any other firms around the globe.[3]"

The monitoring procedures implemented by AWRAD can be summarized in the following fashion:

- Quality control measures include verification of: the fact that the interview took place, proper application of the sampling plan in selecting the respondent, the approximate duration of the interview, the proper administration of the various sections of the questionnaire, and the interviewer's general adherence to professional standards.

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[3] American Viewpoint, *Independent Assessment of the Arab World for Research and Development (AWRAD),* January- February 2011.

- AWRAD appoints only the most qualified field researchers (after all the best monitor of a researcher is him or herself). The recruitment process is strenuous, and applicants must go through a long-term selection process. AWRAD not only seeks to appoint skillful field researchers, but also looks for human and professional qualities (honesty, discipline, hard work, tolerance, etc.). A long term and stable relationship with the field researchers helps in ensuring only the best are on board, and AWRAD works very hard to build mutual trust and respect.
- AWRAD appoints one supervisor-monitor per four localities.
- Monitors follow up the work of field researchers all during the workday. They make sure that all researchers are in the field on time and that they are following the research protocol as stipulated in written form.
- Monitors help field researchers resolve problems that they possibly face.
- Monitors make monitoring walks after the researchers in the field; they visit between 10-20 percent of the households interviewed earlier. The rates will be adjusted according to the nature of the research and needs of the client.
- A telephone monitoring system is in place. Regional monitors, as well those located in Ramallah central operations, follow up on the work of the researchers by phone. For each questionnaire, we ask the respondents to provide their phone number for follow-up purposes, while preserving their anonymity. Over 80 percent of the respondents provide us with their phone/mobile numbers. Our monitors select random numbers and call their owners to ensure that the work was done properly.
- Every researcher carries a field log in which they record relevant information on what happens in the field, such as callbacks. The log includes a map of the relevant primary sampling unit with the selected households marked. The supervisors regularly check these.
- Other monitoring methods include analysis of time management; as for each questionnaire researchers are required to fill in their starting and ending time for each interview.
- Statistical methods are also utilized to monitor consistency.

Data Entry

AWRAD will make sure to use the professional data entry methods in accordance with the following steps: (The IREX team will be informed of each step ahead for approval).

Data File Preparation

- All information derived from the surveys will be entered into an SPSS Data file and saved in an ASCII Format, in preparation for data cleaning and processing.
- Coding: A codebook will be prepared in conjunction with the questionnaire and entered into an SPSS file.
- The qualitative data will be transcribed word by word.

Data "Cleaning" and File Checking

The survey data requires additional data checking and "cleaning." All data correction sheets are reviewed and interview information corrected, as necessary, by professional coding staff. Following this, an additional series of checks are performed by means of a specially designed cleaning program that will scrutinize each questionnaire for internally inconsistent information.

SPSS Files

After data coding, entry, and cleaning AWRAD will provide a SPSS book of all the data.

Data Tabulation

The data will be processed and analyzed through SPSS, a statistical computer program that is able to detect illogical answers and other inconsistencies. At the conclusion of this process, a clean data file is prepared and from it detailed statistical tabulations are produced. These tabulations display the results of each survey question across a set of regional and demographic subgroups of the population, and form the basis from which field data analysts prepare and present survey results in reports and press releases. If further analysis is required, we will utilize SPSS for data analysis and tabulations, and for drawing inferences about the target populations. Analysis of variance will also be done using STATA software to provide an evaluation of the precision of the statistics produced. The present sample is designed to reflect the views of all individuals (age 14+) nationwide and by region (North/Middle/South of the West Bank), and also by geographical spread (urban/rural). AWRAD will provide tabulations, breakdowns, and cross tabulations of all demographic information: region gender, age, income, education, employment, work sector, and any other breakdowns or tables deemed necessary.

2. **Focus groups**

Youth Beneficiaries: As Table 1 shows, 11 focus groups will be organized in all 11 governorates of the West Bank. 2 individuals (a member of YDRCs and a member of ACs) from the current 3 target locations will be invited. Moreover, current youth groups, clubs, and leaders will be identified and invited. The group dynamic allow for more discussion and consequently, more in-depth feedback. The discussion guidelines will reflect the themes and questions of the evaluation and compliment the quantitative data[4]. They will be submitted to PwY Team and Expert for approval. A participatory approach will be employed in these focus groups encouraging participants to freely share their experiences and opinions. These groups will be the basis for data collection and analysis by the youth themselves. Tentative guidelines are provided in Annex 1.

Table 1: Distribution of Focus Groups

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[4] Focus Groups Themes: Annex 1.

Group	Governorates	Number of Participants	Location of Focus Group
1	Bethlehem	8-12	Bethlehem
2	Ramallah and Al-Bireh,	8-12	Ramallah & Al-Bireh
3	Nablus	8-12	Nablus
4	Hebron	8-12	Hebron
5	Jericho	8-12	Jericho
6	Jerusalem	8-12	Jerusalem
7	Qalqilya	8-12	Qalqilya
8	Salfeet	8-12	Salfeet
9	Tubas	8-12	Tubas
10	Jenin	8-12	Jenin
11	Tulkarem	8-12	Tulkarem
Total	**11**	**88-120**	

In-depth interviews' data and focus groups will be transcribed and will be utilized in the analysis. The date will be classified, categorized and properly presented.

Assist with Analysis and Synthesizing of Findings

The collected qualitative and quantitative data will then be organized, analyzed and used to answer the evaluation questions. Interviews, focus groups will be transcribed. Data from the surveys will be coded and entered into a specially designed SPSS database that mirrors the tool used in the survey. The tables generated will be analyzed together with transcripts from interviews and focus groups. AWRAD will make sure to engage PwY staff and the Youth Assessment Development Expert in all phases and keep them updated through the oral and written progress reports. As required in the TORs, AWRAD's Expert will provide support for the PwY Youth Assessment Development Expert in data analysis.

21ˢᵗ Century Youth Competencies

Preliminary Assessment Findings

Partnerships with Youth – Youth Assessment

- Baseline assessment of 21st Century Youth Competencies
- The skills and experiences necessary to prepare young people for economic, civic and social participation
- Mid-line and final evaluations will measure PWY's impact
- Conducted in partnership with Arab World for Research & Development (AWRAD)

The challenge….

aka: Finding the "So What…..?"

- How do youth development practitioners <u>justify investment</u> in youth programming when the "outcome" is on a long-term trajectory?

Drawing on a global knowledge base

Research – mostly in the U.S. – has found that:

- A broad set of cognitive and social-emotional skills influence academic achievement, positive social behavior, and adjustment for youth across cultures and countries. *

- Cognitive skill development and "non-cognitive skills such as perseverance, motivation, risk aversion, self-esteem and self-control are strongly predictive of life outcomes"** including labor-market outcomes (employment, earnings, etc.), family life, conflict resolution, civic engagement, and health behaviors.*

- More needs to be known about what the most valuable skills outcomes are for youth in developing countries.*

*   USAID: State of the Field Report: Holistic, Cross-Sectoral Youth Development. February 2013.
**   USAID Youth in Development Policy: Realizing the Demographic Opportunity. October 2012.

PWY's 21st Century Competencies Framework

- Developed by expert consultant, Carole MacNeil, with Palestinian youth, *customized* for context.

- Guides PWY's Youth Assessment

Domain	Competencies	
Intellectual / Cognitive	Critical thinking Problem solving Decision making Planning	Literacy/numeracy Academic achievement IT/media skills Vocational/ workplace readiness skills
Social	Communication Conflict management Collaboration/teamwork Cross-cultural competency	Leadership Ability to develop and maintain healthy and supportive relationships Connection to community
Emotional / Psychological	Self-esteem Initiative/self-direction	Self-efficacy Empathy/compassion
Physical	Healthy decision making related to nutrition, exercise, and hygiene	Avoidance of risky behaviors

Assessment

- 1500 youth surveyed in 11 governorates of the West Bank
- 119 youth participated in focus groups
- 10 key individual interviewed
- 35 youth enumerators conducted the survey

Methodology

- Mixed methods
  - Survey (quantitative)
  - Focus group (qualitative)
  - Interviews (qualitative)

- Representative sample size
  - Probability Sample: random, every unit has same chance of being selected
  - Stratified per the Palestinian Census by Palestinian Central Bureau of Statistics
  - Quality controls: survey monitors, phone call follow-up, and statistical tests

- Ethical Principles applied when interviewing youth
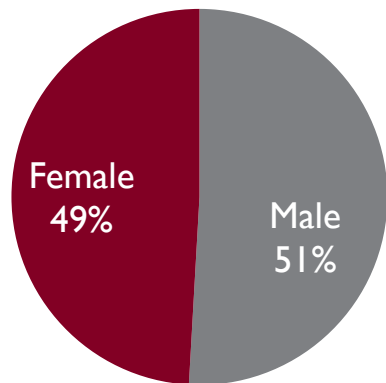
- 2.8% margin of error & 95% confidence level

Data Constraints

- Self-reporting means possibility of "socially correct" answers
- What is the difference between "Agree" and "Strongly Agree" responses?
  - In behavioral questions
  - In attitudinal questions
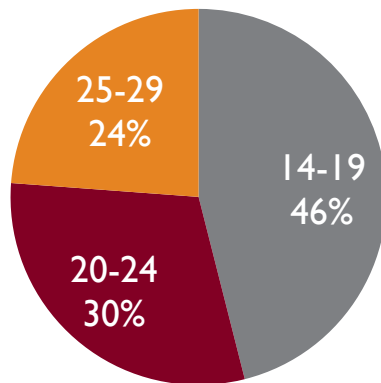- Many competencies exceed the scope of the project

Sample Distribution

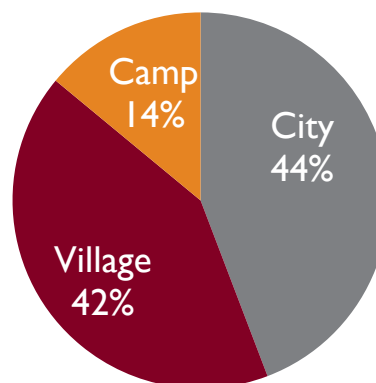- Stratified according to the Palestinian Central Bureau of Statistics'
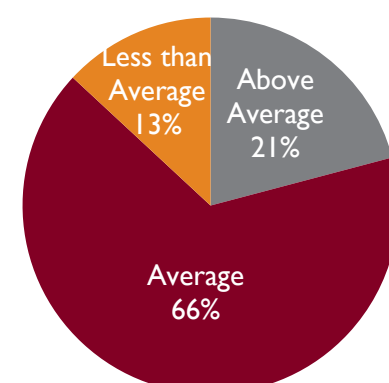

Gender — Female 49%, Male 51%

Age — 14-19 46%, 20-24 30%, 25-29 24%

Residence — City 44%, Village 42%, Camp 14%

Income — Above Average 21%, Less than Average 13%, Average 66%

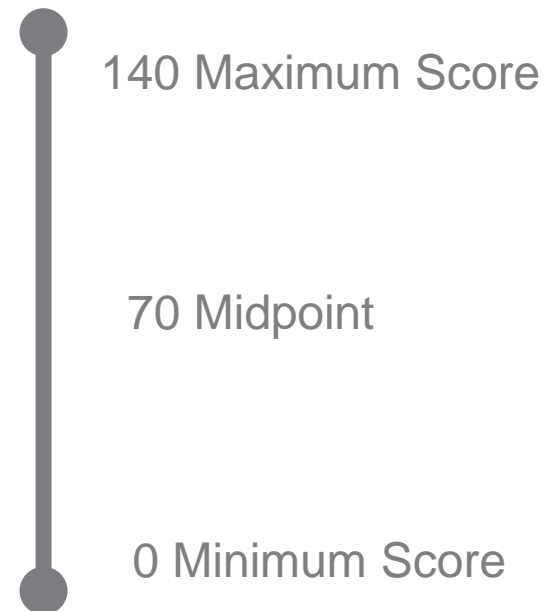# Competencies

- 7 questions for each competency:
  - intellectual
  - social
  - emotional
  - physical fitness
- 28 questions in total
- Analyze each question, or
- Create an index to compare overall levels
    - 0 = Don't Know
    - 1 = Strongly Disagree
    - 2 = Disagree
    - 3 = Neither Agree nor Disagree
    - 4 = Agree
    - 5 = Strongly Agree

140 Maximum Score

70 Midpoint

0 Minimum Score

Index

- Higher scores represent higher levels of competencies

Competencies Index by Gender
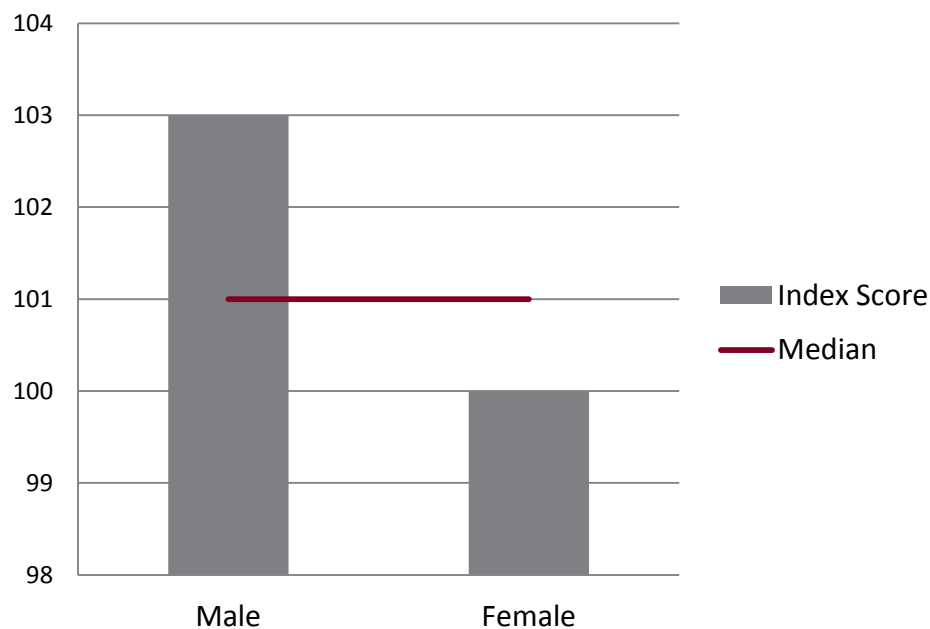
Competencies Level by Residence
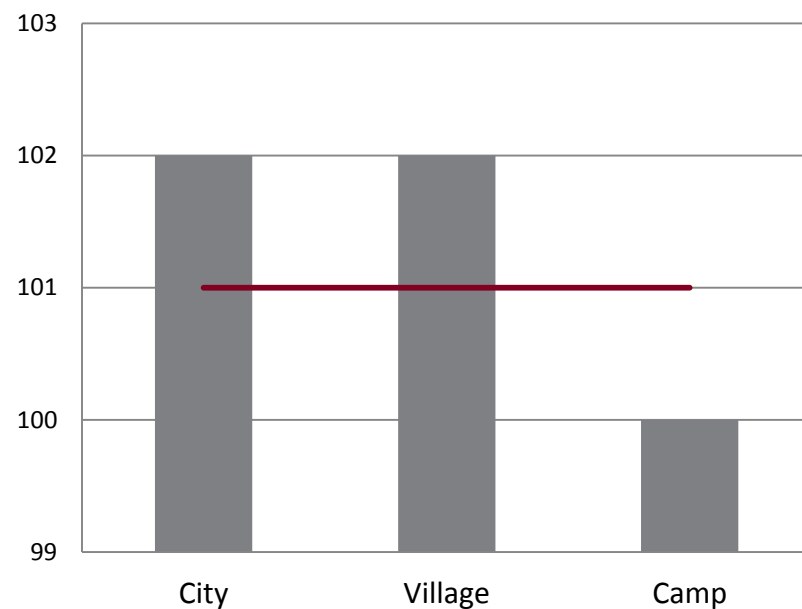
Index

Competencies Index by District
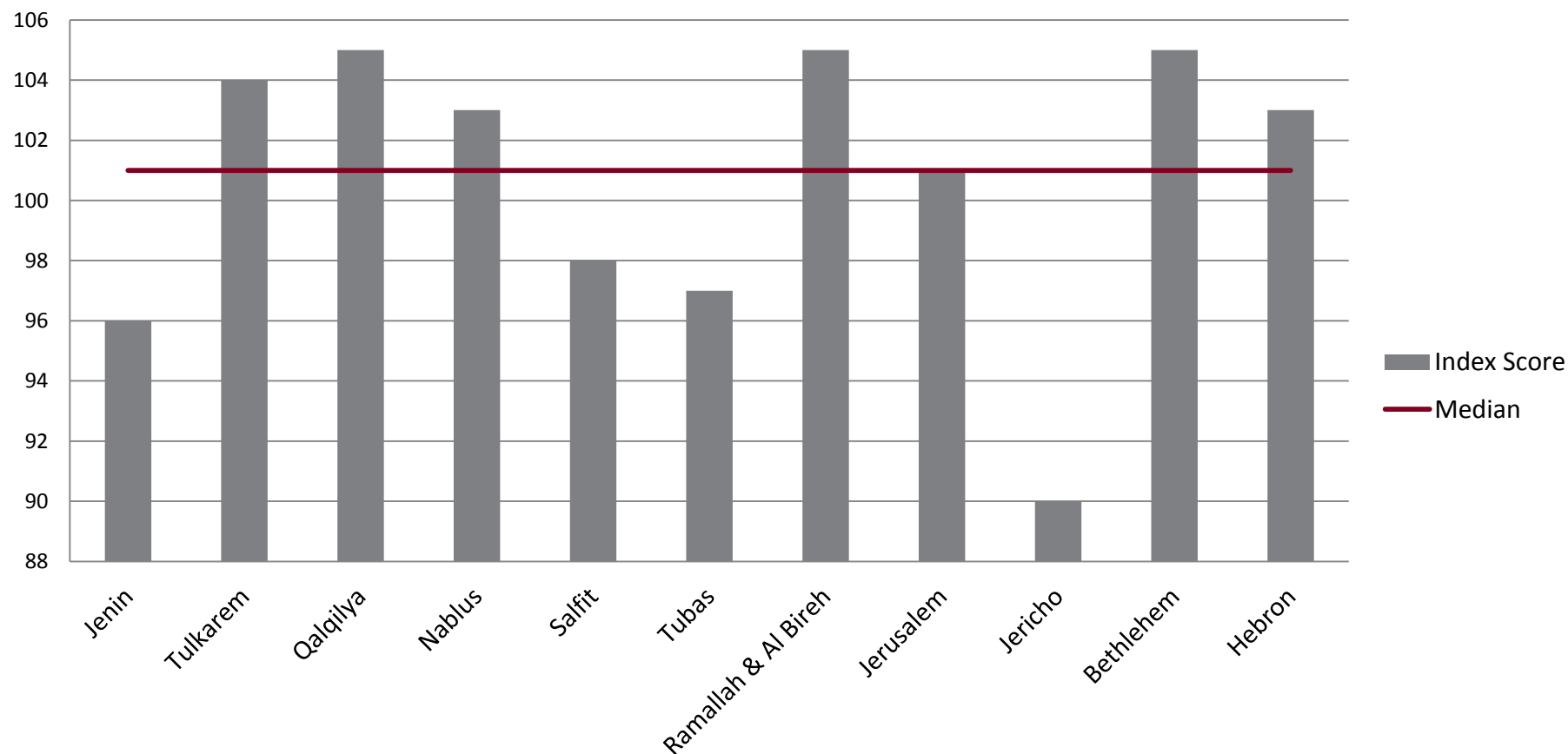
Comparison

- Index of each competency

Comparison of Competencies
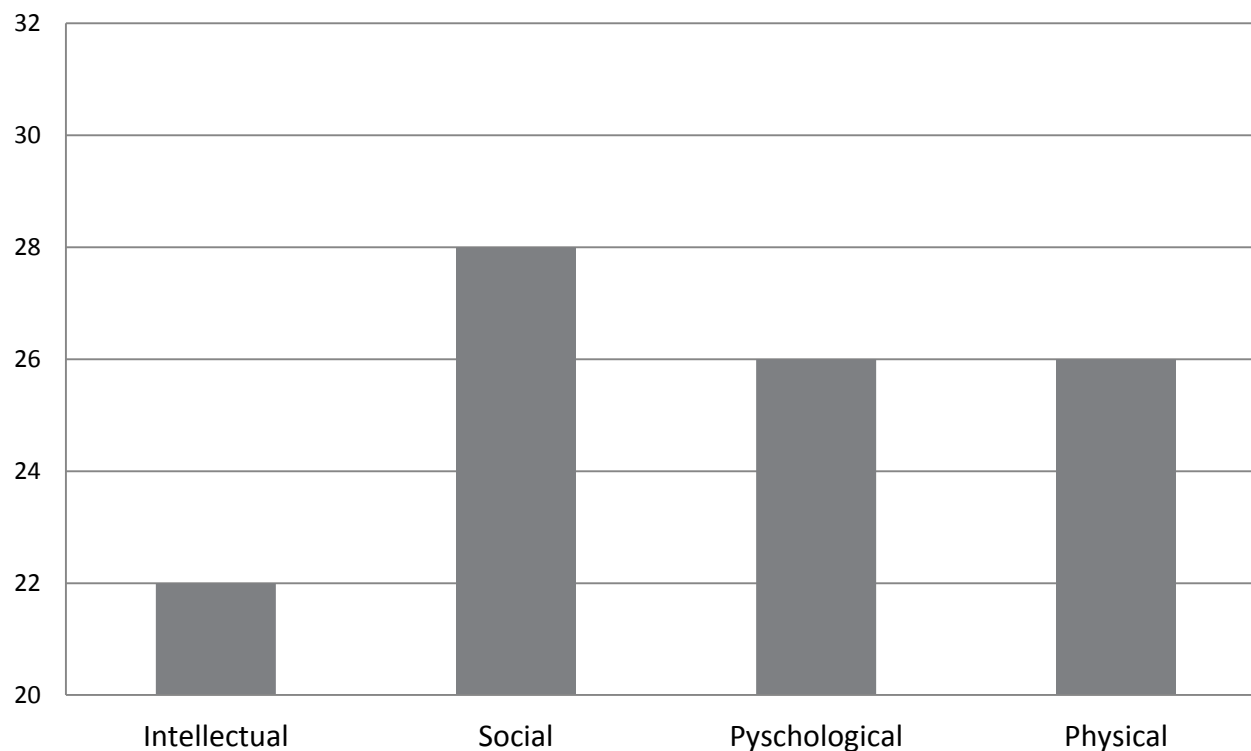
Competencies Distribution

- Enhanced youth competencies will shift the normal curve to the right, allowing for PWY to measure impact

Histogram

Mean = 101.05
Std. Dev. = 14.84
N = 1,471

21st Century Competencies Index: Higher score is more competent
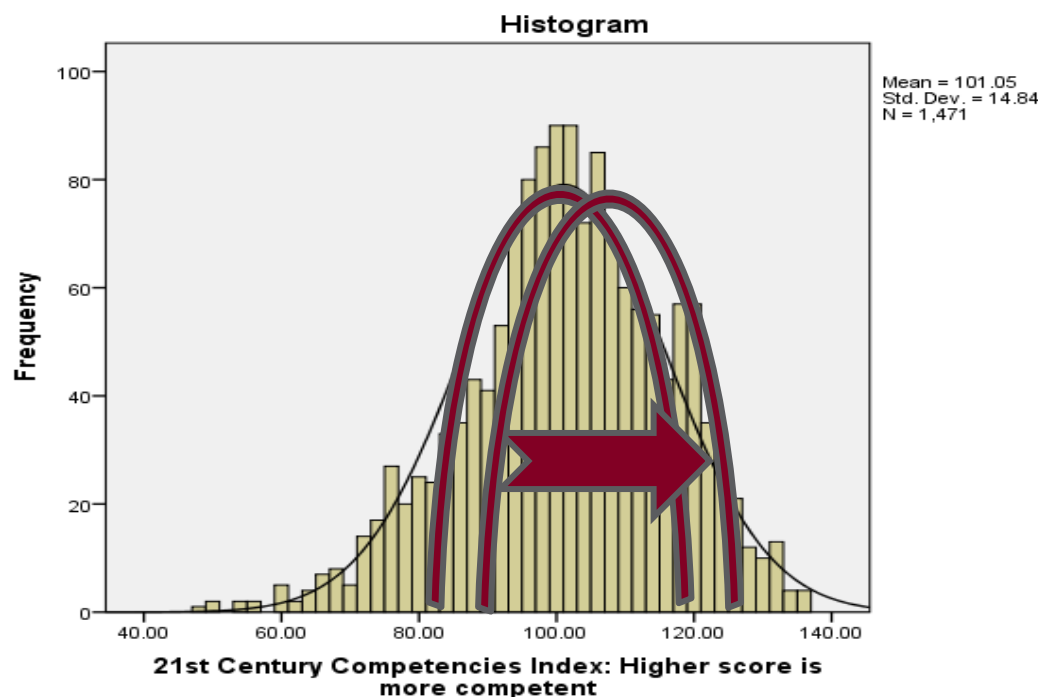
Youth Organizations

- Fewer youth participate in youth orgs than know about them

48% of youth agree they are accessible

38% agree they provide needed services

…Gap...

21% are a member

19% are active

Youth Organizations

- Over 25% of youth are undecided about youth organizations
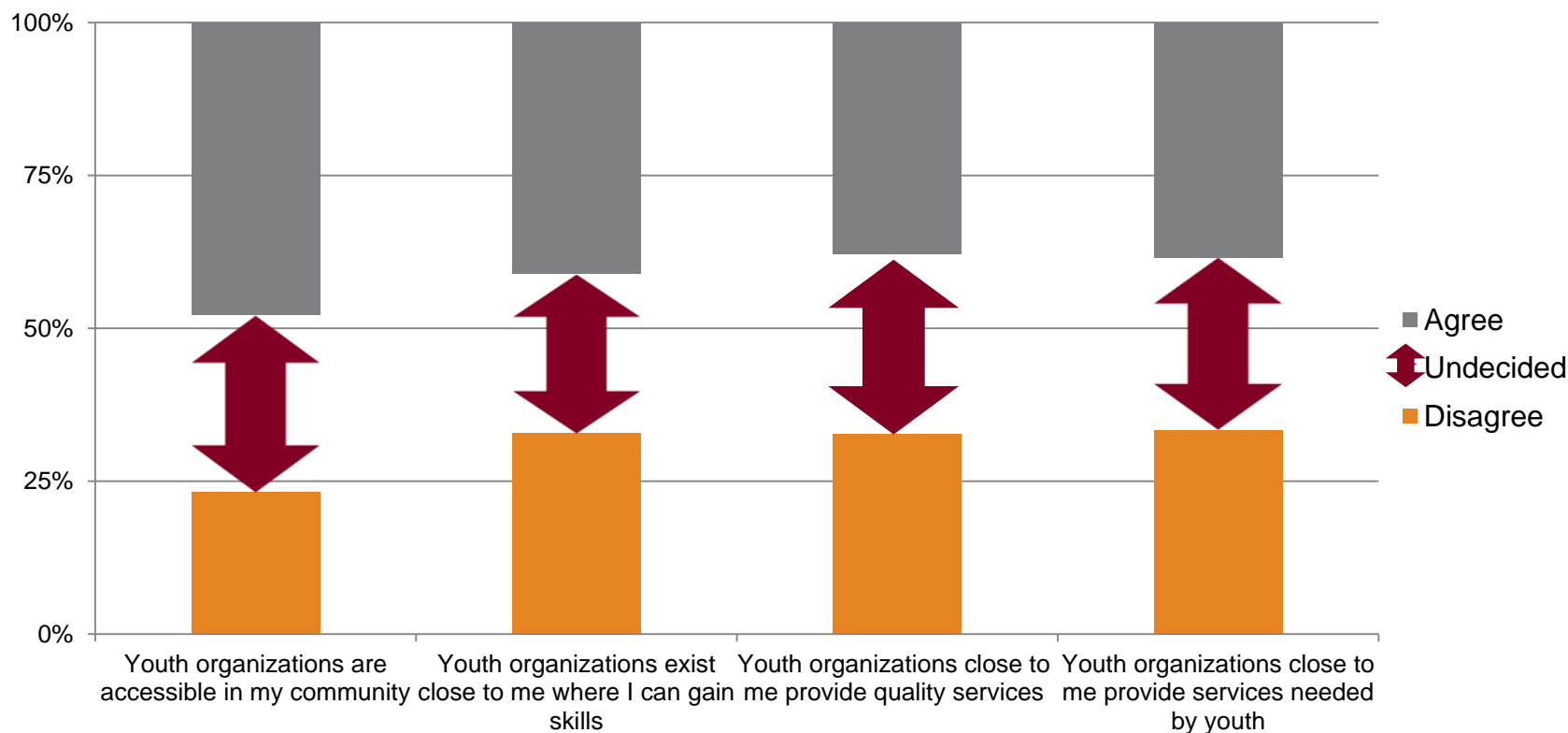
Employment & Youth Orgs

- Involvement in youth organizations correlates to higher confidence in job prospects

Do you feel confident that you will find a job?

Yes 39%

No 61%

By active in a youth org.

No
Yes
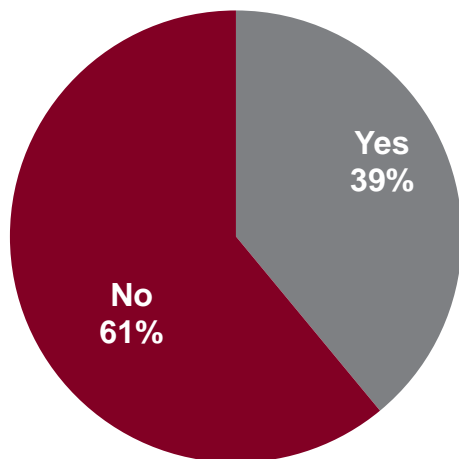
Active at a Youth Org   Not Active at a Youth Org
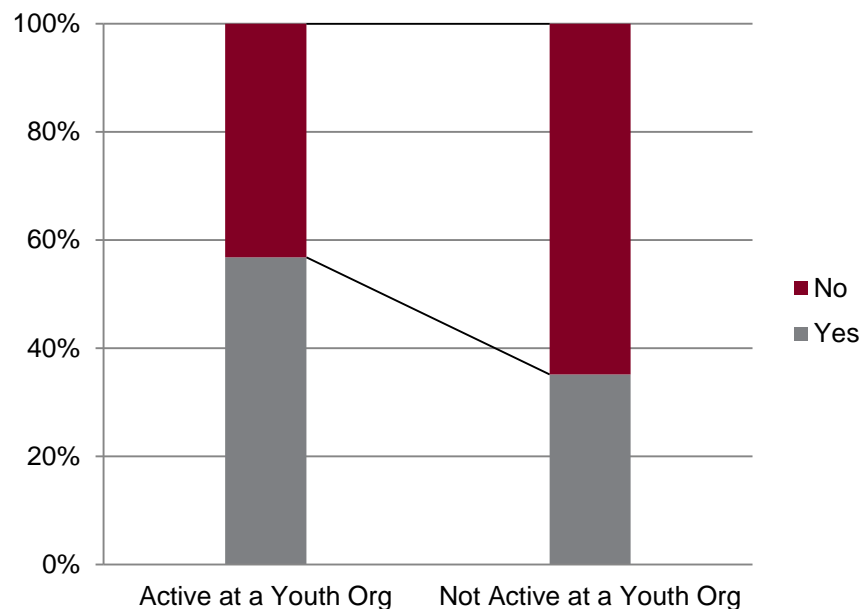
Leadership

- Youth see themselves as leaders in their communities

85% feel they belong in their community

75% feel confident in a leadership role

61% feel they are an asset in their community
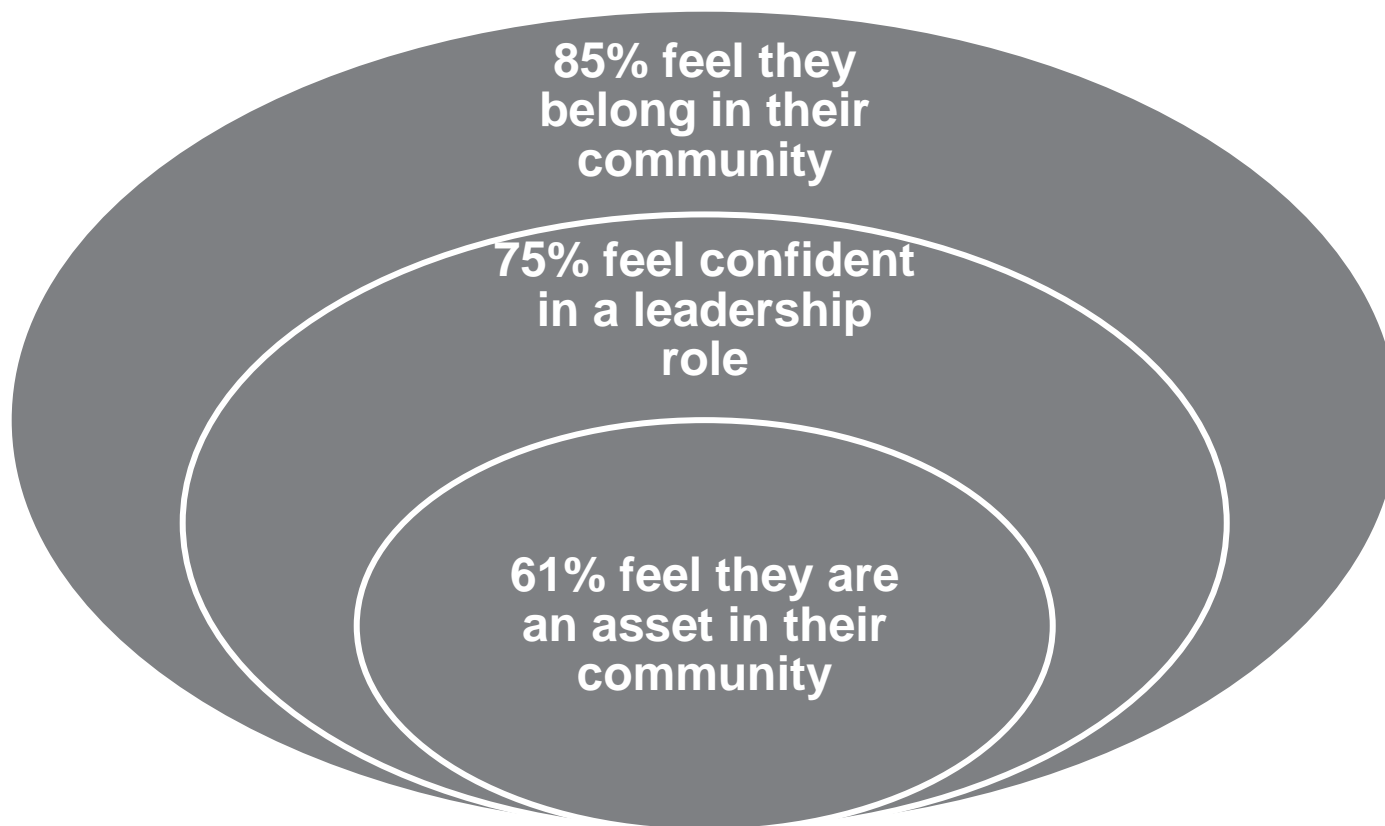
Employment Skills

- Over 30% of youth are unsure if they have the skills and knowledge necessary for employment

"I have the skills and knowledge I need for a job"
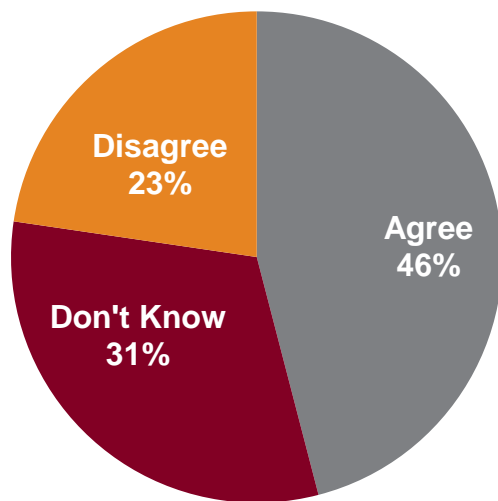
Disaggregated by Gender
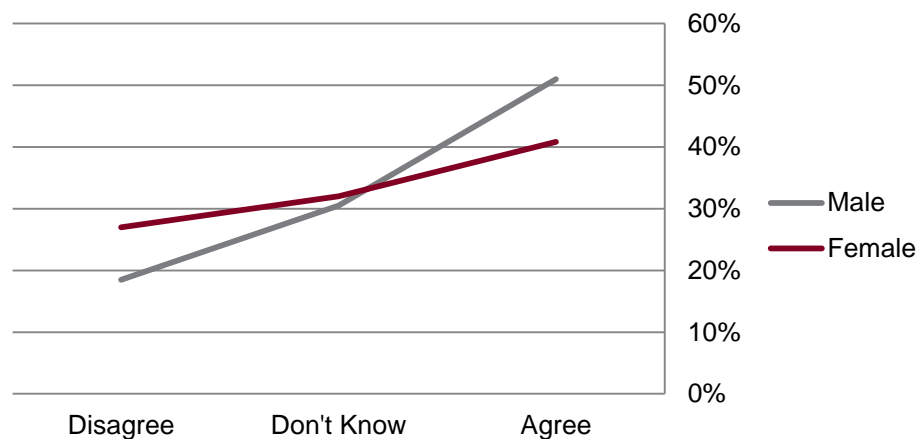
Employment Skills

- Youth know how to use a computer for school and leisure but less so for work.
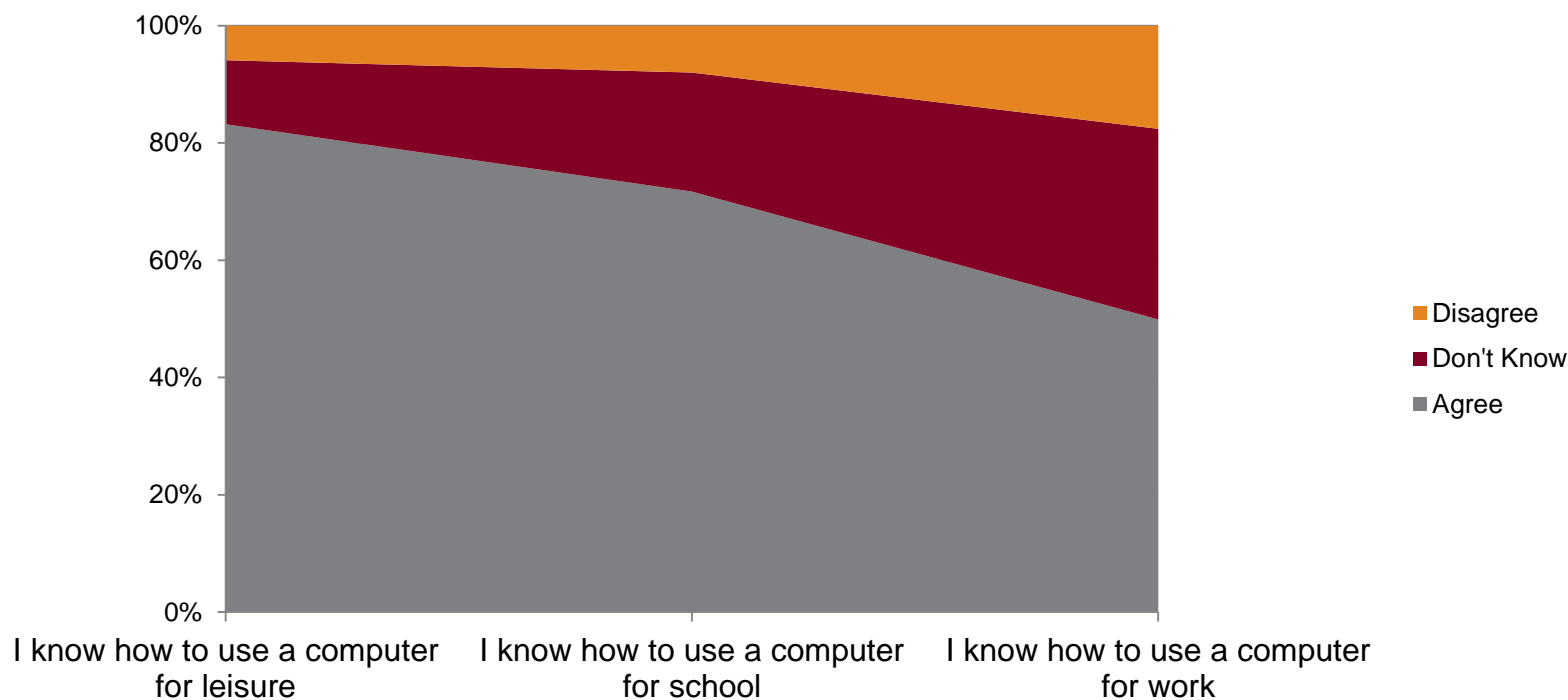
Family & Friends

"When I have a problem, the person I trust most to ask for help is..."

Legend:
- A family member
- A friend
- I do not trust anybody to help
- A community member
- A school teacher
- A religious figure
- Don't know
- Other
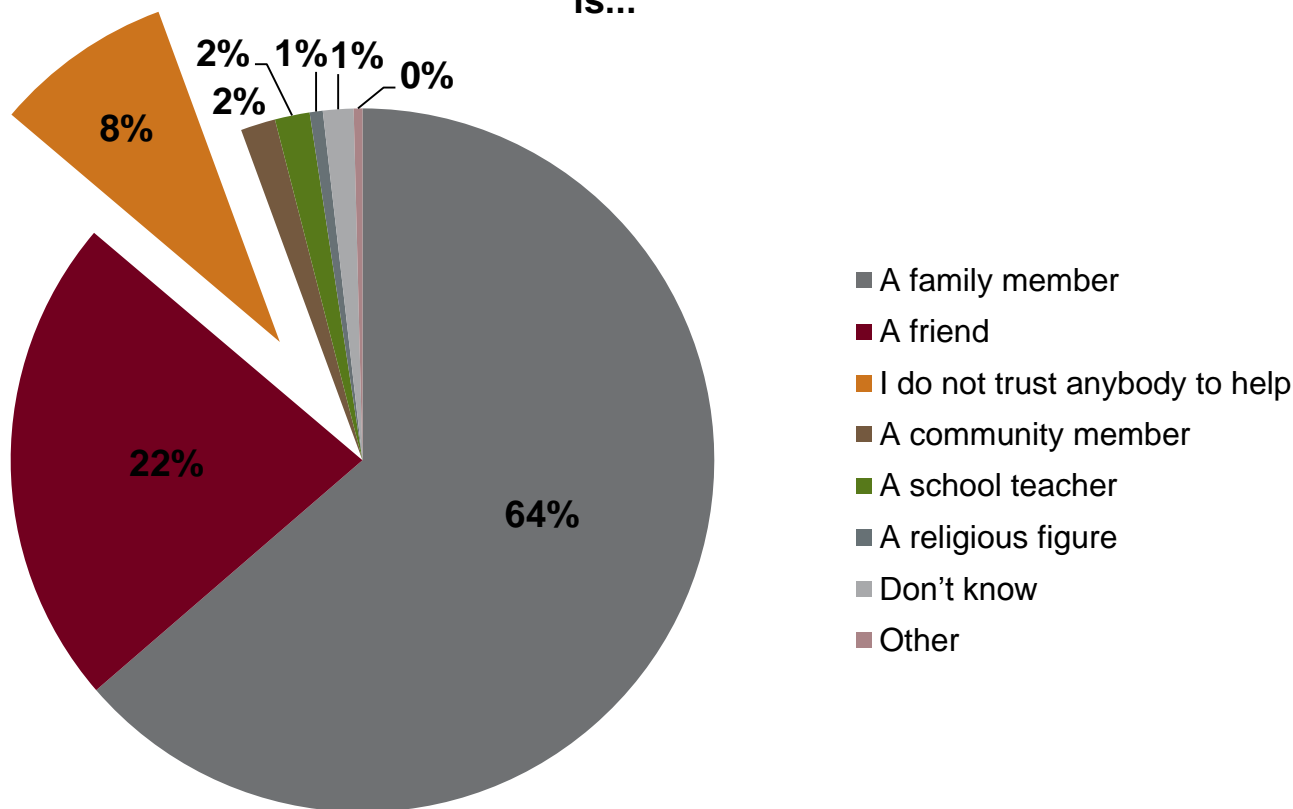
Skills Trainings

- Over 60% of youth have never participated in a skills training outside the formal education system

Have you ever participated in a training or workshop to increase one of the following skills (leadership, employment, communications, etc.)?

Yes
40%

No
60%

If yes, what?

Other
A skill workshop organized by an NGO
Community mentoring program
Continuing education program
Exchange program
A professional internship
ICT training
Leadership training

0% 5% 10% 15% 20% 25% 30% 35%
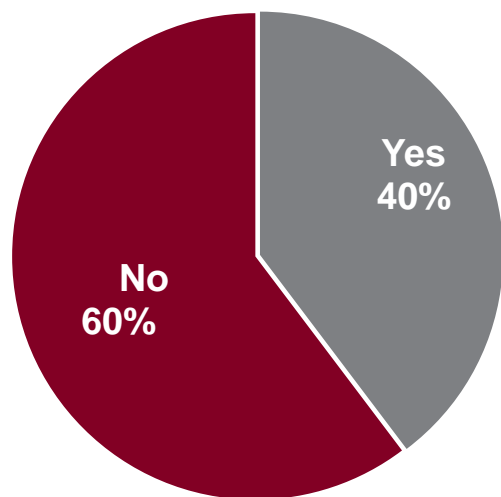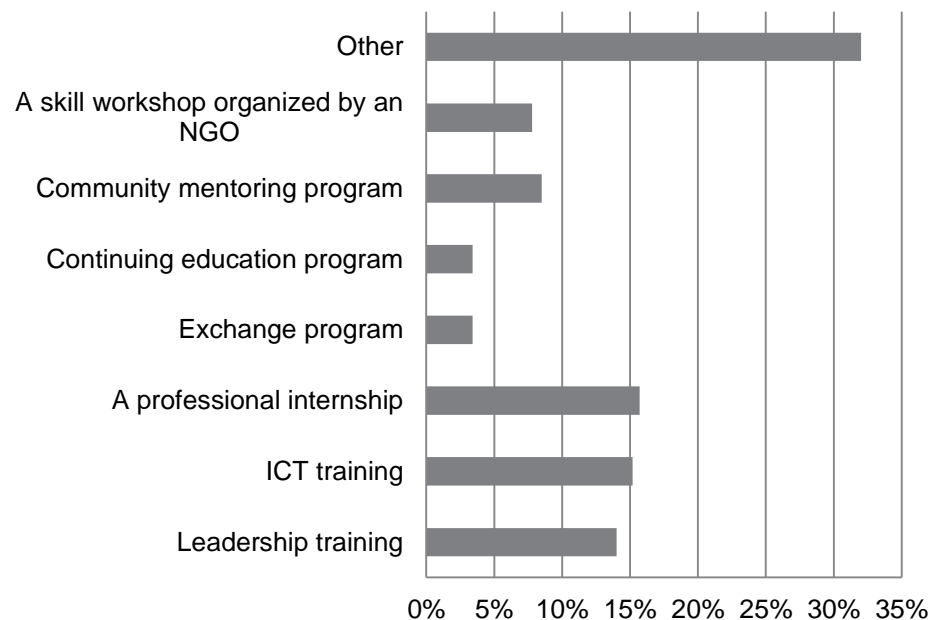
ICT Skills

- Ex: Skills training in ICT correlates to higher youth confidence in gaining employment

"I have the knowledge I need to keep a job"

Legend: Trained in ICT, No Training
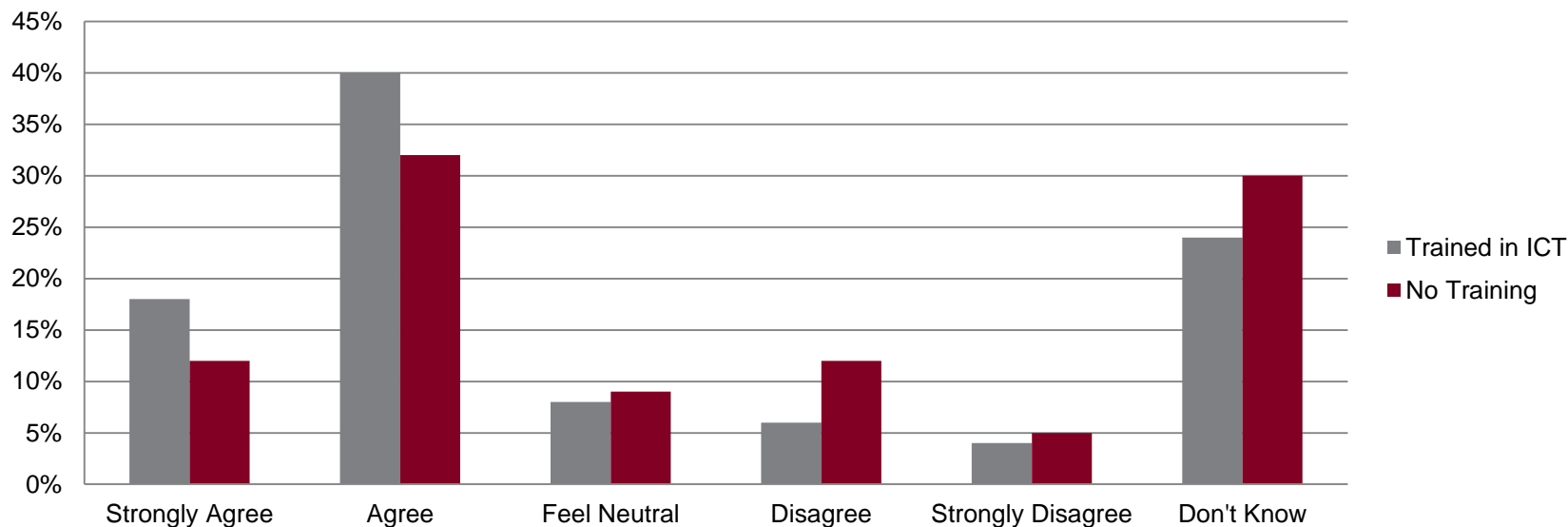
Sports

Do you engage in any physical activity (sports, dancing, etc.)?

No 61%
Yes 39%

If not, why?

Fear of getting hurt	
Expenses/costs	
Transportation/access	
I work in physically demanding job (construction, etc)	
Lack of time	
Cultural limitations	
Family responsibilities	
Fatigue/lack of energy	
Physical limitations (e.g., disability, weight)	

0%   10%   20%   30%   40%   50%
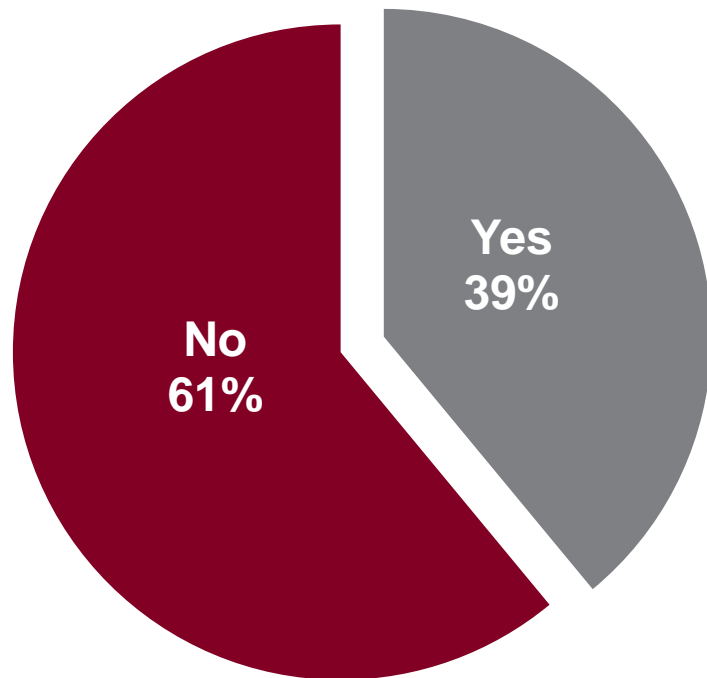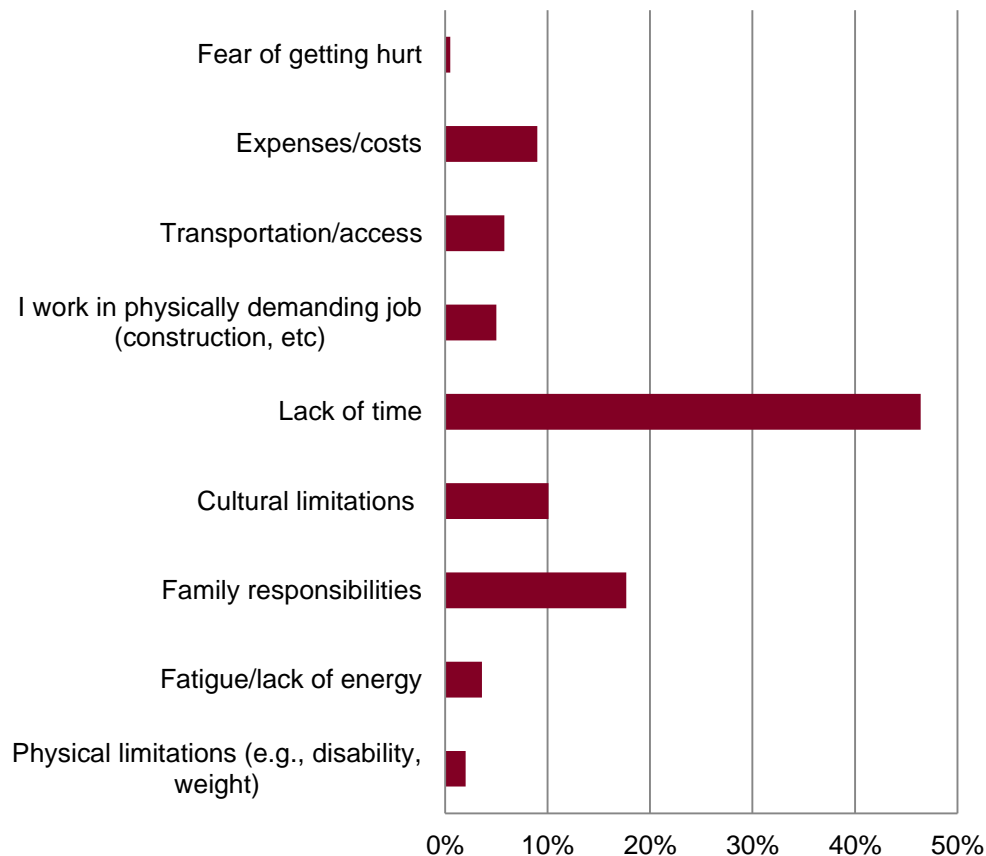
Sports

% who participate in physical activities by gender & governorate
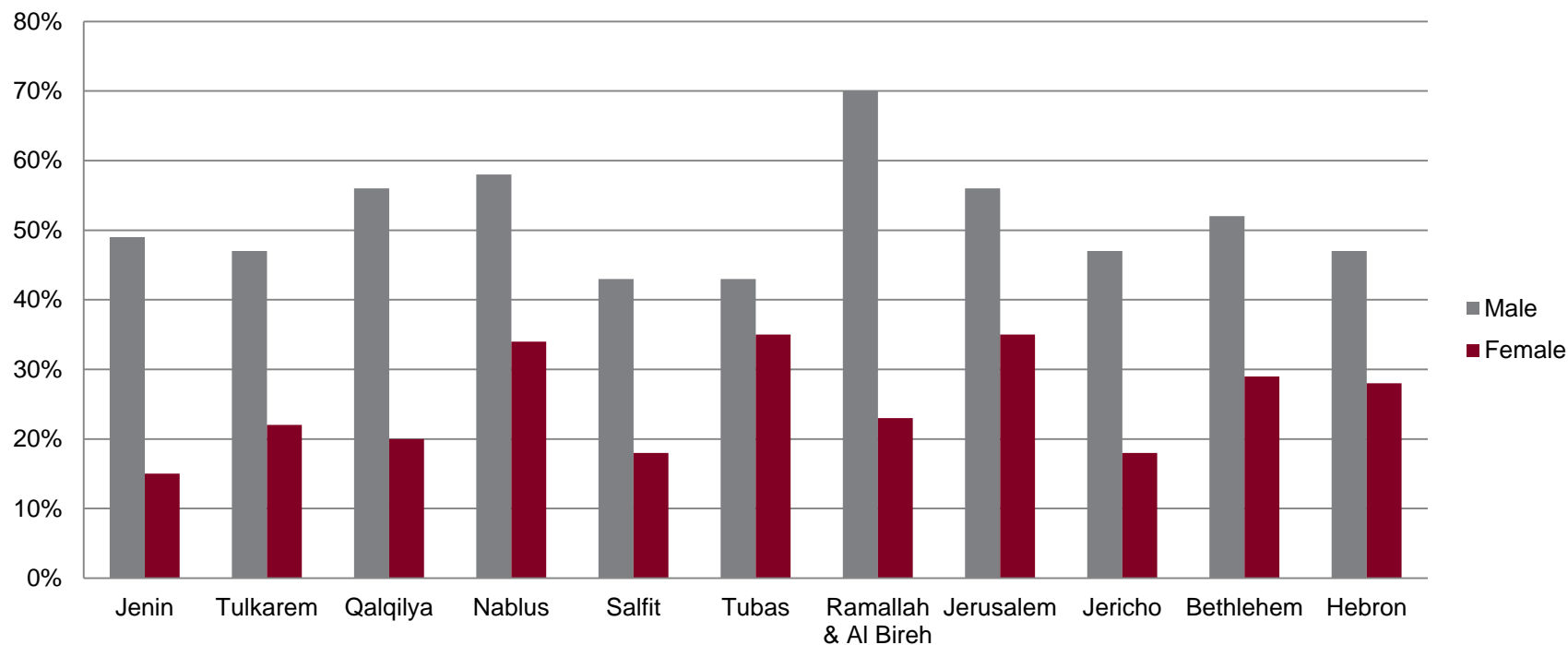
Focus Groups

District	Date	Number of Participants		
		Males	Females	Total
Jenin	April 18, 2014	7	5	12
Tulkarm	May 3, 2014	5	4	9
Tubas	May 3, 2014	5	6	11
Qalqilya	May 1, 2014	4	4	8
Salfit	May 1, 2014	6	4	10
Nablus	May 11, 2014	4	4	8
AlBireh	May 3, 2014	11	6	17
Jericho	May 3, 2014	5	4	9
Jerusalem	May 8, 2014	5	5	10
Bethlehem	May 8, 2014	6	6	12
Hebron	May 10, 2014	4	9	13
Total		62	57	119

Focus Groups

- Recommendations by youth:
  - Fund youth initiatives
  - Focus trainings on employability skills, including job searching, writing CVs, and working skills such as communication and leadership skills
  - Conduct awareness campaigns through social media
  - Increase parental awareness of trainings and organizations

Youth focus group at the Al Bireh Youth Development Resource Center in May.

Application to PWY?

- Baseline data justifies value of PWY programming.

- Joint analysis of baseline data and mid-line will help build partners' capacity and improve programming.

- Subsequent evaluations may demonstrate
  - Increased competencies for PWY participants;
  - Differentials between different groups to allow for course correction
  - Differentials between competencies gained to allow for course correction
  - Connections between competencies and development outcomes

Relevance to USAID Sectors – Some Findings

- Economic Development
    - Youth lack awareness of what it takes to secure employment
    - Youth competencies vary depending on geography, gender and background
    - Participating in youth organizations promote confidence in job skills

- Civic participation
    - More youth are aware of opportunities for civic participation than take advantage of the opportunities
    - Civic participation for youth requires parental engagement
    - Timing, duration and hidden costs represent constrain youth civic participation

Thank you!

- Questions?

Annex IV

District Level Results in Ramallah & Al Bireh

As part of its "21ˢᵗ Century" Youth Competencies Assessment, PWY conducted a survey of 1,500 youth in the West Bank with a stratified random sampling at a 2.8% margin of error and 95% confidence level. The results provide insight on views and experiences of youth in Al Bireh & Ramallah.

Al Bireh & Ramallah vs. the West Bank: % of youth who...

Legend:
- Al Bireh Male
- West Bank Male
- Al Bireh Female
- West Bank Female

Categories: Participate in Volunteer Work; Member in a Youth Org; Active in a Youth Org; Involved in an Election Campaign; Involved in a Local Council

Legend:
- Al Bireh
- West Bank

Categories: Physical Activity; Skills Training Outside School; Internship; ICT Training; Leadership Training
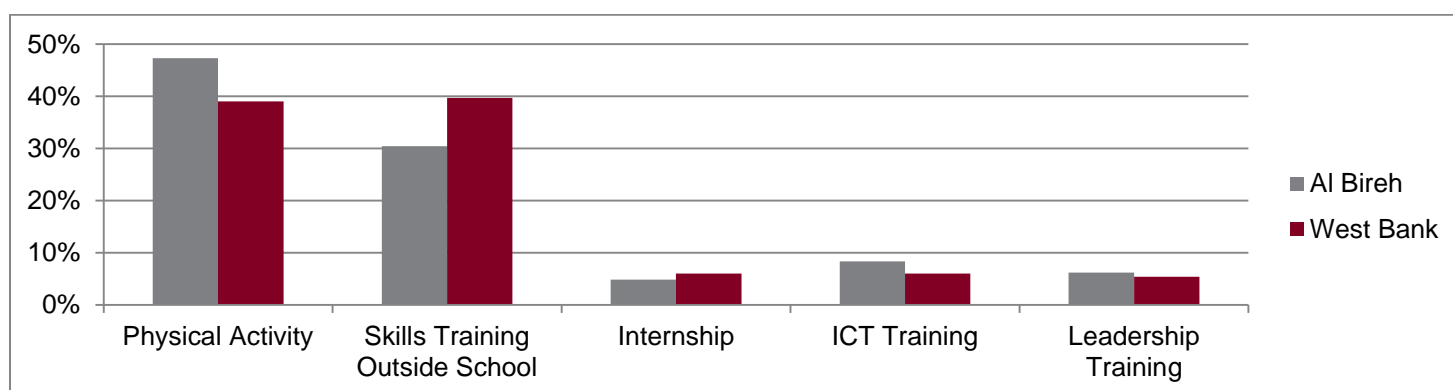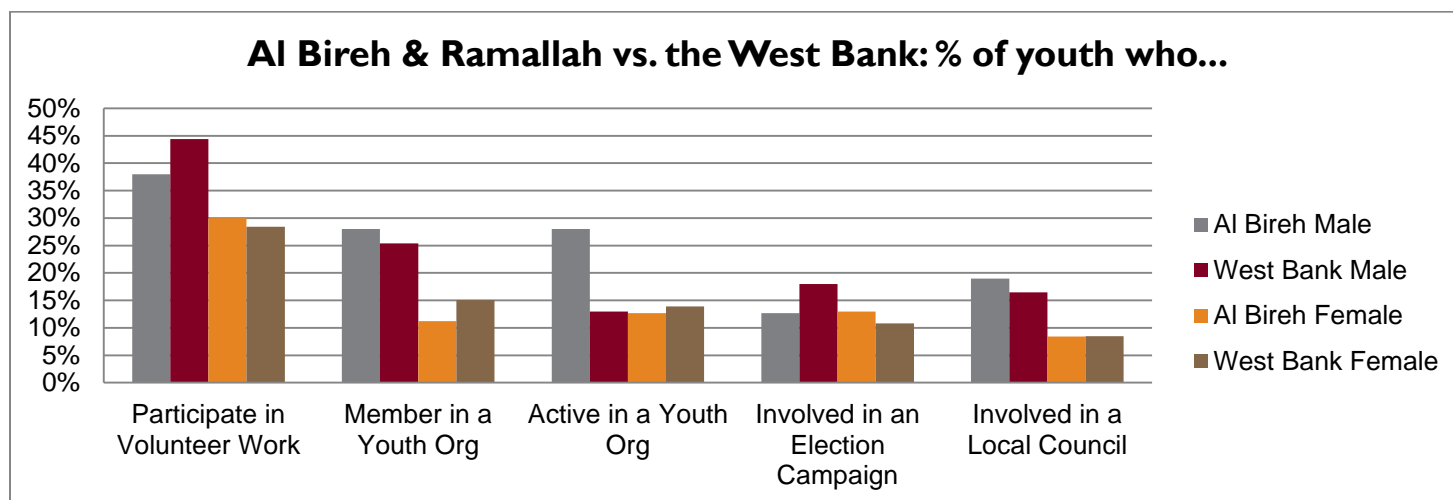
In the PWY **Organizational Capacity Assessment** during June 2013, the Al Bireh YDRC Executive Director, staff and beneficiaries reported the following areas strength and areas for improvements:

Areas of Strength	Areas for Improvement
• Knowledgeable staff • Incorporates youth input in program design • Use its facility to connect with community and raise funds • Gains strength from a "spirit of volunteerism" in the community	• Develop partnerships to diversify its resources • Monitor and evaluate its activities • Set target groups to enhance youth participation • Raise awareness of strategic plan and YDRC mission amongst the Board

From the PWY **Post-Activity Surveys** and **Attendance Sheets**, the Al Bireh YDRC accomplished the following in 2014:
- Around 400 youth trained out of total 1,100 youth reached by PWY
- Over 95% satisfaction level amongst participants
- Less than 50% of youth had attended a previous activity at the YDRC
- Activities included: Photography Design; Media Writing; Photoshop; Cisco IT Essentials courses; and, a Summer Camp.

District Level Results in Hebron

As part of its "21ˢᵗ Century" Youth Competencies Assessment, PWY conducted a survey of 1,500 youth in the West Bank with a stratified random sampling at a 2.8% margin of error and 95% confidence level. The results provide insight on views and experiences of youth in Hebron.

Hebron vs. the West Bank: % of youth who...
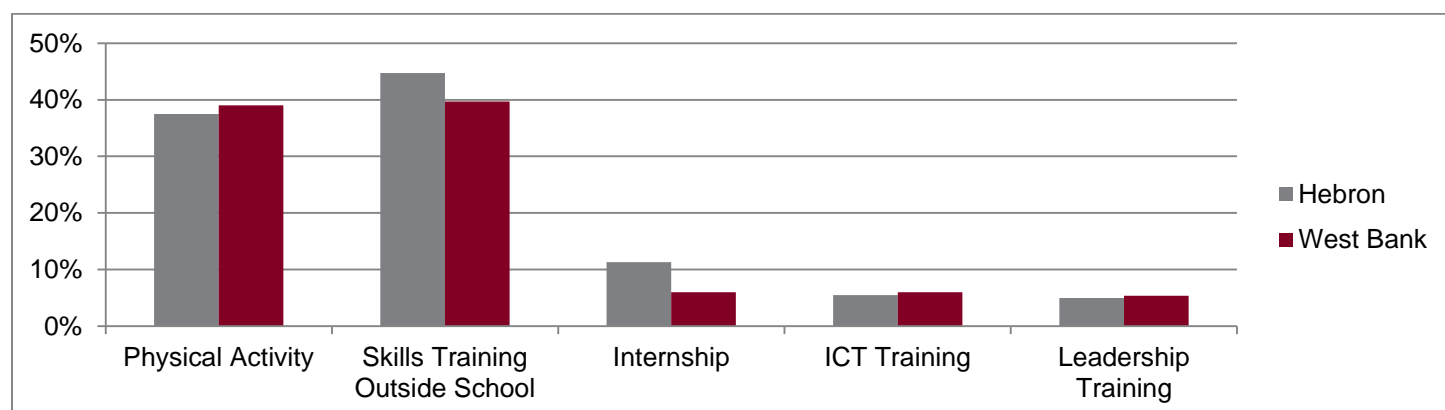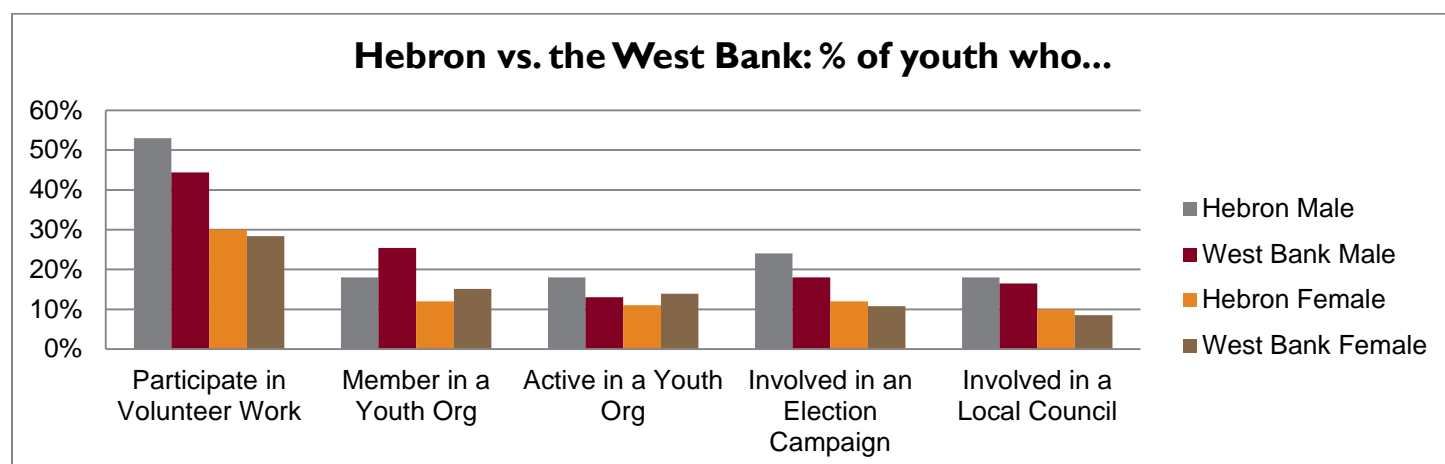
In the PWY **Organizational Capacity Assessment** during June 2013, the Hebron YDRC self-reported the following areas strength and areas for improvements:

Areas of Strength	Areas for Improvement
• Strong partnership with its community • Takes youth needs into account when designing activities • Initiates steps to diversify its resources	• Develop leadership; staff training in technical areas • Set target groups to enhance youth participation • Integrate processes and procedures in daily staff responsibilities • Monitor and evaluate its activities

From the PWY **Post-Activity Surveys** and **Attendance Sheets**, the Hebron YDRC accomplished the following in 2014:
- Around 350 youth trained out of total 1,100 youth reached by PWY
- Over 95% satisfaction level amongst participants
- Less than 50% of youth had attended a previous activity at the YDRC
- Activities included: Photoshop; Google Online Marketing; Technology Summer Camp; Scout Group; Computer Clubhouse; and, internships

As part of its "21ˢᵗ Century" Youth Competencies Assessment, PWY conducted a survey of 1,500 youth in the West Bank with a stratified random sampling at a 2.8% margin of error and 95% confidence level. The results provide insight on views and experiences of youth in Nablus.

Nablus vs. the West Bank: % of youth who...

Legend: Nablus Male, West Bank Male, Nablus Female, West Bank Female

Categories: Participate in Volunteer Work, Member in a Youth Org, Active in a Youth Org, Involved in an Election Campaign, Involved in a Local Council

Legend: Nablus, West Bank

Categories: Physical Activity, Skills Training Outside School, Internship, ICT Training, Leadership Training
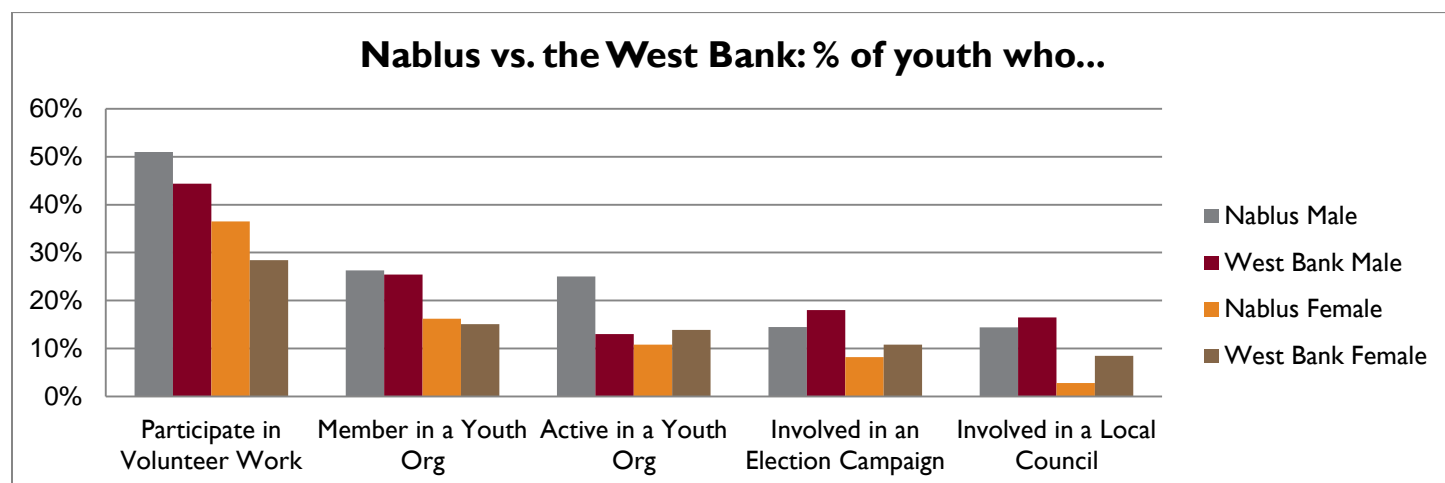
In the PWY **Organizational Capacity Assessment** during June 2013, the Nablus YDRC self-reported the following areas strength and areas for improvements:
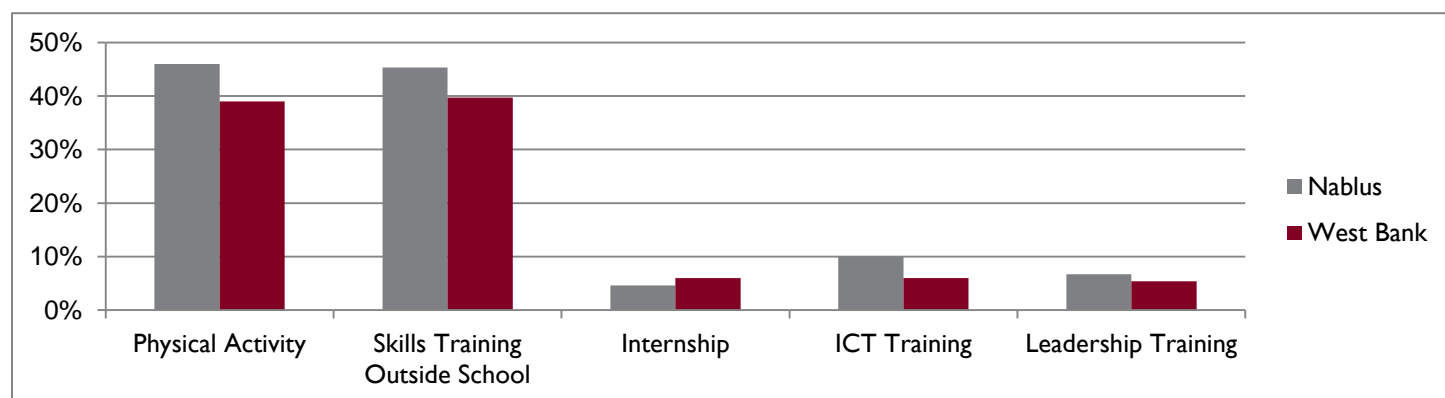
Areas of Strength	Areas for Improvement
• Strong partnership with its community • Takes youth needs into account when designing activities • Applies service learning to its programs	• Demonstrate the benefits of its programs to the community • Monitor and evaluate its activities • Build a sense of belonging amongst youth • Diversify its resources

From the PWY **Post-Activity Surveys** and **Attendance Sheets**, the Nablus YDRC accomplished the following in 2014:
- Around 370 youth trained out of total 1,100 youth reached by PWY
- Over 95% satisfaction level amongst participants
- Less than 50% of youth had attended a previous activity at the YDRC
- Photoshop, School Media Club, Google Online Marketing Training; Cisco IT Essentials and Entrepreneurship, English Conversation courses, a Volunteerism Workshop, and a youth-led recreational day for pensioners

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Arab World For Research & Development

Ramallah- Palestine
Telefax +972-2-2950957/8
www.awrad.org

IREX PwY M&E Assessment

Tables of Results

Fieldwork Date:

"Quality Research… Matters"

Please let me know if the following statements apply to you or if they do not? (Participation)		
I am a member in an organization/committee/union/youth group in my community	Apply to a large extent	5.1%
	Apply	15.4%
	Neutral	3.2%
	Do not apply	37.4%
	Do not apply at all	38.7%
	Don't know	0.3%
I am a member in a national organization/committee/union/youth group	Apply to a large extent	3.0%
	Apply	7.7%
	Neutral	3.6%
	Do not apply	42.5%
	Do not apply at all	42.8%
	Don't know	0.3%
I signed a petition to change something in my community	Apply to a large extent	2.4%
	Apply	12.5%
	Neutral	4.5%
	Do not apply	40.0%
	Do not apply at all	40.0%
	Don't know	0.6%
I have participated in an election as a voter	Apply to a large extent	10.2%
	Apply	27.4%
	Neutral	2.3%
	Do not apply	27.9%
	Do not apply at all	31.9%
	Don't know	0.3%
I know who or where to go if I need to change something in my community	Apply to a large extent	9.5%
	Apply	32.0%
	Neutral	16.2%
	Do not apply	23.5%
	Do not apply at all	16.8%
	Don't know	1.9%

Please let me know if the following statements apply to you or if they do not? (Engagement)		
I am active in a youth organization/committee/union/youth group in my community	Apply to a large extent	4.3%
	Apply	14.5%
	Neutral	4.6%
	Do not apply	41.6%
	Do not apply at all	34.9%
	Don't know	0.1%
I am actively involved in the work of my local council/refugee camp committee/organization/committee/union/youth group in my community	Apply to a large extent	2.4%
	Apply	10.1%
	Neutral	5.6%
	Do not apply	43.7%
	Do not apply at all	38.0%
	Don't know	0.2%
I participate in voluntary work	Apply to a large extent	9.6%
	Apply	27.2%
	Neutral	13.9%
	Do not apply	26.0%
	Do not apply at all	23.0%

	Don't know	0.2%
I participate in electronic/Facebook groups that work for public causes	**Apply to a large extent**	7.9%
	Apply	22.4%
	Neutral	11.2%
	Do not apply	32.9%
	Do not apply at all	25.3%
	Don't know	0.4%
I was involved in an election campaign	**Apply to a large extent**	3.0%
	Apply	11.6%
	Neutral	4.2%
	Do not apply	44.0%
	Do not apply at all	36.6%
	Don't know	0.5%

Perceptions of the factors that influence participation and engagement: To what extent do you agree or disagree with the following statements? (Perceptions)		
Youth organizations in my community are accessible to youth	**Strongly Agree**	8.5%
	Agree	39.3%
	Neutral	24.4%
	Disagree	16.7%
	Strongly Disagree	6.5%
	Don't know	4.5%
I believe that there is a youth organization close to me that I could access to gain more competencies	**Strongly Agree**	8.0%
	Agree	33.0%
	Neutral	23.1%
	Disagree	24.9%
	Strongly Disagree	7.9%
	Don't know	2.9%
I believe that there is a youth organization close to me that provides quality services to youth	**Strongly Agree**	6.5%
	Agree	31.4%
	Neutral	26.8%
	Disagree	24.7%
	Strongly Disagree	7.8%
	Don't know	2.7%
I believe that there are youth organizations close to me provide services needed by youth	**Strongly Agree**	6.8%
	Agree	31.6%
	Neutral	25.5%
	Disagree	25.7%
	Strongly Disagree	7.7%
	Don't know	2.7%

21st Century Youth Competencies

To what extent do you agree or disagree with the following statements? (Cognitive/Intellectual)		
I have the skills and knowledge I need to apply for a job	**Strongly Agree**	11.8%
	Agree	34.2%
	Neutral	14.0%
	Disagree	16.8%
	Strongly disagree	5.9%
	Don't know	17.4%

I have the knowledge I need to keep a job	**Strongly Agree**	11.8%
	Agree	32.4%
	Neutral	9.3%
	Disagree	11.5%
	Strongly disagree	4.9%
	Don't know	30.0%
I know how to use a computer for work	**Strongly Agree**	19.0%
	Agree	30.9%
	Neutral	9.3%
	Disagree	12.5%
	Strongly disagree	5.1%
	Don't know	23.2%
I know how to use a computer for my studies	**Strongly Agree**	26.7%
	Agree	45.0%
	Neutral	9.4%
	Disagree	5.4%
	Strongly disagree	2.6%
	Don't know	10.9%
I know how to use a computer for leisure	**Strongly Agree**	34.2%
	Agree	49.0%
	Neutral	9.3%
	Disagree	4.1%
	Strongly disagree	1.8%
	Don't know	1.6%
I know how to make good decisions regarding life issues using the information available to me	**Strongly Agree**	21.1%
	Agree	48.6%
	Neutral	22.4%
	Disagree	5.6%
	Strongly disagree	1.3%
	Don't know	1.1%

To what extent do you agree or disagree with the following statements? (Social)		
I have people in my life who care about me	**Strongly Agree**	52.8%
	Agree	40.0%
	Neutral	4.5%
	Disagree	2.2%
	Strongly disagree	0.3%
	Don't know	0.1%
I know how to solve personal conflicts	**Strongly Agree**	26.4%
	Agree	50.3%
	Neither agree nor disagree	18.7%
	Disagree	4.3%
	Strongly disagree	0.3%
	Don't know	0.1%
I know how to get along with people who are different than me	**Strongly Agree**	21.9%
	Agree	46.8%
	Neither agree nor disagree	22.2%
	Disagree	7.4%
	Strongly disagree	1.3%
	Don't know	0.3%

I feel like I belong in my community	Strongly Agree	37.2%
	Agree	43.2%
	Neither agree nor disagree	12.2%
	Disagree	6.0%
	Strongly disagree	1.1%
	Don't know	0.3%
I believe that I could be an effective role model for a young boy or girl in my community	Strongly Agree	24.9%
	Agree	46.9%
	Neither agree nor disagree	20.6%
	Disagree	4.8%
	Strongly disagree	0.7%
	Don't know	2.1%
If I were placed in a leadership role, I would feel very confident	Strongly Agree	25.9%
	Agree	49.4%
	Neither agree nor disagree	18.2%
	Disagree	5.1%
	Strongly disagree	0.3%
	Don't know	1.1%
When I evaluate my relationship with my community, I believe I am an asset	Strongly Agree	19.4%
	Agree	41.3%
	Neither agree nor disagree	27.0%
	Disagree	7.3%
	Strongly disagree	1.1%
	Don't know	3.9%

To what extent do you agree or disagree with the following statements? (emotional)		
I know what my strengths are	Strongly Agree	27.6%
	Agree	53.7%
	Neutral	12.4%
	Disagree	4.9%
	Strongly disagree	0.5%
	Don't know	0.8%
I believe that I am able to set reasonable goals for myself	Strongly Agree	22.5%
	Agree	53.1%
	Neutral	18.8%
	Disagree	5.2%
	Strongly disagree	0.2%
	Don't know	0.2%
I believe that I am successful at meeting these goals	Strongly Agree	20.9%
	Agree	48.7%
	Neutral	21.4%
	Disagree	7.5%
	Strongly disagree	0.8%
	Don't know	0.7%
I have the ability to make a difference in my community	Strongly Agree	13.6%
	Agree	30.7%
	Neutral	29.9%
	Disagree	20.8%
	Strongly disagree	3.4%

	Don't know	1.6%
I believe I can work out my problems on my own	**Strongly Agree**	20.7%
	Agree	43.1%
	Neutral	24.3%
	Disagree	9.4%
	Strongly disagree	2.1%
	Don't know	0.4%
When I think about my personal future, I frequently feel confident	**Strongly Agree**	13.3%
	Agree	34.4%
	Neutral	28.4%
	Disagree	19.2%
	Strongly disagree	4.0%
	Don't know	0.7%
If I have an emotional challenge, I have a source of trusted support	**Strongly Agree**	22.6%
	Agree	47.6%
	Neutral	15.6%
	Disagree	9.9%
	Strongly disagree	2.6%
	Don't know	1.7%

To what extent do you agree or disagree with the following statements? (Passivity/Assertiveness)		
My maxim is "let's wait and see"	**Strongly Agree**	9.8%
	Agree	34.7%
	Neutral	17.9%
	Disagree	25.9%
	Strongly disagree	10.1%
	Don't know	1.7%
I have clear plans for my future	**Strongly Agree**	14.8%
	Agree	50.0%
	Neutral	22.9%
	Disagree	10.7%
	Strongly disagree	0.9%
	Don't know	0.6%
I feel secure about my personal future	**Strongly Agree**	10.4%
	Agree	37.6%
	Neutral	30.0%
	Disagree	18.5%
	Strongly disagree	2.8%
	Don't know	0.7%
I feel confident expressing my views	**Strongly Agree**	22.3%
	Agree	57.9%
	Neutral	14.8%
	Disagree	4.0%
	Strongly disagree	0.6%
	Don't know	0.3%
If I have an opinion on an issue I am able to express it among adults	**Strongly Agree**	25.4%
	Agree	50.1%
	Neutral	17.1%
	Disagree	6.2%
	Strongly disagree	0.9%
	Don't know	0.3%

When you have a problem, do you believe you can go to an adult (age 30 or older) for help?

	Total
Yes	54.0%
It depends on the problem	36.2%
No	9.5%
Don't know	0.3%

When I have a problem, the person I trust most to ask for help is

	Total
A family member	63.6%
A community member	1.6%
A school teacher	1.6%
A religious figure	0.6%
A friend	22.5%
I do not trust anybody to help	8.2%
Don't know	1.4%
Other	0.4%

To what extent do you agree or disagree with the following statements?(Physical)

Statement	Response	Percentage
I know how stay healthy through nutrition and exercise	**Strongly Agree**	34.2%
	Agree	51.7%
	Neutral	10.3%
	Disagree	2.9%
	Strongly disagree	0.5%
	Don't know	0.4%
I know how to make decisions that ensure my personal safety	**Strongly Agree**	28.6%
	Agree	56.0%
	Neutral	11.2%
	Disagree	2.7%
	Strongly disagree	0.8%
	Don't know	0.7%
I live in a risky environment (i.e. threat of random violence, drug use, etc.)	**Strongly Agree**	9.5%
	Agree	25.8%
	Neutral	21.8%
	Disagree	26.2%
	Strongly disagree	15.2%
	Don't know	1.4%
I have enough information about the risks of drugs	**Strongly Agree**	19.8%
	Agree	45.6%
	Neutral	21.3%
	Disagree	10.7%
	Strongly disagree	1.9%
	Don't know	0.7%
I am healthy at a physical level	**Strongly Agree**	40.1%
	Agree	52.0%
	Neutral	6.7%
	Disagree	0.9%
	Strongly disagree	0.2%
	Don't know	0.1%

I know where to go to get information on sexual issues	Strongly Agree	16.6%
	Agree	38.3%
	Neutral	19.8%
	Disagree	18.4%
	Strongly disagree	4.1%
	Don't know	2.9%
I have enough knowledge on how to prevent sexual diseases	Strongly Agree	17.6%
	Agree	41.8%
	Neutral	21.8%
	Disagree	13.3%
	Strongly disagree	3.2%
	Don't know	2.3%

Do you engage in any physical activity (sports, dancing, etc.) at the present stage of your life?	
	Total
Yes	39.0%
No	61.0%

If no, which one of the following is the principal factor that hinders your ability to participate in physical activities?	
	Total
Physical limitations (e.g., disability, weight)	2.0%
Fatigue/lack of energy	3.6%
Family responsibilities	17.7%
Cultural limitations	10.1%
Lack of time	46.4%
I work in physically demanding job (construction, etc)	5.0%
Transportation/access	5.8%
Expenses/costs	9.0%
Fear of getting hurt	0.5%

Do you believe that there are sports facilities that are accessible to you?	
	Total
Yes	57.8%
No	42.2%

Are you?	
	Total
Employed full-time (including self-employment)	17.7%
Employed part-time (including self-employment)	8.3%
Employed in a seasonal job (including self-employment)	2.0%
Unemployed and seeking work	11.2%
Unemployed and not seeking work	60.8%

Nature of you current work/status	
	Total
School student	35.3%
University/college student	16.9%
White collar employee (Muwatahf) in a private business	9.5%
White collar employee (Muwatahf) in the public sector	4.2%
White collar employee (Muwatahf) in an NGO	2.1%
Worker/logistical support (construction, garage, vending, factory, agriculture, murasel, janitor etc)	9.9%
House keeper	13.8%
Unemployed	8.3%

Did you actively look for/are you looking for a job?	
	Total
Yes	26.2%
No	73.8%

If yes, what is the main source of information you use to find openings?		
		Total
Newspapers	Yes	40.6%
	No	59.4%
Websites (jobs.ps, etc.)	Yes	52.5%
	No	47.5%
Linkedin	Yes	15.0%
	No	85.0%
Social Media (Facebook, twitter)	Yes	42.3%
	No	57.7%
Door to door search	Yes	60.1%
	No	39.9%
Family and friends/connections	Yes	92.7%
	No	7.3%

If employed, what sector do you work in?	
	Total
Government	14.3%
Private	73.1%
Civil society	9.7%
International organizations	2.9%

If you work, do you work in…?	
	Total
Palestinian areas	79.1%
Settlements	9.0%
Israel	10.2%
Other	1.7%

Do you feel confident that that you are/will be able to find a job in the Palestinian labor market when you need one?	
	Total
Yes	39.2%
No	60.8%

Have you ever participated in training workshops or programs to increase one or several of the following skills (networking, communication, leadership)	
	Total
Yes	39.7%
No	60.3%
If yes, what is the main source of information you use to find openings?	
	Total
Leadership training	14.0%
ICT training	15.2%
A professional internship	15.7%
Exchange program	3.4%
Continuing education programs in the community	3.4%
A community mentoring program	8.5%
A skill workshop organized by an NGO	7.8%
Other	32.0%

Please let me know if you agree or disagree with the following statements. (Gender)		
I am strong enough to overcome life's struggles	**Strongly Agree**	17.6%
	Agree	50.3%
	Neutral	23.2%
	Disagree	7.6%
	Strongly disagree	0.6%
	Don't know	0.7%
At root, I am a weak person	**Strongly Agree**	2.8%
	Agree	13.3%
	Neutral	26.6%
	Disagree	42.0%
	Strongly disagree	14.8%
	Don't know	0.4%
I can handle the situations that life brings	**Strongly Agree**	13.3%
	Agree	54.5%
	Neutral	25.7%

	Disagree	5.1%
	Strongly disagree	0.5%
	Don't know	0.8%
I usually feel that I am an unsuccessful person	**Strongly Agree**	1.8%
	Agree	12.5%
	Neutral	19.4%
	Disagree	47.9%
	Strongly disagree	17.8%
	Don't know	0.6%
I often feel that there is nothing I can do well	**Strongly Agree**	3.6%
	Agree	22.6%
	Neutral	32.7%
	Disagree	32.0%
	Strongly disagree	8.5%
	Don't know	0.7%
I feel competent to deal effectively with the real world	**Strongly Agree**	10.7%
	Agree	52.0%
	Neutral	27.4%
	Disagree	7.7%
	Strongly disagree	1.0%
	Don't know	1.2%
I often feel like a failure	**Strongly Agree**	0.8%
	Agree	6.7%
	Neutral	13.2%
	Disagree	49.4%
	Strongly disagree	29.0%
	Don't know	0.9%
I usually feel I can handle the typical problems that come up in life	**Strongly Agree**	12.0%
	Agree	52.0%
	Neutral	28.2%
	Disagree	5.8%
	Strongly disagree	1.1%
	Don't know	0.8%

Sample Distribution	
Gender	
Male	50.9%
Female	49.1%
Age	
14-19	46.0%
20-24	30.1%
25-29	23.8%
Residence	
City	44.2%
Village	41.8%
Camp	14.0%
District	
Jenin	10.0%
Tulkarm	10.0%
Qalqilya	6.7%
Nablus	10.0%
Salfit	6.7%
Tubas	6.7%
Ramallah and AlBireh	10.0%
Jerusalem	10.0%
Jericho	6.7%
Bethlehem	10.0%
Hebron	13.3%
Refugee status	
Refugee	29.3%
Non refugee	70.7%
Educational status	
Still in primary school	34.6%
High school graduate	11.0%
School uncompleted (dropped out before completing high school)	17.9%
Post High School (Diploma-Professional Degree)	3.5%
College (Bachelor completed)	17.9%
Bachelor uncompleted	14.2%
Post Bachelor Degree	0.8%
Income	
Above average	20.9%
Average	66.1%
Less than average	13.1%

Youth in the West Bank

Can be Leaders in their Communities

72% Believe they are role models in their community

80% feel they belong in their community

75% feel confident in a leadership role

61% feel they are an asset in their community

Do Opportunities Exist?

37% report being active as a volunteer

19% report being active in a youth organization or group

6% report receiving training in leadership

**IREX and USAID's Partnerships with Youth
21st Century Youth Competencies Assessment**

1500 Youth Surveyed

119 youth involved in focus groups

Representing all 11 Governorates