Most Significant Change (MSC) Study
Partnerships with Youth (PWY) Project, West Bank
EXECUTIVE SUMMARY

The Partnerships with Youth (PWY) program is a USAID-funded program that expands educational and leadership opportunities for young people aged 14-29 in the West Bank by creating sustainable hubs for youth innovation and learning, called Youth Development Resource Centers (YDRCs). Over the course of the five-year program, PWY has supported and expanded the YDRCs throughout the West Bank to provide youth with a safe space to learn and grow and offer otherwise unavailable services to prepare them for entry into an engaged and economically-contributing adulthood.

At the end of the final year of the PWY program, IREX implemented a most significant change (MSC) study to capture the impact the program has had on its beneficiaries – predominately the youth who access services and attend trainings at the 10 PWY-supported YDRCs and implementing partners (IPs) throughout the West Bank. Utilizing a positive youth development (PYD) approach, IREX trained a team of 20 youth researchers to conduct the study. The MSC study was primarily designed to gather qualitative data regarding PWY’s impact on the YDRC youth beneficiaries; a secondary goal was to build key competencies (cognitive and social skills) of the youth researchers.

Realizing that traditional, quantitative data collection methods do not capture the full breadth of significance that a program has had on the lives of beneficiaries, IREX felt that those who would be best positioned to explore and convey that significance were the beneficiaries – the youth – themselves. PWY chose MSC as it is a participatory form of monitoring and evaluation (M&E) that is often used to evaluate complex situations\(^1\) and traditionally involves gathering stories of significant change from project stakeholders through story circles. Using MSC, specifically the manner in which the research question is phrased, allowed IREX to directly attribute the youths’ change to the PWY program and their participation in PWY/YDRC activities.

Through the study, the researchers conducted 20 story circles, two per YDRC, from which they collected a total of 178 stories of significant change. Of these 178 stories, story-circle participants chose 10, one per YDRC, as the stories of most significant change based on selection criteria they themselves established as a group. Those 10 stories reflect the types of stories or change that resonated the most strongly with the youth. The stories ranged in content, but a majority of the youth spoke of strong personal transformations – increased self-confidence, sense of value, maturity, etc. – as a result of participating in either a YDRC or PWY training or activity. The selected stories were then filmed, providing personal, firsthand accounts that form an integral part of the findings and this report.

Following the review and sorting of the stories, the youth research team established four domains of change (DoC) or common themes seen throughout the stories. The agreed upon DoCs were as follows: Personal, Economic, Social, and Academic. All the stories were coded, noting into which DoC(s) the story best fit, which allowed the researchers to analyze trends across the stories. Overall, the most commonly identified DoC was personal, with 153 stories of personal change, followed by social (146), economic (60), and academic (26).

The researchers also identified the factors that had contributed to the changes identified (enablers of change) and the factors participants had to overcome to achieve those changes

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Partnerships with Youth (PWY) Project: Most Significant Change (MSC) Study

(blockers of change). The research team captured the following enablers of change: PWY trainings at the YDRCs; PWY’s internship program/YDRC external internship program; the YDRC environment; family support; and internal motivation. While the primary blockers of change included: traditional norms; community perspective and preference towards employment rather than sending youth to attend YDRC trainings; geographical barriers to travel to the YDRC; and fear of social situations/interpersonal communication.

The MSC stories and subsequent analysis will be useful to the YDRCs and the greater youth-serving community as the study denotes what significant change means to Palestinian youth and what factors help to bring about or inhibit that change. With this information, the YDRCs will be able to adjust their programming and outreach to ensure it comprehensively meets the needs of their youth beneficiaries and supports long-standing, positive change. Specifically, the youth researchers recommended the YDRCs:

- Continue and enhance internship experiences for youth;
- Sustain a diverse portfolio of youth programming;
- Embrace the principles of Positive Youth Development; and
- Encourage continued youth-led learning.

The youth researchers plan to share their recommendations with the YDRCs during individual presentations. In addition, the study empowered the youth research team with the technical skills for qualitative analysis, which will enable them to continue utilizing these skills at their YDRC, and help position them for future employment opportunities.

MOST SIGNIFICANT CHANGE STUDY GOALS

The MSC study had two primary goals:

1) Gather qualitative impact data from PWY’s youth beneficiaries as a means to reflect on the program’s impact and to gather information to inform future youth programming.
2) Increase youth capacity (soft/workforce skills), and technical research skills, particularly in qualitative data collection and analysis.

METHODOLOGY AND STRUCTURE

Through implementing the MSC study, PWY sought to answer and validate the following questions:

- What has been the most significant change in the lives of youth since joining/participating in YDRC/PWY-funded activities?
- What were the enabling or blocking factors that lead to the change?
- Have there been any unintended/unexpected (negative or positive) results/outcomes of the PWY project?

The methodology for the study will be explained in detail in this section of the report. A separate section below is included on the findings and analysis of the study. The study included the following steps:

Youth Research Team: In keeping with PYD principles, PWY, with nominations from the YDRCs, formed a 20-person research cohort, comprised of two youth per governorate, in mixed
female-male teams. The youth researchers were predominately former PWY interns or YDRC volunteers, allowing for a quick orientation and study start-up. The researchers also brought key youth insights and value to each element of the study.

**MSC Facilitation Workshop:** PWY staff led a two-day facilitation training-of-trainers (TOT) workshop for the youth research team. Through the workshop, PWY familiarized the researchers with the concept of participatory M&E and the overall MSC study goals and process. The researchers built their qualitative data-collection skills, including how to conduct focus group discussions (FGDs) – the story circles. Together, PWY staff and the researchers developed the story circle guide/notetaking form and agreed on the specific question/promt for the story circles. In addition, the youth learned to and conducted random sampling to select the story circle participants, deriving the sample from PWY’s beneficiary and internship databases. Please see Annex II for the story circle guide.

**Story Circles (Data Collection):** Following the facilitation TOT, each youth research team implemented two story circles in their governorate for a total of 20 story circles across the West Bank. The story circle participants were comprised of YDRC beneficiaries, former PWY/YDRC interns, and both.² The researchers first asked all participants to fill out a simple participant intake form, indicating general demographic information and the length and type of engagement they have had with their respective YDRCs. Please see Annex III for the participant intake form.

During the story circles, the researchers posed to all story circle participants the pre-determined question: “What has been the most significant change in your life since joining the YDRC?” Subsequently, each story circle participant had five minutes to tell their story of most significant change. This activity encouraged an exchange of knowledge and experience, and built shared understanding. Each story of change was recorded by the researchers. The story circle participants were then asked to select the story of most significant change amongst them through participatory discussion. In doing so, the participants discussed what change is most valued by them, identifying clear criteria for selection. Thus, the selection criteria differed from circle to circle. The one selected story represents the established group values.

Following the selection, the story was filmed for future use in the study. The beneficiary selected was given the opportunity to view the film and ensure it was representative of their story. Filming the stories was important for the subsequent film screenings, allowing

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² Before engaging with any participants, PWY had all involved sign a consent form, indicating they understand their rights as participants and can exercise them if they wish. This includes the right to refuse, withdraw at any point or skip a question, as well as assurances of IREX’s confidentiality and anonymizing procedures.
the participating youth to hear the stories directly from their peers.

After the story circles, the researchers held a separate film screening, inviting back the story circle participants from both story circles. In the film screenings the participants viewed the two films (one from each of the two story circles held in that governorate) to select the final story of greatest significance per governorate. Then, similar to the story circles, the participants agreed on clear criteria for their selection.

**MSC Analysis Workshop:** Following the story circles, PWY reconvened the youth research team for a two-day analysis workshop. The workshop had a tri-fold purpose: 1) screen the 10 films – one per governorate – and select the most significant, 2) analyze all the collected stories of change, and 3) develop the key informant interview (KII) guides to validate the stories and findings.

While analyzing the stories, the researchers used pile sorting\(^3\) to aggregate them into different themes or domains of change. The domains of change reflect broad categories seen across the stories.\(^4\) Once the domains of change were identified, the researchers identified common enablers of change and blockers of change – the factors that brought about or inhibited the change in the youth’s stories. The findings of the analysis workshop are included below on page 13.

**Key Informant Interviews (Validate Findings):** The youth researchers conducted a total of 40 KII s – four per governorate – to validate the main findings resulting from the analysis workshop. The interviews were completed with one YDRC staff member, one YDRC board member, another youth who was not involved in the MSC study, and a family member (father, mother, sibling, or friend), of the selected story’s youth. During the interviews, the researchers gathered the informants’ feedback and reactions to the stories, domains of change, and enablers/blockers. Please see Annex IV-VII for the KII guides. The questions included in the guides were based on the findings from the story circles as well as the identified domains of the change and enablers/blockers of change.

**Final Workshop:** At the end of the study, PWY hosted a final workshop to review and discuss the results of the KII s. The youth researchers shared and analyzed their findings, indicating if their interviewees agreed with the findings presented to them. They also developed draft presentations – per research team – on the overall experience, findings, and recommendations for the process and for the YDRCs.

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\(^3\) Pile sorting is a simple exercise during which the youth researchers sorted the stories on the basis of their similarity (i.e. the attributes that they share), as seen by them. The researchers then explained what the stories in each group have in common, and developed a label for each group, on the basis of that description.

\(^4\) The domains of change domains they decided upon are enumerated/discussed below in the analysis section.
DATA COLLECTION

The 20 youth researchers collected data in male-female pairs in the 10 governorates of Al Bireh/Ramallah, Bethlehem, Hebron, Jenin, Jericho, Nablus, Qalqilya, Salfit, Tubas, and Tulkarm, alternating the roles of lead facilitator and co-facilitator/note taker. All the story circles took place at the YDRCs.

In total, 20 story circles and 10 film screenings were conducted over a six-day period (June 25-30, 2018) with a total of 182 participants. Story circle participants ranged in age from 14-28, the majority of the participants were 18-25 (70%, N: 127), while 19% (35) were 14-17 and the remaining 11% (20) were 26-28. There was a higher number of female participants (58%, N:106) than male participations (42%, N:76) being male. With regards to location, most youth were from the city at 61% (111), while 35% (63) reported living in villages and 4% (8) from the camps.

Both beneficiaries and interns participated in the story circles, with 48% (87) reported being YDRC beneficiaries and 40% (72) being former PWY interns at the YDRCs. Approximately 12% (22) youth reported being both, having taken courses at the YDRCs before or after becoming interns.

Of the 182 youth, 31% (57) had been engaged at the YDRC for 0-6 months, while 17% (30) had been engaged for 7-12 months, and 28% (51) for 1-2 years. Story circle participants also included youth who have been active at the YDRCs for several years, 17% (31) had been active for 3-4 years and 7% (12) for more than 5 years.5

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5 One youth did not indicate how long they had been involved at the YDRC.
The research team later conducted 40 key informant interviews over a 10-day period (July 8-17, 2018). The key informants represented YDRC staff (10), YDRC board members (10), other YDRC youth (10), and family members/friends of the youth involved at the YDRCs (10). For the family members/friends category, three were friends, three were sisters, two were brothers, and two were parents. For the other youth, seven were former interns and three were other YDRC beneficiaries.

**RESEARCH LIMITATIONS**

Stories were only collected at one point in time, therefore the change over time could not be evaluated. In addition, the stories were collected from approximately 20 participants at each YDRC, which is a small sample of each YDRC’s beneficiaries and could potentially limit the generalizability of the findings. Therefore, it is important to look at the findings in conjunction with evidence from other monitoring data collected throughout the life of the project.6

To mitigate some of these limitations, PWY included key informant interviews with persons not involved in the story circles – YDRC staff/board, other youth, and family members – to validate and corroborate the stories collected and the results of the findings. However, PWY expected some subject bias, particularly from the YDRC staff/board members. As such, PWY included interviews with other youth and family members/friends to triangulate the responses, strengthening their validity.

Finally, while using a PYD approach and having a research team comprised of former interns and beneficiaries added a valuable lens, it also created space for vulnerabilities. The youth are not professional researchers and some lacked prior experience with research methods, allowing for some information incompleteness and a lack of detail in the notetaking and story transcription. Also, it was the first time for many of the researchers to lead a focus group discussion (story circles) or conduct a key informant interview, and many were hesitant to ask follow-up questions or dig deeper. Throughout the whole process, PWY provided constant oversight, assigning PWY staff to each research pair who visited each governorate team in person and made regular and systematic phone calls. PWY also embedded significant time for practical exercises in both the facilitation and analysis workshops to ensure researchers felt prepared and capable of implementing the study activities.

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6 For additional data on the life of project, please see PWY’s Final Report.
FINDINGS

STORIES OF CHANGE

In total, the research team collected 178 youth stories across the 10 governorates. The table below includes synopses of the 10 most significant change stories, one per governorate, as selected by the story circle participants. These stories are the main findings of the study, and represent the opinions of a subset of PWY’s youth beneficiaries regarding what is significant change in a Palestinian youth’s life, or what the most significant impact of the YDRCs have been on their lives. They are their stories, as chosen by them, the youth.

Also included in the table below is the criteria, which was established by the story circle participants and used to select the most significant change story. Additionally, the table lists the domain of change (DoC) each story falls within as categorized by the researchers.

While synopses of the stories are provided in written format below, please note that the primary documentation method for the stories was via video. The videos are an integral part of the study and provide first-hand accounts from the youth of the change they experienced as a result of participating in YDRC/PWY activities. The films are included in a zip file with this report. The below synopses are based primarily on the stories as they were originally told, as well as, in a slight departure from traditional MSC reporting, additional information gathered from subsequent telling of the stories and follow-up conversations with the youth.

Table 1: Most Significant Change Story Per Governorate

<table>
<thead>
<tr>
<th>Ibrahim Al-Natsheh (M, 21 years old), Ramallah/ Al-Bireh</th>
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<tbody>
<tr>
<td>“I was able to save two lives,” said Ibrahim. Ibrahim was certified in lifesaving interventions and assisted in helping two community members as a result of participating in the Graduate Empowerment Program at the Al-Bireh Cultural Club (ABCC), a PWY implementing partner. As part of the program, he enrolled and obtained certificates in First Aid and Advanced Life Support (ALS). The certification allowed Ibrahim to save the lives of two fellow community members. “One time, I was on the bus going home from university, I encountered an epileptic girl who was having a seizure. I didn't find any one the bus who could help, so I intervened to make sure her episode passed without any harm to her.” In a second incident, he recognized the signs of someone having had a heart attack – “he had no pulse, was unresponsive, and wasn’t breathing” – and was able to perform CPR while waiting for the ambulance he called to arrive.</td>
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</tbody>
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7 Four stories were not documented. 182 youth participated in the story circles but the research team collected 178 stories.
Partnerships with Youth (PWY) Project: Most Significant Change (MSC) Study

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Domain of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job opportunities</td>
<td>Change on the personal level</td>
</tr>
<tr>
<td>Facing challenges</td>
<td>Increase in knowledge</td>
</tr>
<tr>
<td>Continuity</td>
<td>Personal</td>
</tr>
<tr>
<td>Financial return</td>
<td>Academic</td>
</tr>
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</table>

### Afnan Hindi (F, 21 y/o), Bethlehem

Afnan was a PWY leadership intern at the Community Development and Continuing Education Institute (CDCE-I), a PWY implementing partner. She states “through the internship program, I learned to be strong, mature, and to think positively.” She continued, “I realized I can make a difference in my community and it inspired me to work with and on behalf of disabled persons.”

After serving as an intern, Afnan designed and implemented what she calls “a specialized community rehabilitation initiative.” She states, “my friends and I decided to bring more community awareness to the issue of unrequested hysterectomies being performed on disabled persons.” She credits PWY/CDCE-I with giving her the will and skills to implement the initiative.

### Selection Criteria

<table>
<thead>
<tr>
<th>Domain of Change</th>
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<tbody>
<tr>
<td>Personal</td>
</tr>
<tr>
<td>Social</td>
</tr>
<tr>
<td>Economic</td>
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</tbody>
</table>

### Mu‘men Al-Qashqish (M, 27 y/o), Hebron

Mu‘men participated in PWY media trainings and a youth leadership camp at the Hebron YDRC. As a result, he was hired as a freelance producer for several films, during which he applied the technical and soft skills he developed in the PWY/YDRCs trainings. Mu‘men credits PWY/Hebron YDRC with giving him a new view on life and the self-confidence to take chances professionally. He states “the PWY project introduced me to new prospects in life – the trainings helped me be more confident and to enter the labor market.” He continued “now, I have produced several films professionally.”

Mu‘men further stated that, “After getting my job I started to feel more responsible towards my society,” to share the knowledge he had gained. Since his time as an intern, he has gone on to conduct practical media trainings for persons with disabilities in his community. Mu‘men

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8 Criteria included is as agreed upon by the story circle participants; as such the criteria varies from one location to the next.
stated, “I am very proud of this work, and I am excited to continue it." In addition, he has started a number of youth initiatives, including reactivating the Youth Council in Halhul.

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Domain of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Addresses a youth issue</td>
<td>• Creates job opportunities</td>
</tr>
<tr>
<td>• Solves a community problem (a common problem)</td>
<td>• Self-development</td>
</tr>
<tr>
<td>• Benefits an entire community</td>
<td>• Change of ideology</td>
</tr>
<tr>
<td>• Challenge</td>
<td>• Could be sustainable</td>
</tr>
</tbody>
</table>

Sharif Hussein Obeidi (M, 24 y/o), Jenin

Sharif served as an employability intern at the Jenin YDRC, which he credits with enhancing his self-confidence in all aspects of his life – from choosing and landing a job at the Palestinian Central Bureau of Statistics (PCBS) to influencing and positively impacting his community. He also credits his having gotten a job at the PCBS with the new skills he acquired at the YDRC: “this opportunity qualified me to get the job.”

Sharif said, “after coming to the YDRC, I realized I had more responsibility, as a youth. I gave my trainees everything I could – all my knowledge.” He continued, “I also felt more responsibility towards my community.” As a result, he established in Selet Al Harthyeh what he calls a “youth forum” or a group of volunteers that meets regularly to conduct various community projects such as cleaning the streets, painting sidewalks, and organizing local chess and soccer competitions. He also opened a small cafeteria in his village due to the lack of a community space for people to gather.

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<th>Selection Criteria</th>
<th>Domain of Change</th>
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<tbody>
<tr>
<td>• Self-development</td>
<td>• Creativity</td>
</tr>
<tr>
<td>• Problem solving</td>
<td>• Role model</td>
</tr>
<tr>
<td>• Transfer of information</td>
<td>• Voluntary work</td>
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<tr>
<td></td>
<td>• Influence and encouragement</td>
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</table>

Rana Hamid (F, 22 y/o), Jericho

Rana felt tremendous personal and social changes as a result of serving as a media intern at the Jericho YDRC. She said “I changed personally and professionally, I improved my practical skills.” She continued, “I feel like I now know more than my university peers in the field of media.” She not only developed advanced technical media skills but also social/life skills. Rana said “the internship program expanded my professional and personal networks – locally and internationally.”

While delivering media trainings, she also addressed social/traditional norms regarding gender mixing in the community – having the youth do many icebreakers so the males and females felt more comfortable around each other. Rana said “I broke the barrier between the youth, so they can work together, female and male.”
Following her internship, Rana was hired as a PWY consultant to produce promotional films for the other YDRCs. She has also become a member of a human rights committee in Jordan and Turkey.

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<tr>
<th>Selection Criteria</th>
<th>Domain of Change</th>
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<tbody>
<tr>
<td>• Personal and social change</td>
<td>• Perseverance</td>
</tr>
<tr>
<td>• Continuity</td>
<td>• Motivation</td>
</tr>
<tr>
<td>• Development</td>
<td>• Influence</td>
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<tr>
<td></td>
<td>• Personal</td>
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<tr>
<td></td>
<td>• Social</td>
</tr>
<tr>
<td></td>
<td>• Economic</td>
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**Wa’d Shtayeh (F, 26 y/o), Nablus**

Through her participation as an employability intern in Nablus YDRC, Wa’d developed both personally and professionally. Wa’d said, “the internship program taught me to be more patient, timely, and detail-oriented.”

While serving as an employability intern she also helped the YDRC executive manager to recruit and conduct outreach with other youth in the community for their flagship employability program. She gained critical networking skills, communicating with local institutions and organizations to set up external internships for the program.

Wa’d studied physiology at university, but through her time at the YDRC, felt a calling to continue working with youth and the community. She credits the YDRC with finding her way, “I had a critical change in my life – personally and professionally.”

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Domain of Change</th>
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<tbody>
<tr>
<td>• Significance</td>
<td>• Strong personality</td>
</tr>
<tr>
<td>• Clear change</td>
<td>• Patience</td>
</tr>
<tr>
<td>• Leadership</td>
<td>• Bravery</td>
</tr>
<tr>
<td>• Challenge</td>
<td>• Positivity</td>
</tr>
<tr>
<td>• Achievement</td>
<td>• Optimism</td>
</tr>
<tr>
<td>• Power</td>
<td>• Credibility</td>
</tr>
<tr>
<td>• Ability</td>
<td>• Diverse change</td>
</tr>
<tr>
<td>• Persistence</td>
<td>“changing all aspects of life”</td>
</tr>
<tr>
<td>• Courage</td>
<td></td>
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<tr>
<td>• Continuity</td>
<td></td>
</tr>
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<td></td>
<td>• Personal</td>
</tr>
<tr>
<td></td>
<td>• Economic</td>
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**Basel Abu Hamed (M, 17 y/o), Qalqilya**

“In high school, I went to robotics trainings and after graduating, I didn’t want to stop. I searched for any way to continue with robotics – and I found the Qalqilya YDRC,” said Basel. He joined the Qalqilya YDRC robotics training and later their robotics team, which went on to win the 2018 National Palestinian Robotics Challenge, hosted by the First Lego League (FLL).

Not only did Basel develop technical skills, but he gained key leadership, communication, and presentation skills. He also improved his critical thinking and problem solving skills.
Basel – who is only 17 – is now an assistant robotics trainer at the Qalqilya YRDC. He credits the YDRC with giving him the opportunity, space, and skills to be creative and pursue his interests. He said “my dream is to be a judge in international robotics competitions.” Without the YDRC’s support Basel would not have traveled to Egypt to participate in the Arab Regional Robotics competition nor have become employed as an assistant trainer.

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<tr>
<th>Selection Criteria</th>
<th>Domain of Change</th>
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<tbody>
<tr>
<td>• Realistic</td>
<td>• Strength and</td>
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<tr>
<td>• Objective</td>
<td>stability</td>
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<tr>
<td>• Influence on</td>
<td>• New</td>
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<tr>
<td>others</td>
<td>• Achieves an</td>
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<tr>
<td>• Quantum leap</td>
<td>objective</td>
</tr>
<tr>
<td>• Credibility</td>
<td>• Positive</td>
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<tr>
<td>• Sustainability</td>
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Riham Khuffash (F, 20 y/o), Salfit

“At the YDRC, I experienced many changes,” said Riham. She continues, “first, personally, I can now speak in front of people confidently. This helped me in my university studies. I have stronger presentation skills and feel comfortable in front of all types of people.”

Riham became a well-known robotics trainer in Salfit following her participation in the PWY internship program. Previously she was an activity coordinator at Al-Quds Open University, but applied for and was selected to serve as a PWY ICT intern at the Salfit YDRC.

In addition to implementing various ICT related courses for youth – ICT for Everyday and Coding and Animation – she was selected as and trained as a robotics trainer for the club. “I feel proud of myself,” said Riham. She continued saying, “I had many negative behaviors and have now changed those to positive.” She continues “95% of the changes I experienced, are a result of being an intern at the YDRC.”

<table>
<thead>
<tr>
<th>Selection Criteria</th>
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<tbody>
<tr>
<td>• Continuity</td>
<td>• Creativity</td>
</tr>
<tr>
<td>• Realistic</td>
<td>• Innovation</td>
</tr>
<tr>
<td>• Left a notable</td>
<td>• Self-development</td>
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<tr>
<td>impact</td>
<td>• Break the routine</td>
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<tr>
<td>• Room for</td>
<td>• Accepted by the</td>
</tr>
<tr>
<td>development</td>
<td>community</td>
</tr>
<tr>
<td>• Investing time</td>
<td>• Persistence</td>
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Dina Bassam Odeh (F, 24 y/o), Tulkarm

“I experienced many changes, personally, socially, and with my family and friends,” said Dina. Dina experienced these changes as a result of serving as an employability intern at the Tulkarm YDRC. From the PWY internship TOT she learned to communicate with different youth – of different genders, ages – in addition to improving her problem solving, critical thinking skills, and creativity. She also leads voluntary work at the YDRC, crediting it with creating a safe and encouraging space to conduct volunteer work. “The YDRC provided me with a good environment to implement community initiatives,” said Dina, continuing, “I can always count on the YDRC to support my ideas or volunteer work.”
On the professional level, she overcame her fear of interviews and was interviewed and hired as a call center supervisor for Jawwal, a cellular communications company. "I am very proud to be a part of the IREX family." She continued stating, "I am very happy with my achievements, and am grateful for how IREX worked to support and develop us, as youth."

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Domain of Change</th>
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<tbody>
<tr>
<td>Positivity</td>
<td>Social impact and change</td>
</tr>
<tr>
<td>Stability</td>
<td>Achievement</td>
</tr>
<tr>
<td>Challenge and determination</td>
<td>Motivation</td>
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<tr>
<td>Use of time</td>
<td>Contentment</td>
</tr>
<tr>
<td>Personal change</td>
<td>Tangible change</td>
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<td>Learning</td>
<td>Strong engagement</td>
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<td>Self-confidence</td>
<td>Continuity</td>
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<td>Belonging</td>
<td>Promoting the role of women</td>
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<td>Personal</td>
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<td>Social</td>
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**Mohammed Daraghmeh (M, 24 y/o), Tubas**

“Going to the YDRC gave me confidence, awareness, and maturity,” said Mohammed. He has transformed from shy to a confident, well-spoken community role model. Mohammed served as a Leadership intern at the Tubas YDRC, during which time his self-confidence and soft skills grew, and now he says, “I feel comfortable interacting with a variety of people.”

Previously, “I was nicknamed ‘the dark cloud of society’ because I criticized every idea and initiative,” said Mohammed. However, Mohammed credits the YDRC which changing his view. He is now the Program Coordinator at the Tubas YDRC and he and his peers have designed and implemented a community initiative called Sha'shabon or spider. As part of the initiative, they develop a weekly YouTube episode, in which they meet or interview a different community figure, discussing issues of concern to the community and youth. They have met with mayors, heads of NGOs, and other successful youth from other governorates.

Without proper media equipment, Mohammed and his peers have been resourceful, creating lighting from an old spare tire and a metal pipe and filming and editing the episodes with a smartphone. The initiative has brought greater awareness to issues of concern to youth as well as inspired a number of Mohammed’s YDRC peers to become more involved in their community.

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Domain of Change</th>
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<tr>
<td>Realistic and tangible change</td>
<td>Productivity and achievement</td>
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<tr>
<td>Leadership</td>
<td>Teamwork</td>
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<td>Innovation and creativity</td>
<td>Discipline</td>
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<td>Future planning</td>
<td>Challenge</td>
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<td>Acceptance and flexibility</td>
<td>Developing talents</td>
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<td>Influence on the personal level and on others</td>
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<td></td>
<td>Personal</td>
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<td>Social</td>
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Following the story collection, the youth research team screened the films and – similar to the process for the story circles – discussed and agreed on the overall most significant film, choosing Afnan Hindi’s story (Bethlehem). The selection was based on the following criteria:

- Quality of story (new idea)
- Creative
- Refer to social participation
- Successful
- Social change
- Sustainability
- Positivity
- Significant change
- Challenge
- Realistic
- Leadership
- Confidence and belief in the idea

It should be noted that the criteria were decided upon by the group of participants when selecting a film. Therefore, the criteria listed above is different than original selection criteria, as the participant groups varied for the film screenings.

**ANALYSIS**

**QUESTION 1: MOST SIGNIFICANT CHANGES**

**DOMAINS OF CHANGE**

Following the review and sorting of the stories, the research team established four domains of change (DoC) or common themes seen throughout the stories. The agreed upon DoCs were as follows: Personal, Economic, Social, and Academic. All the stories were coded, noting into which DoC the story best fit. In many cases the stories were coded with multiple DoCs. Overall, the most commonly identified DoC was personal, with 153 stories of personal change, followed by social (146), economic (60), and academic (26).

**Key Findings**

- The most commonly identified DoC was Personal, with 153 stories (86%).
- All 10 of the most significant change stories exhibited personal changes or transformations, highlighting this type of change as important for youth.
- 60 stories (39%) were coded as within the Economic DoC. Despite unemployment in West Bank and Gaza consistently being cited as a common youth concern, one reason there may be fewer stories of change within the Economic DoC is that personal changes may be of higher value to Palestinian youth.
- Gender did not play a role in predicting the DoC: There was a relatively representative split of males and females within each DoC.
- Similarly, there were representative numbers of the age ranges for each DoC.
- More than half of the participants that exhibited personal changes (54%) had taken a PWY Leadership in Action course, and a similar ratio (53%) had served as a PWY intern at a YDRC.
- 57% of youth who demonstrated an economic change had participated in a PWY employability training.

**Personal Domain of Change**

The research team coded 153 of the 178 youth stories (86%) as demonstrating personal changes. These changes included: improved self-confidence; developing new life/soft skills, such as interpersonal communication, problem solving, networking, and creative thinking skills; increased self-reliance and a stronger sense of personal responsibility. Interestingly, the researchers also noted that many stories discussed increased acceptance of gender mixing, which they also categorized within the personal DoC.

All 10 of the most significant change stories exhibited personal changes or transformations, also highlighting this type of change as important for youth. In almost all of the stories, the youth expressed increased self-confidence as a result of participating in a PWY/YDRC activity or program and developing new life or soft skills, which are critically important for a successful transition into adulthood. The stories spoke of powerful personal transformations. For example, Azzam Zreineh from Bethlehem, explained that through his participation in the CDCE-I’s debate activity, his self-confidence and communication skills increased exponentially. Now he is one of the top students at his university and won CDCE-I’s 2018 debate challenge. In addition, Obada Sawaf from Tubas expressed a similar change. Before, his friends used to joke that he was the “fifth wall in the room,” due to his shy and less sociable nature. After serving as a PWY leadership intern at the Tubas YDRC, Obada finally believes in himself and is the process of setting up his own small business.

**Social Domain of Change**

The second most commonly coded domain was Social, with 82% (153 out of 178 stories). The types of changes under the Social DoC included: increased involvement in the community, youth who designed and/or implemented community improvement initiatives, incidents of increased volunteer work/civil participation, mention of networking with both local and international organizations, and in general, an increase in the youth’s awareness of local community or social issues.

Six of the significant change stories (*in the table above*) were coded as within the Social DoC. For example, Mohammed Daraghmeh from Tubas mentioned that he had a negative view of community initiatives prior to his interaction with the YDRC and PWY. He thought they were often weak and didn’t result in tangible change. However, after serving as the Tubas YDRC leadership intern and with the support of the YDRC staff and board, he and his peers are implementing a very successful community initiative, called Sha’habon, which calls attention to local youth issues via various communication and media platforms, a weekly YouTube program, and plays at the local schools for children. The initiative has brought greater awareness to issues of concern to youth as well as inspired a number of Mohammed’s YDRC peers to become more involved in their community.
Economic Domain of Change

A lesser number of stories, but still notable, were coded as within the Economic DoC, at 60 stories (39%). These changes included: finding a new job, opening a new business, and making connections with prospective employers/partners. The smaller number of youth with economic changes may be due in part to employability not being PWY’s focus; job-readiness skills training was only included in the second half of the PWY program. In addition, despite unemployment in West Bank and Gaza consistently being cited a common youth concern, personal changes may be of higher value to Palestinian youth.

Regardless, with employability trainings at the YDRCs always being well attended – as captured through PWY regular monitoring data – and the introduction of comprehensive, longer-term employability-focused programming at several of the YDRCs – youth demonstrated remarkable economic changes. Of the 60 stories coded within the Economic DoC, 44 stories included youth getting a new job, and 7 youth included in their story that they had opened or were planning to open their own business. For example, Hanan Ereqat from Jericho is now working in the Human Resources department of the Coca Cola Company. She attributes getting the job to the PWY employability training she took at the Jericho YDRC and the subsequent career day she participated in, which not only gave her the skills to ace her interview but the opportunity to make the necessary professional connection. Stories like Hanan’s were particularly common among former PWY interns and those youth who had participated in the YDRC’s comprehensive employability programs, such as Nablus YDRC’s Empowerment for Fresh Graduates, which offered youth the opportunity to participate in external internships at local companies and institutions. Several youth noted the practical application of skills in PWY’s employability trainings, particularly the comprehensive employability programs, as being important to the positive economic changes they experienced.

As noted in the text box to the side, while the end result may have been an economic change, youth often identified the cause as a personal change. Youth repeatedly brought up an increase in self-confidence and communication skills as having been key to either getting a job or succeeding professionally: these two skills were credited for successful job interviews and greater comfort in professional interactions. For example, Balqis Abu Al-Dab’at from Hebron credited increased self-confidence and communication skills as a result of YDRC trainings for her getting a job.

Linked Domains of Change

The research team interestingly noted that personal changes were often cited alongside social and economic changes, most often those personal changes were the impetus for other changes in the youths’ lives. With increased self-confidence, reliance, and stronger soft skills, the youth felt they had something positive to contribute to their communities and/or were ready to enter the labor market. A strong example of this came through Fahed Bisharat’s story. Fahed, from Tubas, attended leadership and ICT courses at the YDRC with an insatiable thirst for learning. Studying information management at university, he didn’t feel engaged or interested. However, with an increased self of sense and purpose, he felt confident to pursue a programming certificate and is currently in the midst of setting up a consultation firm with his peers to provide software and programming services to his community. Fahed made great personal changes, witnessed by his family, noting that “this is the first time I have the attention of my family; my father now supports and encourages me to go after my dreams,” and he is now on his way to economic changes with his new business plan.
at a bank, and noted her improved communication skills made her more successful when interacting with bank customers. Other soft skills credited for economic changes include an increased ability to handle work pressure, increased teamwork experience and skills, and increased leadership skills.

**Academic Domain of Change**

Academic changes were witnessed the least, with only 26 of the 178 stories (15%) coded within this DoC. Academic changes included: choosing a university specialization, increased technical skills, and learning new languages.

Of the 10 most significant changes stories, only one – Ibrahim Natsheh from Ramallah/Al Bireh – was included in the Academic DoC, as he learned specific technical health skills. Another story of the 26 included in this domain is that of Manneh Maawi, a youth from Bethlehem, became one of the top ten students in her English class. Through her participation in CDCE'I’s English course, she has increased confidence and does not shy away at the opportunity to speak in front of others. The limited number of stories within this DoC may be due in part to how youth define change, prioritizing change in self, community, and economic status first, while academics are more or less mandatory given that attaining a higher educational degree is historically something standard/normal for Palestinian youth.

Interestingly, neither gender nor age played a role in predicting the DoC. There was an almost even/representative split of males and female within each DoC, as well as representative numbers of the age ranges for each DoC.

More than half of the participants that exhibited personal changes (54%, 83) had taken a PWY Leadership in Action (LIA) training course and a similar ratio (53%, 82) had served as a PWY intern at the YRDC. While 57% of youth who demonstrated an economic change had participated in a PWY employability training.

These findings also fall in line with results of the 21st Century Competencies Formative assessment, which PWY undertook in 2016, as the YDRC youth interviews for the assessment scored higher in the social and psychological/emotional domains of the 21st Century Competency Index than their West Bank peers. In the case of the MSC study the types of changes listed under the personal DoC correlate with the attributes within the psychological/emotional domain of the 21st Century Competency Index (e.g., aware of one’s strengths, able to set reasonable personal goals, feeling confident, etc.). The same can be said for the social domains within the MSC study and the 21st Century Competency Index (e.g., feeling involved in one’s community and the ability to make a difference).

**QUESTION 2: ENABLERS/BLOCKERS OF CHANGE**

The research team also analyzed the key enablers of change to better understand what factors had contributed to the changes identified. They also identified the blockers the participants had to overcome to achieve those changes.

To identify the enablers/blockers, the researchers re-reviewed the stories and their notes from the story circle discussions. In identifying these factors, they were looking for specific language from the youths’ stories and their notes indicating either an enabler or a blocker for the change.
Partnerships with Youth (PWY) Project: Most Significant Change (MSC) Study

The main enablers of change (factors that assisted in bringing about the change) included:

- **PWY trainings at the YDRCs**: Through the PWY trainings, youth had the opportunity to improve their skills and knowledge in a variety of topics, to meet other youth from across the governorate, to engage with their community through initiatives and other voluntary work, and to connect with other local institutions for possible employment. For example, Mohammad Tumaleh stated “I used the employability skills I gained in the [ABCC] Graduate Empowerment Program during interviews with potential employers at a career fair [hosted by ABCC] – I even received several jobs offers that same day!”

- **PWY’s internship program/YDRC external internship program**: The PWY internship program and external internship programs facilitated by the YDRCs included intensive personal and professional skills development. The PWY internship program increased youths’ soft and technical skills and then through their employment at the YDRCs they gained the necessary practical workplace experience to succeed in future employment. These programs also exposed the youth to a wider professional development network. Balqis Abu Al-Dab’at, an administrative intern at the Hebron YDRC, stated “when I went to apply for a job at the bank, I felt confident and sure of myself in the interview – this is a result of being intern – today, I am employed at that bank.” Dana Khalaf, a former employability intern at the Jenin YDRC, said “the internship program molded my personality, I was shy and not very social, and now I am stronger, I feel comfortable interacting with people of all ages, and I know how to work under pressure.”

- **YDRC environment**: Youth cited several characteristics of the YDRCs, which were considered enablers such as: a safe and welcoming space, they felt comfortable expressing their ideas and opinions, in addition to having the freedom and encouragement to think and pursue their individual interests. Wafaa Wishahi, a Tubas YDRC beneficiary stated, “praise those who believed in me,” she credits the supportive environment and staff at the YDRC with becoming a better communicator and expanding her social network.

- **Family support**: Family support was noted as a key enabler to youth engagement at the YDRCs. However, most youth indicated that their families’ support was belated, only pledged after family personally witnessed the changes in their children/siblings/friends. They also stated as a result, they were more engaged in decision making at home, seen as more valuable and contributing members of the family. For example, Majd Hawaaii a Qalqilya YDRC participant, stated “with the support of my family and the YDRC, I felt like...”
I became a leader and even went on to win the national robotics competition with my team."

- **Internal motivation**: The research team noted that some of the youth in the stories already felt motivated to make a change in their life, and cited that personal or internal motivation was an enabling factor. Tareq Al-Minawi, from Tulkarm, said “I thought that I had a strong personality, but after participating in the YDRC leadership training, I realized I was shy. I was persistent. I wanted to change my personality and increase my self-confidence. Now, I even do voluntary work in the community.”

To identify the blockers of change, the youth researchers revisited the notes they took during the story circles discussion to look for any factors the youth pulled out as obstacles they had to overcome. The primary blockers of change are as listed below, along with examples of how these blockers of change were overcome by youth in their journey to change:

- **Traditional norms**: Traditional norms were predominately seen as the mixing of genders – males and females - at the YDRCs. In many communities throughout the West Bank, gender mixing is a sensitive subject and some families do not encourage their children/siblings to partake in gender-mixed activities.
  
  **Overcome**: As families, friends, and even YDRC Board members saw the positive effects of the YDRC trainings and activities – youth becoming more engaged and active in their community, youth returning to the center more often – the community became more accepting of males and females mixing. Tasnim Bsharat from Tubas noted that with respect to gender mixing, “I can now say that the Tubas YDRC has become my second home. If any girl wants to go to the YDRC, I can gladly take her there with me.”

- **Community perspective**: Community perspective specifically related to the viewpoint of families and other community members that it is better – personally and financially – to have a job and earn income rather than attend trainings at the YDRCs. Youth had to demonstrate the value of the YDRCs and trainings to their families before they received support for continued engagement.
  
  **Overcome**: Families grew more supportive of the YDRCs as they saw positive changes within their children. Maysoun Abu Hamid, mother of Basel Hamid, commented that “After I saw the change in Basel, I encouraged my other son to go to the YDRC so he can become like his brother. I am so proud of Basel and his accomplishments.”

- **Geographical blockers**: Some of the youth indicated that the distance between their homes and the YDRCs was a blocker, limiting how frequently they were able to attend trainings at the YDRCs, dependent on the time and the cost of transportation.
  
  **Overcome**: Youth persisted in their engagement, finding ways to commute. Some YDRC youth have been inspired by the work of the YDRCs and started their own, local youth groups to carry out activities, such as Sharif Obeidi who established a youth union in Selet Al Harthyeh.

- **Fear of social situations/interpersonal communication**: Some youth expressed lack of confidence in their ability to present/speak in front of others and thus it was a major blocking factor that they had to overcome during their participation in the PWY internship program or as a participant in YDRC activities.
**Overcome:** As noted above, one of the biggest personal changes cited that lead to economic benefits was improved self-confidence and improved communication skills. For example, Raghd Salaymeh from Hebron noted that before taking PWY ICT and media trainings, she sometimes feared interacting with people. Since attending these trainings at the YDRC though, she has both the necessary skills for employment and the confidence needed.

- *Youth at two YDRCs – Jenin and Qalqilya – also said the internship TOT and technical training materials could be improved. They indicated that the TOT materials were not advanced enough and therefore did not learn anything new.*

**QUESTION 3: UNEXPECTED RESULTS**

None of the collected stories fell drastically outside the lines of what was expected. PWY staff anticipated stories that were reflective of the anecdotes told over the five-year life span of the program – primarily stories of vast personal growth and transformation and of increased and positive engagement with the community. These stories had not been previously captured through any formal means, M&E assessment or via the PWY indicators, which are all quantitative in nature.

These stories had been shared among PWY staff, YDRC staff and board, the interns, and beneficiaries. Told at the YDRCs in passing, during the mid- and final-term internship evaluations held with each youth cohort, and at the bottom of the standard PWY/ YDRC satisfaction survey. The MSC study was, in part, motivated by these transformational stories. PWY opted to conduct the study to capture them in a more systematic and representative way. In doing the MSC study, PWY staff was able to further validate these “everyday” stories, adding credibility to their magnitude and impact.

**VALIDATION OF FINDINGS: KEY INFORMANT INTERVIEWS**

Overall, the 40 key informant interviews corroborated the findings of the research team with regards to the identified domains of change and enablers/blockers of change. The results of the interviews are as listed below per interview grouping.

**STAFF/BOARD**

In general, all YDRC staff/board members interviewed agreed that the DoCs identified were valid, noting that they personally witnessed many changes in the youth beneficiaries at their centers. Specifically, they said that the offered training/activities resulted in increased knowledge and skills as well as employment preparedness. Other changes they saw were behavior changes – through developed leadership skills youth became leaders (in the YDRC, in the community, etc.). Some of the staff/board noted they also saw changes in youth’s appreciation and interest in their cultural heritage, suggesting a fifth DoC of cultural.

The staff/board indicated that the two most important enablers, in their perspective, were the YDRC environment (a safe, welcoming, encouraging environment) and the youth’s participation in the YDRC/PWY trainings. They also indicated that the participatory approach of the YDRCs and the center’s commitment to the principles of positive youth development (PYD) could be considered enablers of change.
Interestingly, not all the YDRC staff/board agreed with the identified blockers of change. Nablus, Salfit, Tubas, Tulkarm, Bethlehem each took issue with specific blockers. For example, Tubas did not agree that geographical location was a blocker. However, most did agree that community perspectives and traditional norms were obstacles youth had to overcome to achieve change, but, as noted above, these obstacles were overcome as families and the community began to see positive changes in youth – from greater self-confidence to better time management and increased responsibility. They also identified other potential blockers including the current political situation and the similarity in youth programming offered by other NGOs, in addition to the lack of funding/resources available to continue activities.

Moreover, they noted the resilience of the youth despite the blockers, stating that many youth were breaking the fear barriers and testing the norms of the community by accepting the mixing of genders, as noted above. They also stated that many of the youth were working to normalize this within their families. Qusay Mustafa Younis, a member of the Qalqilia YDRC Board, had the following to say: “We have been willing to open up and break the barrier of fear against the mixing between male and female in the same place. Now it has become a normal thing to see youth from both genders working together as a team, which enhances the spirit of cooperation and communication among the youth inside the YDRC.”

OTHER YOUTH

In the interviews with other youth – both former interns and YDRC beneficiaries – they all agreed with the identified DoCs. When asked if they personally experienced any change as a result of participating in YDRC/PWY activities, they predominately shared stories of personal changes, such as increased self-confidence. They noted that the YDRCs had helped them find their voices and instilled in them a passion for learning. They agreed that the trainings/activities at the YDRCs were the main proponent or enablers for the change, but they also stated that several of the training courses felt outdated and that they would benefit from new and more creative materials.

FAMILY MEMBERS/FRIENDS

The interviews with family members were used to specifically validate the results of the selected most significant change story in each governorate. All the family members interviewed agreed that they had witnessed dramatic personal changes in their sons/daughters, brothers/sisters or friends. Specifically, they indicated that the youth were more responsible, better decision makers, demonstrated increased self-confidence, and had stronger interpersonal communication skills. They also said the youth exhibited clearer personal goals and more direction in life. In addition, they noted their children had developed a passion for community engagement. Previously, their children’s lives had solely focused on just home life and school, and now they have developed more hobbies/interests. Moreover, they noted that the youth were

**Youth Definition of Change**

Transferring from stage to another stage in a structured manner, increasingly building one’s knowledge and skills
better prepared to join the workforce, developing both soft and technical skills, which could improve their economic status and outcomes.

These changes were attributed to their children’s participation in all YDRC activities, from trainings to volunteer work to internships. They said the YDRCs have been strong, positive forces in their lives. Some expressed openly that they were not supportive at first of their children’s involvement at the YDRC but quickly realized the value of the YDRCs, witnessing dramatic changes in their children’s personal growth and achievements.

However, they did agree that traditional norms were obstacles the youth had to overcome as there is a negative stigma against mixing genders, but they felt there was increased understanding and acceptance, at least within their own families of this the more time their children/siblings spent at the YDRCs. They also noted that for some youth there were transportation challenges in actually reaching the YDRCs, depending on where they lived.

CONCLUSION AND RECOMMENDATIONS

GOAL 1: IMPACT DATA
The study resulted in useful qualitative impact data from PWY’s youth beneficiaries. Over 170 youth stories were collected, 10 of those stories were selected as the most significant and filmed, which are powerful visual representations of the impact the program has had on the lives of the beneficiaries, told from their own viewpoint.

In addition, in response to the findings and analysis, the youth research team collectively devised recommendations to improve the YDRCs’ ability to meet the needs of the youth they serve and encourage the type of change youth desire.

**Continue and enhance internship experiences for youth**
The PWY internship program and external internships, arranged through the YDRCs, were found to be one of the most cited enablers of change, particularly with regards to personal and economic change. The internship programs offered youth the opportunity to develop critical soft and technical skills needed as well as gave them the practical experience in a workplace needed to succeed in the future. The youth research team emphasized the importance of sustaining these types of programs and opportunities for youth, focusing on programs that are at least six months long, to allow for proper training and skills/knowledge uptake.

**Sustain a diverse portfolio of youth programming**
Through the analysis, the PWY trainings at the YDRCs were also noted as a key enabler of change. The story circle participants had attended a range of trainings from leadership to employability, to community outreach and media. The researchers recommended that the YDRC continue to offer a variety of trainings to engage a wider range of youth. They also indicated that it is important the materials used are up-to-date and include a variety of levels, up
to advanced level trainings. In order to facilitate greater participation, they indicated that the YDRCs should involve youth at the onset of program design and selection, to ensure the activities really meet the current needs of the youth in their communities.

**Embrace principles of Positive Youth Development**

A PYD approach to programming has been shown to have a positive impact across an array of outcomes and sectors.\(^9\) Programs with positive evidence on sector-specific outcomes had several common traits, including youth-centered and youth-led activities.\(^10\) The research team found that the YDRCs – the environment that has been fostered in these centers – and the management’s embrace of PYD were also enabling factors. Therefore, they suggested that the YDRCs continue to adopt the principles of PYD, and involve youth in all aspects of the YDRC programming and management. They want to see the YDRCs recognize and capitalize on the youths’ strengths and capabilities, and give them the space and encouragement to grow and be leaders at the YDRCs as well as in their communities.

**Encourage continued youth-led learning**

Many of the YDRCs have incorporated simple M&E systems and practices into their organizations over the past year. The youth researchers emphasized the need for continuous learning and feedback mechanisms, noting the importance of involving youth – similar to the recommendation above – in the design and implementation of any M&E tool. They felt the value of the MSC study and the PYD approach. They encouraged the YDRCs to periodically gather qualitative impact data from their youth beneficiaries as a means to reflect and to inform future youth programming.

**GOAL 2: BUILD CAPACITY OF YOUTH RESEARCHERS**

The youth-led MSC study undeniably improved the knowledge and skills of the researchers who were engaged at all stages of the study’s implementation.

- The participant evaluation questionnaires administered after the final indicated that 100% of the youth researchers felt that they had acquired new knowledge and skills (agreeing or strongly agreeing).
- All the researchers (100%) agreed that their participation in the MSC study was beneficial, indicating that they will be able to apply their new skills in their personal and professional lives as well as use the skills gained to be more involved in their communities.

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\(^9\) Youth Power Learning, PYD Measurement Toolkit, December 2016.

\(^10\) Youth Power Learning, A Systematic Review of Positive Youth Development Programs in Low- and Middle-Income Countries, April 2017.
When interviewed about their experience at the end of the study, the researchers were asked “what has been the most significant change in your life since participating in this study?” the youth answered: new or improved qualitative data collection and analysis skills, increased understanding of research methodologies, and stronger soft skills, ranging from facilitation skills to interpersonal communication and listening skills, to teamwork and the ability to work under pressure.

The researchers were enthusiastic to discuss the findings and MSC process. Each research team developed a presentation, which will be shared with YDRC staff and board members, community members, and other youth. At the end of the workshop, the researchers were eager and thinking about this approach can be sustained at the YDRC or used with other organizations to continually inform youth programming and ensure it is meeting their needs, the youth. The MSC Experience video, which documents the overall study process, is included in a separate zip file with this report.

This report is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents are the sole responsibility of IREX and do not necessarily reflect the views of USAID or the United States Government.
ANNEX I: ADDITIONAL 10 STORIES OF SIGNIFICANT CHANGE

As described in detail above, the MSC researchers conducted 20 story circles, two per YDRC, from which they collected a total of 178 stories of significant change. Each of the 20 story circles resulted in a story of most significant change, two per YDRC. Story circle participants then viewed both of these stories, ultimately choosing one story to represent the most significant change from that YDRC, such that of the 178 stories, 10 stories, one per YDRC, are the stories of most significant change. These ten stories are shared in detail above, as well as in the accompanying videos.

The other ten stories – those chosen by their story circle as being significant, but not ultimately the most significant for that YDRC – are presented in summary below. These additional ten stories provide even more insight into what Palestinian youth consider to be significant change in their lives.

### Hanan Eyad Al Atal (F, 20 years old), Ramallah/ Al-Bireh

Through her participation in PWY, Hanan was able to find a job opportunity. Hanan is an accounting student at Birzeit University, and she feared the competition in the labor market because she lacked any practical experience or skills that would give her an advantage over other candidates. Hanan acquired many skills such as communication skills, teamwork and leadership, as well as a number of practical skills, that led to her getting a job.

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<th>Selection Criteria$^{11}$</th>
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<tr>
<td>- Job opportunities</td>
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<td>- Facing challenges</td>
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<td>- Continuity</td>
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<td>- Development</td>
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<td>- Change on the personal level</td>
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<td>- Increasing knowledge</td>
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<td>- Financial return</td>
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### Israa Osama Al Qasrawi (F, 18 y/o), Bethlehem

Israa possessed the ability to deal with others despite their different ideologies or environment. She was able to share with others her thoughts, and she had the ability to think outside the box using creative thinking. She concluded that she could be a successful person, and she seeks success despite her young age, as she possesses the desire to develop herself and believes in herself, which was enhanced during the trainings presented by IREX, particularly leadership training.

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<td>- Trust</td>
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<td>- Strong personality</td>
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<td>- Qualitative change</td>
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<td>- Actual change</td>
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<td>- Perseverance</td>
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<tr>
<td>- Strong personality</td>
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<tr>
<td>- Development</td>
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<tr>
<td>- Communication</td>
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<tr>
<td>- Creativity</td>
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<tr>
<td>- Ability</td>
</tr>
<tr>
<td>- Commitment</td>
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<tr>
<td>- Listening</td>
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<tr>
<td>- Improvement</td>
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<tr>
<td>- Sustainability</td>
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<tr>
<td>- Transformation</td>
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<tr>
<td>- Determination</td>
</tr>
<tr>
<td>- Love of learning</td>
</tr>
<tr>
<td>- Respect</td>
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<tr>
<td>- Acceptance</td>
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</tbody>
</table>

### Marwan Fathi Hamamda (M, 25 y/o), Hebron

There was significant change in Marwan, through participating in the employment and young leaders trainings, where he acquired the necessary skills to draft a CV and utilized this skill to help his friends. He also acquired communication skills that enabled him to present political analysis in classical language. He has developed an interest in creating community initiatives, including an initiative to...

$^{11}$ Criteria included is as agreed upon by the story circle participants; as such the criteria varies from one location to the next.
reduce the high costs of marriage which he started in his town. The biggest challenge he faced was the prevailing customs and traditions.

### Selection Criteria

<table>
<thead>
<tr>
<th>Supporting national products</th>
<th>Determination to change</th>
<th>Risk and courage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets the needs of the community (community service)</td>
<td>Confidence and belief in the idea</td>
<td>Clear objective</td>
</tr>
<tr>
<td>Economic</td>
<td>Challenge</td>
<td>Influencing the surrounding environment</td>
</tr>
<tr>
<td>Humanitarian work</td>
<td>Change in the community</td>
<td>Touches on the values of the community</td>
</tr>
<tr>
<td>Futuristic (building a future)</td>
<td>Seriousness</td>
<td>Rarity</td>
</tr>
</tbody>
</table>

#### Dana Muhand Khalaf (F, 24 y/o), Jenin

The change in Dana was obvious at both the personal and professional levels. The youth programs in which she participated contributed to molding and developing her personality: she was previously isolated and shy, whereas now she is stronger and able to deal with YDRC beneficiaries from different age groups. She is now also able to handle work pressure, she increased her institutional relations, she has become able to hold discussions effectively, and she now has a passion for continuous work. Her enrollment with the PWY program helped her acquire numerous skills that assisted her in discussing her Master’s thesis. She also promoted the YDRC and PWY program in many institutions in her capacity as funding officer. She has become an inspiration to youth, particularly females.

### Selection Criteria

<table>
<thead>
<tr>
<th>Social impact</th>
<th>Institutional change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation</td>
<td>Achievement</td>
</tr>
<tr>
<td>Professional standard</td>
<td>Continuity</td>
</tr>
<tr>
<td>Personal impact</td>
<td>Development</td>
</tr>
</tbody>
</table>

#### Rami Dabsheh (M, 23 y/o), Jericho

The change in Rami was in the context of him developing his personality in terms of active participation and establishing new relations by overcoming his fear. He also acquired the skill to accept critique and benefit from it, and he developed his skills in media as a result of the PWY program’s media component. Through the aforementioned development, Rami was able to come up with pioneering ideas and initiatives, and he was able to discover in others what he discovered in his personality. The development of his personality was reflected on the other trainees with him.

### Selection Criteria

<table>
<thead>
<tr>
<th>Continuity</th>
<th>Encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery</td>
<td>Change on the personal level</td>
</tr>
<tr>
<td>Initiative</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Voluntary work</td>
<td>Motivation</td>
</tr>
<tr>
<td>Development</td>
<td>Rare</td>
</tr>
<tr>
<td>Influential</td>
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</table>

#### Yehya Amjad Al Sayeh (M, 16 y/o), Nablus

A drastic change in Yehya’s personality was notable both to Yehya himself and those around him. Previously he was so shy that when he spoke he could barely be heard. Now, however, he possesses a leading personality and is a member of a scouts group that sings and cheers in service of their country.

### Selection Criteria

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will</td>
<td>Ice-breaking</td>
</tr>
</tbody>
</table>
Partnerships with Youth (PWY) Project: Most Significant Change (MSC) Study

Abdallah Mahfouth Dawoud (M, 27 y/o), Qalqilya

The change in Abdullah since joining the club was at the professional level, as he worked as a basketball coach for children and then signed a contract with Sport for Life. He later worked as an assistant at the YDRC, supporting the PWY project. The YDRC introduced him as a young leadership trainer and he was nominated for a job as a data entry clerk at the court in partnership with the justice sector EPJP. After the contract ended, he returned to the YDRC and assumed the position of a program assistant, where he became a leader and pioneer.

Selection Criteria

- Quantum leap
- Realism
- Influence on others
- Impact
- Strength and stability
- Achieved an objective
- Confidence
- Influence on the person
- Credibility
- Sustainability
- Inspirational

Mariem Aqel (F, 23 y/o), Salfit

Mariam studied fine arts, and entering a field outside the scope of her education was the greatest challenge she could face. The PWY/YDRC trainings exposed her to a new field of work that was unknown to her, which is training. The trainings had a great impact on her personality. As a result of participating in numerous trainings at YDRC Mariam feels more comfortable in social settings; she now mingles with others more than before through. This was a quantum leap for her, which gave her the ability to communicate with others and transfer knowledge to them.

Selection Criteria

- Continuity
- Left a notable impact
- Experience new things
- Passion
- Persistence
- Room for development

Manar Mohammad Awadallah (F, 24 y/o), Tulkarm

Her occupational advancement is the greatest indicator of change for Manar: she was a beneficiary at the YDRC, then became a trainer, and then became an administrative assistant at the YDRC, which is a success story in itself. Working on different issues and dealing with different people and governmental institutions were the most important aspects from this experience. She now communicates with different bodies using appropriate, professional language. Her work in administration has opened many prospects for her in terms of administrative work. She is now able to be completely independent financially.

Selection Criteria

- Prominent change
- Strong engagement
- Personal change
- Continuity
- Promoting the role of women
- Positive change

Rimal As’ad Ali Sawafta (F, 23 y/o), Tubas
The change from Rimal’s point of view was her experience with IREX; she considers it a journey of challenge for her. She and her colleague were with the center from the beginning, and it did not have the resources to implement effective youth trainings. She worked on developing the place and was successful in implementing a Ramadan Evening where over 500 people attended. For her, this gave her a competitive edge, as she became flexible in dealing with a number of institutions and received many job offers. Rimal stressed that the club is a “fertile ground that must produce.”

### Selection Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal difference</td>
<td>Persuasion ability</td>
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<tr>
<td>The ability to express opinions realistically</td>
<td>Impact on the club as a whole</td>
</tr>
<tr>
<td>The ability to express daily details</td>
<td>Challenge and will</td>
</tr>
<tr>
<td>The ability to influence people positively</td>
<td>Investing time and achievement</td>
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<tr>
<td>Increased self-confidence</td>
<td>Developing skills</td>
</tr>
</tbody>
</table>
ANNEX II: STORY CIRCLE GUIDE

Partnerships with Youth (PWY)
Most Significant Change (MSC) Notes

Name of Researchers: 
Governorate: 
Date: 

I. Most Significant Change Stories

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Summary of Story</th>
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II. Discussion on Criteria

III. Most Significant Story

<table>
<thead>
<tr>
<th>Name</th>
<th>Story</th>
<th>Criteria for Selection</th>
</tr>
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<tbody>
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</tbody>
</table>
Partnerships with Youth (PWY)
Most Significant Change (MSC) Notes
Film Screening

Name of Researchers:
Governorate:
Date:

IV. Stories Screened

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Summary of Story</th>
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<tbody>
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V. Criteria Discussion

Discussion:

Final Selection Criteria:

VI. Final Selected Story

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Story</th>
<th>Criteria for Selection</th>
</tr>
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<tbody>
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مجموعة قصصية
نموذج بيانات المشارك

الاسم:
الجنس: ☐ ذكر ☐ أنثى
تاريخ الميلاد:
مركز مصادر التنمية:
مملكة:
الناحية:

1. ما هي القصة بالمركز:
☐ متدرب سابق
☐ مستفيد

2. منذ متى وقعت شاركتي بالمركز؟
☐ 0-6 أشهر ☐ 7-12 أشهر ☐ سنة ☐ 3-5 سنوات ☐ 5 سنوات+

3. في شاركتي بالدروات شاركت في سيرة مركز؟
☐ نعم ☐ لا

4. إذا نعم، ما هي الدروات التي شاركت في؟ (ضع اشارة بجانب كل شاركتي)
☐ قيادة
☐ تطوير مهارات
☐ نموذج تنفيذ
☐ خدمات متخصصة
☐ رياضة
☐ رقص
☐ مسرح
☐ سيرة
☐ اللغة العربية
☐ اللغة الإنجليزية
☐ أخرى، ☐

__________________________________________
Story Circle
Participant Intake Form

Name: ________________________________
Gender:  ☐ Male  ☐ Female
Date of Birth: ________________________
YDRC: ______________________________
Resident Type:  ☐ City  ☐ Camp  ☐ Village
Date: ________________________________

5. What is your relationship to the YDRC:

☐ Former intern
☐ Participant

6. How long have you been involved at the YDRC:

☐ 0-6 months
☐ 7-12 months
☐ 1-2 years
☐ 3-4 years
☐ 5+

7. Have you taken any trainings/courses at the YDRC?

☐ Yes
☐ No

8. If yes, what kind of courses/activities have you participated in? (check all that apply)

☐ Leadership
☐ Youth-led Initiative
☐ Media
☐ ICT
☐ Employability
☐ Community Outreach
☐ Sports
☐ Arts/Culture
☐ Health
☐ Language
☐ Other, please specify: ____________________________________________________________
ANNEX IV: KII GUIDE – BOARD MEMBER

Partnerships with Youth (PWY) Project: Most Significant Change (MSC) Study

Name of the Study:

Most Significant Change (MSC) Study

Profile of the Board Member:

Name: ____________________________

Position: __________________________

Date of the Interview: __________________________

Gender: __________________________

Province: __________________________

Age: __________________________

Place of Interview: __________________________


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The PWY Project, in collaboration with the Arab IRC, implements a program aimed at assessing the impact of the project on participants and beneficiaries through the concept of meaningful change. The program seeks to evaluate the project's impact and assess the factors influencing and obstructing the changes.

The interview is conducted in the second phase of the evaluation, and the questions are designed to ensure the accuracy and results of the phase. In this phase, the interviewer aims to assess the impact of the program and the meaningful changes resulting from the project on participants and beneficiaries.

All your details are considered confidential, and your responses will not be shared outside the research team.

If you have any questions regarding the evaluation before we start?

Are you ready to participate in this interview?

Signature of the Researcher: __________________________

Signature of the Interviewer: __________________________
بعد مراجعة وتحليل النتائج، بات لدينا تغييرات في ثلاث المحاور ومحاور جديدة:

• **المحور الشخصي:** الذي يتمثل في اكتساب مهارات جديدة، مثلاً تنمية مهارة التفاوض والتواصل، وتطوير وتعزيز الثقة بالنفس.

• **المحور الاجتماعي:** الذي يتمثل في النشاطات الاجتماعية، مثل تنفيذ مبادرات، وبادرات إبداعية في مجال الرؤية العامة وتطوير مهارات التفكير خارج الصندوق واستخدام طرق إبداعية في التفكير.

• **المحور الاقتصادي:** الذي يتمثل في تطوير وإعداد المراهقين في الحصول على فرص عمل، وتطوير هموم الزمالة وتعزيز التدريب وتحسين مستوى المعرفة والمهارات.

**السؤال 1:** هل تتفق مع محور الشخصي الخاص بالبحث؟

**السؤال 2:** هل رأيت هذه التغييرات لدى الشباب بنفسك؟

**السؤال 3:** ما هي التغييرات الأخرى التي رأيتها لدى الشباب منذ مشاركتهم في النشاطات؟

**السؤال 4:** هل لديك أمثلة أو قصص تغيير أخرى؟

الحظات الأخرى:

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بعد مراجعة وتحليل النتائج، بادعنا نبرز العوامل المساعدة التالية:

1. فرصة التدريب داخل النادي ضمن مشروع الشراكة مع الشباب.
2. فرصة العمل في النادي.
3. الحصول على دورات وبرامج مشروع الشراكة مع الشباب (دورات القيادة، التصوير، التموين، التعلم، التدريب، التوظيف، التكنولوجيا، و غيرها).
4. البيئة الداعمة في مركز مصادر التنمية النادي رياضي.
5. فرصة التدريب في المؤسسات من خلال النادي.
6. دعم المدرسة والمؤسسات والأطراف المانحة.
7. الرغبة والدافع الذاتي.
8. العوامل التطوعية كالمبادرات.

القسم الثاني: العوامل المساعدة على التغيير:

السؤال 1: هل تتفق مع العوامل المساعدة المذكورة؟ ولماذا؟

السؤال 2: برأيك ما هو أكثر عامل تسهيل عمليات التغيير؟ وكيف؟

السؤال 3: هل هناك أي عوامل أخرى أثرت وساعدت على التغيير؟

السؤال 4: ما مدى تأثير المؤسسة (المركز) إيجابيا على المشاركين؟ وكيف؟

الحصص الأخرى:

<table>
<thead>
<tr>
<th>لو بروال: 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>لا موفق معالج، بل إيجابية إيجابية إيجابية إيجابية؟ إذاanos</td>
<td>او</td>
<td>الرجاء</td>
<td>الرجاء</td>
</tr>
<tr>
<td>لو بروال 2 البروجايك ما هو أفضل عامل تسهيل لتنفيذ مشاريع التغيير؟ ما هو الفيديو على الفيديو؟ وكيف؟</td>
<td>الرجاء</td>
<td>الرجاء</td>
<td>الرجاء</td>
</tr>
<tr>
<td>لو بروال 3: هل من الناحية التي يجب أن تكون على الكرة؟ وكيف؟</td>
<td>الرجاء</td>
<td>الرجاء</td>
<td>الرجاء</td>
</tr>
<tr>
<td>لو بروال 4: ما هو أدق مستوى يتكون من مشاريع التغيير؟ وكيف؟الرجاء</td>
<td>الرجاء</td>
<td>الرجاء</td>
<td>الرجاء</td>
</tr>
</tbody>
</table>

الحصص الأخرى:

بعد مراجعة وتحليل النتائج، بادعنا نبرز العوامل المثيرة للغيثاء لوجودة مثيرة:

1. نشاطات وتصرفات مثيرة.
2. المبادرات التفاعلية.
3. الطبخ والفلك.
4. الدهس البصري من قراءة كتاب مع بعيد.
5. الرياح الحالية لوجودة مثيرة للغيثاء التدفئة.
## النتائج

<table>
<thead>
<tr>
<th>السؤال</th>
<th>نص السؤال</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>هل تتفق مع هذه النتائج كمعيقات للتغير؟</td>
</tr>
<tr>
<td>2</td>
<td>برأيك ما هو أكثر معيق للتغيير يواجه الشباب؟</td>
</tr>
<tr>
<td>3</td>
<td>ما هي العوامل والميقات أخرى برأيك تحد من حدوث التغيير لدى الشباب؟</td>
</tr>
<tr>
<td>4</td>
<td>برأيك ما مدى تأثير هذه الميقات على التغيير؟</td>
</tr>
</tbody>
</table>

**الحيات الأخيرة:**

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**تحليل النتائج**

**الدروس المستفادة / التوصيات**
### Partnerships with Youth (PWY) Project: Most Significant Change (MSC) Study

#### ANNEX V: KII GUIDE STAFF MEMBER

<table>
<thead>
<tr>
<th>Name of Interviewee:</th>
<th>Name of Researcher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: John Doe</td>
<td>Name: Jane Smith</td>
</tr>
</tbody>
</table>

** опыт**: 

- **Date of Interview**: [Date]
- **Gender**: Male
- **Province**: [Province]
- **Age**: [Age]
- **Place of Interview**: [Place]
- **Position**: [Position]

The PWY Project, in partnership with [Organization], implements a change management approach as a tool to measure the impact of the project as one of the final stages of the project. The aim of applying this approach is to study the impact of the Partnership with the Youth project on the participants and beneficiaries. This interview is conducted as part of the final evaluation stage, discussing and questioning the youth on the impact of their participation in the program and the actual changes that have occurred among the participants and the facilitators. All your participation is considered voluntary and confidential, and your responses will not be shared outside the research team. The interview will last approximately 20-30 minutes.

Do you have any questions before we start?

Do you agree to participate in this interview?

...
بعد مراجعة وتحليل النتائج، نلاحظ فوقاً للتغييرات التالية:

• المحور الشخصي: الذي يمثل تطور مهارات جديدة، مثيرة للاهتمام مثل، "تنمية مهارة التحدث والتواصل"، تم تطوير وتحسين القدرات في مجالات مثل تطوير مهارات حل المشكلات، تفكير خارج الصندوق، وتعميق استخدام طرق التفكير الإبداعي.

• المحور الاجتماعي: الذي يمثل المشاركة المجتمعية، تم تطور مهارات مثل، "إعداد وتنفيذ البرامج الاجتماعية"، و"العمل التطوعي".

• المحور الاقتصادي: الذي يمثل تطوير رؤية الشباب في المجالات الاقتصادية، حيث "تحقيق التدريب والتوسع في المهن".

ويبدو أن النتائج استنتجت عوامل مساعدة تالية:

<table>
<thead>
<tr>
<th>السؤال 1</th>
<th>هل تتفق مع محاور التغير التي خلصت اليها النتائج؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>السؤال 2</td>
<td>هل الحظت ورأيت تأثيرات إيجابية في تعليمي؟</td>
</tr>
<tr>
<td>السؤال 3</td>
<td>هل ترى تأثيرات إيجابية في النتائج؟</td>
</tr>
<tr>
<td>السؤال 4</td>
<td>هل لديك أمثلة أخرى للإسهامات الإيجابية؟</td>
</tr>
</tbody>
</table>

الإجابات الأخرى:

<table>
<thead>
<tr>
<th>ملاحظات إضافية</th>
<th></th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

بعد مراجعة وتحليل النتائج، بُرر التغييرات للعوامل لعدة أسباب مختلفة.
• فرصة التدريب داخل النادي ضمن مشروع الشراكة مع الشباب.
• فرص للمشاركة في دورات وبرامج مشروع الشراكة مع الشباب (دورات القيادة، التصوير، البرامج المهنية، التدريب على تقنيات المعلومات، ومزيد).
• البيئة الداعمة في مركز مصادر التنمية والنادي الرياضي.
• فرص التدريبي في المؤسسات من خلال النادي.
• دعم المدربين والمدراء وإدارات النادي.
• الرغبة والدافع الذاتي.
• العمق القصصي للخبرات.

القسم الثاني: العوامل المساعدة على التغيير

السؤال 1: هل تتفق مع العوامل المساعدة المذكورة؟ ولماذا؟

السؤال 2: برأيك ما هو أكثر عامل مساعد تأثيرًا بشكل رئيس؟ وكيف؟

السؤال 3: هل هناك أي عوامل أخرى أثرت وساعدت على التغيير؟

السؤال 4: ما مدى تأثير المؤسسة (المركز) إيجابيا على المشاركين؟ وكيف؟

الحظارات الأخرى:

بعد مراجعة وتحليل النتائج، تبرز لدينا معيقات التغيير التالية:
• انتقاد ونظر المجتمع.
• العادات والتقاليد.
• العائق الجغرافي.
• الخوف والرهبة من التواصل مع الخريجين.
• المعرفة المسبقة بمحتوى المواد التدريبية.
<table>
<thead>
<tr>
<th>الاستعلام</th>
<th>الردود</th>
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</thead>
<tbody>
<tr>
<td>هل تتفق مع هذه النتائج كمعيقات للتغيير؟</td>
<td></td>
</tr>
<tr>
<td>ما هو أكثر معيق للتغيير يواجه الشباب؟</td>
<td></td>
</tr>
<tr>
<td>ما هي العوامل والمعيقات الخرى التي تحد من حدوث التغيير لدى الشباب؟</td>
<td></td>
</tr>
<tr>
<td>ما مدى تأثير هذه المعيقات على التغيير؟</td>
<td></td>
</tr>
</tbody>
</table>

الحذفات الأخرى:

الدروس المستفادة / التوصيات:

النهاية:

الدوافع: الضغط لتحقيق النتائج

المراجعة: للاستدامة والتحسنات

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ANNEX VI: KII GUIDE – FAMILY MEMBER/FRIEND

Partnerships with Youth (PWY) Project: Most Significant Change (MSC) Study

Nombre de la persona:

Fecha de entrevista:

Sexo:

Provincia:

Edad:

Lugar de entrevista:

Relación de parentesco:

Nombre del entrevistado:

Título del estudio:

En el marco del proyecto Página 1

Grupo de investigación, la institución realiza un estudio de cambio más significativo como una herramienta para evaluar el impacto del proyecto como una de las últimas etapas de la evaluación final. El objetivo del uso de este método es estudiar el impacto del proyecto en los participantes y beneficiarios. Se seleccionaron 20 participantes para conformar un grupo y, como resultado de ello, se eligió la historia de tu hijo/a, amigo/a, para ser incluida en el proceso. No se negociarán en el contexto del estudio y no se compartirán fuera del equipo de investigación, por lo que tus respuestas y toda la información serán tratadas con el mayor de secretos. La duración de la entrevista será de 20 a 30 minutos. ¿Tienes alguna pregunta sobre la evaluación antes de comenzar?

¿Estás dispuesto/a a participar en esta entrevista?

Firma del entrevistado:

Firma del investigador:

¿Tienes alguna pregunta acerca de la entrevista?
After finishing the collection of change stories and analyzing them, the following story was identified as the most significant and actual change case at the Center for Development Sources due to participation in the program.

**Question 1:** What changes have you or your children since the project participation?

**Question 2:** In your opinion, what factors helped cause these changes?

**Question 3:** In your opinion, what challenges and pressures did you have to overcome to achieve these changes?

**Question 4:** What is the most important change for you as a parent/relative/mentor of your child/children?

**Question 5:** How did the Center for Development Sources contribute to this change?
السؤال 6: ما هي أنواع مصادر المعرفة على الإنترنت التي تستخدمها في حياتك اليومية؟

السؤال 7: هل أثرت الأسرة والبيئة المحيطة بك على تلقيك تعليمك؟ كيف؟

الحروف الأخرى: 

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تقرير الأبحاث

الدروس الجاهزة لتوصيات
ANNEX VII: KII GUIDE – OTHER YOUTH

Partnerships with Youth (PWY) Project: Most Significant Change (MSC) Study

نموذج تقييم التغيير المهم

مشروع الشراكة مع الشباب (PWY)

اسم الباحث: ...........................................................

اسم المبحوث: ...........................................................

تاريخ المقابلة: ...........................................................

جنس: ...........................................................

محافظة: ...........................................................

عمر: ...........................................................

مكان المقابلة: ...........................................................

المسمى الوظيفي: ...........................................................

ضمن مشروع الشراكة مع الشباب، تقوم المؤسسة بتطبيق أداة التغيير الحقيقي كأداة لقياس تأثير التطبيق على المشاركون والمصريين.

تتضمن المرحلة الأولى واسعًا، والتحليل الفعلي الثقة، مجموعة من المشاركين من خلال تمثيل جمعية مجموعات الفئات والتجارب، وتحليل النتائج لتحديد المحاور الفعلية والعوامل المساعدة والعيوب.

لا يوجد أي شرط آخر، وعند الانتهاء من التحقيق، نود أن نطمئنك بوجود قاعدة بيانات على مستوى العالم للاستفادة من المحاور الفعلية، ولعوامل المساعدة والعيوب، وعند الانتهاء من التحقيق.

جميع نظرياتية تجاوزت جهودنا وتعتبر مهمة للغاية بالنسبة لنا وسيتم إجراء التقييم للحصول على حضورك لمدة 20-30 دقيقة.

هل لديك أي أسئلة حول التقييم قبل إجراء المقابلة؟

هل على أستعداد للمشاركة في هذه المقابلة؟

توقيع الباحث: ...........................................................

توقيع المبحوث: ...........................................................

شغف لباحث: ...........................................................
بعد مراجعة وتحليل النتائج، برزت لدينا لتغيير التالية في محاور ومجاورة:

• المحور الشخصي: والذين يتمثل في اكتساب مهارات جديدة "تنمية مهارة التصال وال التواصل"، توسع دائرة الالتقيات مع مؤسسات المجتمع المدني، مهارة حل المشاكل، التفكير خارج الصندوق واستخدام طرق إبداعية في التفكير.

• المحور الاجتماعي: والذين يتمثل في الرؤية في العمل المجتمعي "تنفيذ مبادرات، نشاطات التطوع".

• الكالسيك: والذين يتمثل في "تطوير وتعزيز الثقة بالنفس".

• المحور الاقتصادي: والذين يتمثل في "تطوير وتحسين التمكين من خلال الحصول على فرص العمل، التشبيك مع مؤسسات المجتمعeware".

القائمة الأول من محاور الشخص: هل تتفق مع محاور الشخص التي خلصت إليها النتائج؟

القائمة الثاني من محاور الشخص: هل الحظت ورأيت هذه التغييرات لدى الشباب بنفسك؟

القائمة الثالث من محاور الشخص: هل لديك قصة تغيير خاصة بك؟

القائمة الرابع من محاور الشخص: ما هو تعريفك للتغيير؟ كيف تراه؟

القائمة الخامس من محاور الشخص: ما هو نوع التغيير ألكثر اهمية بالنسبة لك؟

القائمة السادس من محاور الشخص: ما هو نوع التغيير ألكثر اهمية بالنسبة لك؟
السؤال 2: ثور الذي تركه النادي ضمن مشروع الشراكة مع الشباب؟ هل تعتقد أن ا
مع الشباب قد يحضى به جميع المشاركين بالنادي، وكيف؟

القسم الثالث: معيقات التغيير

السؤال 1: برأيك ما الذي يمكن أن يعيقك في تحقيق هذا النتائج؟

الحصص الأخرى:

تحليل النتائج

الدروس والمفاهيم المفيدة:

نتيجة للبحث:

الدروس والمفاهيم المفيدة: