

August 2018



## Most Significant Change (MSC) Study

Partnerships with Youth (PWY) Project, West Bank



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## 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<sup>1</sup> 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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<sup>1</sup> Davies, R. and Dart, J. (2005). The Most Significant Change (MSC) Technique – A Guide to Its Use, pp 8.

(*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/prompt 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.<sup>2</sup> 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.

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### Story Circle Question:

**“What has been the most significant change in your life since joining the YDRC?”**

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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



**Figure 1: Filming Rana Hamid's Story**

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<sup>2</sup> 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<sup>3</sup> to aggregate them into different themes or domains of change. The domains of change reflect broad categories seen across the stories.<sup>4</sup> 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.



Figure 2: Researcher capturing the DoCs during the Analysis Workshop

**Key Informant Interviews (Validate Findings):** The youth researchers conducted a total of 40 KIIs – 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 KIIs. 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.

*"My experience in the study was a 30 out of 20. It was amazing to see the impact the YDRC has had on the lives of the beneficiaries."*

Ayed Abu Zir,  
Salfit Researcher

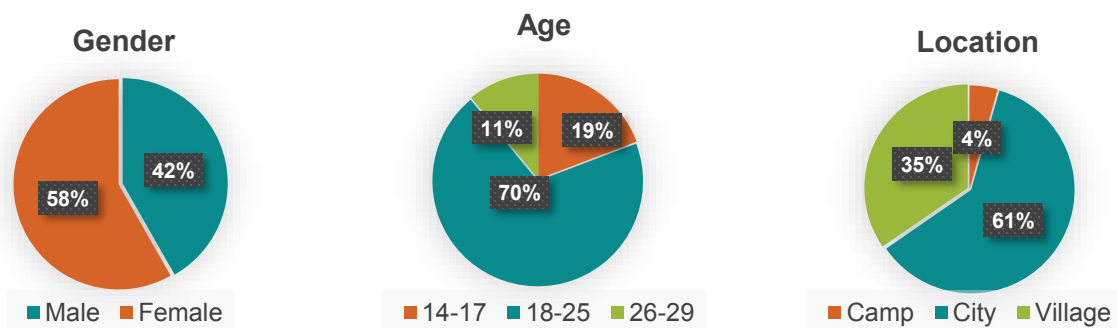
<sup>3</sup> Pile sorting is a simple exercise during which the youth researchers sorted the stories on the basis of their similarity (i.e. the attributes that they share), as seen by them. The researchers then explained what the stories in each group have in common, and developed a label for each group,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

<sup>4</sup> The domains of change domains they decided upon are enumerated/discussed below in the analysis section.

## DATA COLLECTION

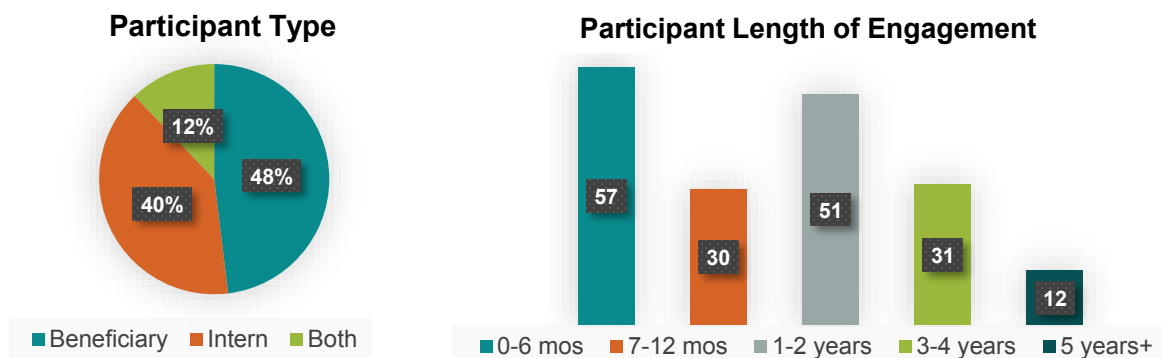
The 20 youth researchers collected data in male-female pairs in the 10 governorates of Al Bireh/Ramallah, Bethlehem, Hebron, Jenin, Jericho, Nablus, Qalqilya, Salfit, Tubas, and Tulkarm, alternating the roles of lead facilitator and co-facilitator/note taker. All the story circles took place at the YDRCs.

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.<sup>5</sup>



<sup>5</sup> 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.<sup>6</sup>

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.



Figure 3: Ramallah/AI Bireh research team discussing the DoCs

<sup>6</sup> 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<sup>7</sup> 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**

<b>Ibrahim Al-Natsheh (M, 21 years old), Ramallah/ Al-Bireh</b>	
<p>"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).</p> <p>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.</p>	

<sup>7</sup> Four stories were not documented. 182 youth participated in the story circles but the research team collected 178 stories.

Selection Criteria <sup>8</sup>		Domain of Change
<ul style="list-style-type: none"> <li>• Job opportunities</li> <li>• Facing challenges</li> <li>• Continuity</li> <li>• Financial return</li> </ul>	<ul style="list-style-type: none"> <li>• Change on the personal level</li> <li>• Increase in knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Personal</li> <li>• Academic</li> </ul>
<b>Afnan Hindi (F, 21 y/o), Bethlehem</b>		
<p>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.”</p> <p>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.</p>		
Selection Criteria		Domain of Change
<ul style="list-style-type: none"> <li>• Realistic</li> <li>• Well-developed</li> <li>• Successful</li> <li>• Innovative</li> <li>• Social change</li> <li>• Sustainability</li> <li>• Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• Positivity</li> <li>• Significant change</li> <li>• Intellectual rebellion</li> <li>• Challenge</li> <li>• Trust</li> <li>• Self-belief</li> </ul>	<ul style="list-style-type: none"> <li>• Personal</li> <li>• Social</li> <li>• Economic</li> </ul>
<b>Mu'men Al-Qashqish (M, 27 y/o), Hebron</b>		
<p>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.”</p> <p>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</p>		

<sup>8</sup> Criteria included is as agreed upon by the story circle participants; as such the criteria varies from one location to the next.

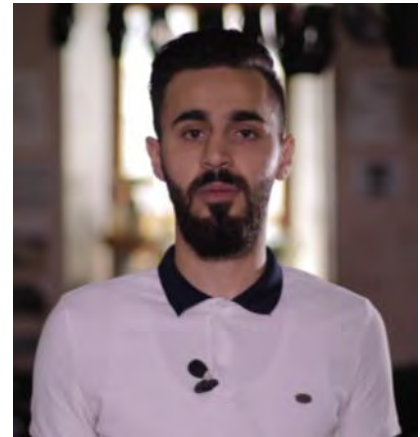
stated, “I am very proud of this work, and I am excited to continue it.” In addition, he has started a number of youth initiatives, including reactivating the Youth Council in Halhul.

Selection Criteria		Domain of Change
<ul style="list-style-type: none"> <li>Addresses a youth issue</li> <li>Solves a community problem (a common problem)</li> <li>Benefits an entire community</li> <li>Challenge</li> </ul>	<ul style="list-style-type: none"> <li>Creates job opportunities</li> <li>Self-development</li> <li>Change of ideology</li> <li>Could be sustainable</li> <li>Specific, measurable and applicable</li> <li>Self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>Personal</li> <li>Social</li> <li>Economic</li> </ul>

### 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.

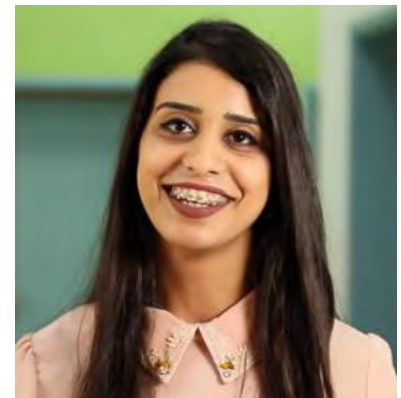


Selection Criteria		Domain of Change
<ul style="list-style-type: none"> <li>Self-development</li> <li>Problem solving</li> <li>Transfer of information</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Role model</li> <li>Voluntary work</li> <li>Influence and encouragement</li> </ul>	<ul style="list-style-type: none"> <li>Personal</li> <li>Social</li> <li>Economic</li> </ul>

### 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.

Selection Criteria	Domain of Change
<ul style="list-style-type: none"> <li>Personal and social change</li> <li>Continuity</li> <li>Development</li> </ul>	<ul style="list-style-type: none"> <li>Perseverance</li> <li>Motivation</li> <li>Influence</li> </ul>

### 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."



Selection Criteria	Domain of Change
<ul style="list-style-type: none"> <li>Significance</li> <li>Clear change</li> <li>Leadership</li> <li>Challenge</li> <li>Achievement</li> <li>Power</li> <li>Ability</li> <li>Persistence</li> <li>Courage</li> <li>Continuity</li> </ul>	<ul style="list-style-type: none"> <li>Strong personality</li> <li>Patience</li> <li>Bravery</li> <li>Positivity</li> <li>Optimism</li> <li>Credibility</li> <li>Diverse change "changing all aspects of life"</li> </ul>

### 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.

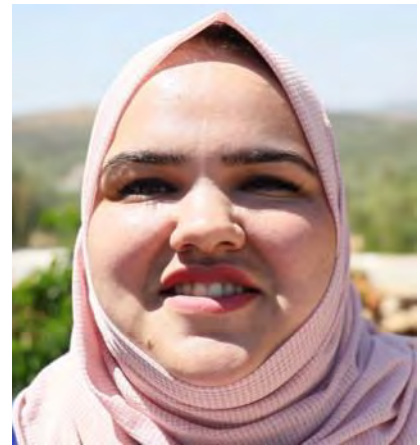
Selection Criteria	Domain of Change
<ul style="list-style-type: none"> <li>Realistic</li> <li>Objective</li> <li>Influence on others</li> <li>Quantum leap</li> <li>Credibility</li> <li>Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Personal</li> </ul>

### 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.

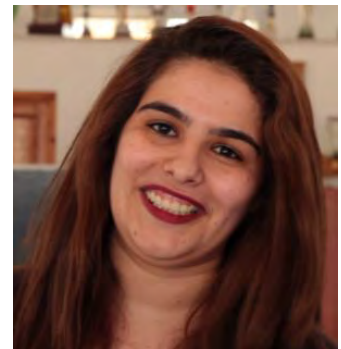
In addition to implementing various ICT related courses for youth – ICT for Everyday and Coding and Animation – she was selected as and trained as a robotics trainer for the club. “I feel proud of myself,” said Riham. She continued saying, “I had many negative behaviors and have now changed those to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



Selection Criteria	Domain of Change
<ul style="list-style-type: none"> <li>Continuity</li> <li>Realistic</li> <li>Left a notable impact</li> <li>Room for development</li> <li>Investing time</li> </ul>	<ul style="list-style-type: none"> <li>Personal</li> </ul>

### 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.”





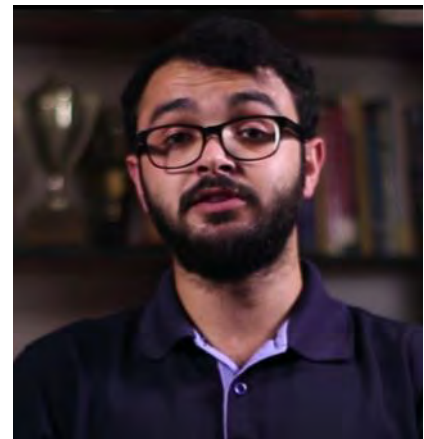
On the professional level, she overcame her fear of interviews and was interviewed and hired as a call center supervisor for Jawwal, a cellular communications company. "I am very proud to be a part of the IREX family." She continued stating, "I am very happy with my achievements, and am grateful for how IREX worked to support and develop us, as youth."

Selection Criteria		Domain of Change
<ul style="list-style-type: none"> <li>• Positivity</li> <li>• Stability</li> <li>• Challenge and determination</li> <li>• Use of time</li> <li>• Personal change</li> <li>• Learning</li> <li>• Self-confidence</li> <li>• Belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Social impact and change</li> <li>• Achievement</li> <li>• Motivation</li> <li>• Contentment</li> <li>• Tangible change</li> <li>• Strong engagement</li> <li>• Continuity</li> <li>• Promoting the role of women</li> </ul>	<ul style="list-style-type: none"> <li>• Personal</li> <li>• Social</li> </ul>

### Mohammed Daraghme (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.

Selection Criteria		Domain of Change
<ul style="list-style-type: none"> <li>• Realistic and tangible change</li> <li>• Leadership</li> <li>• Innovation and creativity</li> <li>• Future planning</li> <li>• Acceptance and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Productivity and achievement</li> <li>• Teamwork</li> <li>• Discipline</li> <li>• Challenge</li> <li>• Developing talents</li> <li>• Influence on the personal level and on others</li> </ul>	<ul style="list-style-type: none"> <li>• Personal</li> <li>• Social</li> </ul>

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

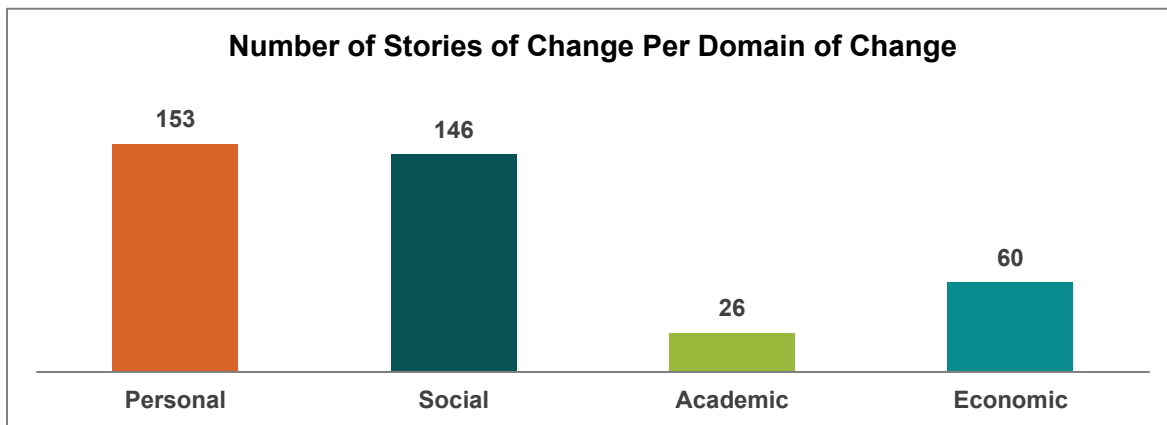
It should be noted that the criteria were decided upon by the group of participants when selecting a film. Therefore, the criteria listed above is different than original selection criteria, as the participant groups varied for the film screenings.

## 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 Sawafta 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 in 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 Daraghme 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'shabon, 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. Manneh, a youth from Bethlehem, became one of the top ten students in her English class Through her participation in CDCE'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 21<sup>st</sup> 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 21<sup>st</sup> 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.



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*

#### Training Opportunities at YDRCs

The PWY trainings were generally organized under one of four technical components, and included, for example:

##### **Employability**

- Communication Skills
- Presentation Skills
- CV Writing

##### **ICT**

- HTML programming
- SPSS (Statistical Software)
- Robotics

##### **Leadership**

- Leadership in Action
- Debate training

##### **Media**

- Journalistic Writing Skills
- Video Production

Youth were encouraged to attend trainings across all four technical components, building both technical and soft skills. YDRCs also offer thematic activities outside of these four core areas, such as sports, arts classes, and health workshops.

*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 in 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.”*

### **Kills Reveal Additional Stories of Change**

During the interview with YDRC staff/board members other stories of change emerged. In Nablus, the board member told the story of Mohammed Assi.

Mohammad participated in several PWY leadership and media trainings at the YDRC. He transformed from a shy, anti-social person to a strong community leader, implementing a number of community engagement activities on behalf of the YDRC. Mohammed will represent the West Bank internationally in Algeria within the Arab Scout camp.

## **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.

### **Youth Definition of Change**

Transferring from stage to another stage in a structured manner, increasingly building one's knowledge and skills

## **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

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.



Figure 4: Nablus researcher during the Analysis Workshop

## 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 sustain 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.<sup>9</sup> Programs with positive evidence on sector-specific outcomes had several common traits, including youth-centered and youth-led activities.<sup>10</sup> 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.



Figure 5: Word Cloud of Youth Research Team's Experience

### **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.

<sup>9</sup> Youth Power Learning, PYD Measurement Toolkit, December 2016.

<sup>10</sup> 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.



Figure 6: Tubas Research Team

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.*

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## 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.

<b>Hanan Eyad Al Atal (F, 20 years old), Ramallah/ Al-Bireh</b>		
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.		
<b>Selection Criteria<sup>11</sup></b>		
<ul style="list-style-type: none"> <li>• Job opportunities</li> <li>• Facing challenges</li> <li>• Continuity</li> <li>• Development</li> </ul>	<ul style="list-style-type: none"> <li>• Change on the personal level</li> <li>• Increasing knowledge</li> <li>• Financial return</li> </ul>	
<b>Israa Osama Al Qasrawi (F, 18 y/o), Bethlehem</b>		
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.		
<b>Selection Criteria</b>		
<ul style="list-style-type: none"> <li>• Trust</li> <li>• Strong personality</li> <li>• Qualitative change</li> <li>• Actual change</li> <li>• Perseverance</li> <li>• Strong personality</li> <li>• Development</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Creativity</li> <li>• Ability</li> <li>• Commitment</li> <li>• Listening</li> <li>• Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Transformation</li> <li>• Determination</li> <li>• Love of learning</li> <li>• Respect</li> <li>• Acceptance</li> </ul>
<b>Marwan Fathi Hamamda (M, 25 y/o), Hebron</b>		
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		

<sup>11</sup> 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.		
<b>Selection Criteria</b>		
<ul style="list-style-type: none"> <li>Supporting national products</li> <li>Meets the needs of the community (community service)</li> <li>Economic</li> <li>Humanitarian work</li> <li>Futuristic (building a future)</li> </ul>	<ul style="list-style-type: none"> <li>Determination to change</li> <li>Confidence and belief in the idea</li> <li>Challenge</li> <li>Change in the community</li> <li>Seriousness</li> </ul>	<ul style="list-style-type: none"> <li>Risk and courage</li> <li>Clear objective</li> <li>Influencing the surrounding environment</li> <li>Touches on the values of the community</li> <li>Rarity</li> </ul>
<b>Dana Muhand Khalaf (F, 24 y/o), Jenin</b>		
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.		
<b>Selection Criteria</b>		
<ul style="list-style-type: none"> <li>Social impact</li> <li>Implementation</li> <li>Professional standard</li> <li>Personal impact</li> </ul>	<ul style="list-style-type: none"> <li>Institutional change</li> <li>Achievement</li> <li>Continuity</li> <li>Development</li> </ul>	
<b>Rami Dabsheh (M, 23 y/o), Jericho</b>		
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.		
<b>Selection Criteria</b>		
<ul style="list-style-type: none"> <li>Continuity</li> <li>Discovery</li> <li>Initiative</li> <li>Voluntary work</li> <li>Development</li> <li>Influential</li> </ul>	<ul style="list-style-type: none"> <li>Encouragement</li> <li>Change on the personal level</li> <li>Perseverance</li> <li>Motivation</li> <li>Rare</li> </ul>	
<b>Yehya Amjad Al Sayeh (M, 16 y/o), Nablus</b>		
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.		
<b>Selection Criteria</b>		
<ul style="list-style-type: none"> <li>Challenge</li> <li>Will</li> </ul>	<ul style="list-style-type: none"> <li>Leadership</li> <li>Ice-breaking</li> </ul>	

<ul style="list-style-type: none"> <li>• Achievement</li> <li>• Drastic change</li> <li>• Decision maker</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Overcoming the problem</li> </ul>
<b>Abdallah Mahfouth Dawoud (M, 27 y/o), Qalqilya</b>	
<p>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.</p>	
<b>Selection Criteria</b>	
<ul style="list-style-type: none"> <li>• Quantum leap</li> <li>• Realism</li> <li>• Influence on others</li> <li>• Impact</li> <li>• Strength and stability</li> <li>• Achieved an objective</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Influence on the person</li> <li>• Credibility</li> <li>• Sustainability</li> <li>• Inspirational</li> </ul>
<b>Mariam Aqel (F, 23 y/o), Salfit</b>	
<p>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.</p>	
<b>Selection Criteria</b>	
<ul style="list-style-type: none"> <li>• Continuity</li> <li>• Left a notable impact</li> <li>• Experience new things</li> </ul>	<ul style="list-style-type: none"> <li>• Passion</li> <li>• Persistence</li> <li>• Room for development</li> </ul>
<b>Manar Mohammad Awadallah (F, 24 y/o), Tulkarm</b>	
<p>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.</p>	
<b>Selection Criteria</b>	
<ul style="list-style-type: none"> <li>• Prominent change</li> <li>• Strong engagement</li> <li>• Personal change</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity</li> <li>• Promoting the role of women</li> <li>• Positive change</li> </ul>
<b>Rimal As'ad Ali Sawafta (F, 23 y/o), Tubas</b>	



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**

- |   |                                  |
|---|----------------------------------|
| • Personal difference                           | • Persuasion ability             |
| • The ability to express opinions realistically | • Impact on the club as a whole  |
| • The ability to express daily details          | • Challenge and will             |
| • The ability to influence people positively    | • Investing time and achievement |
| • Increased self-confidence                     | • Developing skills              |

## ANNEX II: STORY CIRCLE GUIDE

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

Name of Researchers: اس لمباحث

Governorate: الم جلظة

Date: التايخ

**I. Most Significant Change Stories** قصص التغيير الأكثر أهمية

Participant Name	Summary of Story
اسم المشارك	ملخص القصة

## II. Discussion on Criteria نقاش لمعيار

## III. Most Significant Story قصة الكوالتشي را

Name الاسم	Story لقصة	Criteria for Selection لمعيار لمختارة

**Partnerships with Youth (PWY)**  
**Most Significant Change (MSC) Notes**  
**Film Screening**

Name of Researchers: اس لمباحث

Governorate: ال مغلظة

Date: التايخ

**IV. Stories Screened قصص لمعرضة**

Participant Name اسم لمشارك	Summary of Story ملخص قصة

**V. Criteria Discussion نقاش لمعايير**

Discussion: للاقاش

*Final Selection Criteria: ال معيار الن هبة ال مقارة:*

- 

**VI. Final Selected Story قصة لالعية لمختارة**

Participant Name اسم لمشارك	Story لقصة	Criteria for Selection لمعايير لمختارة

## ANNEX III: PARTICIPANT INTAKE FORM – ARABIC/ENGLISH

مجموعه قصص صرية  
نموذج جيجي/ناتال/مشارك

الاسم: ☐ ذكر ☐ أنثى  
تاريخ الميلاد: ☐ شهر ☐ سنة  
مركز مصادر التقني الشبلي:  
مكان السكن: ☐ مدينة ☐ قرية  
التاريخ:

1. ما هي القتل قبل مركز:

☐ تدريب سليل  
☐ ملتقي

2. منذ متى ولدت مشارك في المركز؟

☐ 0-6 أشهر  
☐ 7-12 شهر  
☐ سنة  
☐ 3-4 سنوات  
☐ +5

3. في شركت في تدييات سليل م خال للمركز؟

☐ نعم  
☐ لا

4. إذن عم، ما هي المجلات التي شارك في ها؟ (من عايش أو بجل ب كل لم شارك ب ه)

☐ قيادة  
☐ مبادر شبيبة  
☐ الم  
☐ تكنولوجي وعلوم  
☐ توظيف  
☐ أنشطة مجتمعية  
☐ رياضة  
☐ ثقافة و ترفيه  
☐ صحة  
☐ لغة  
☐ 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

نموذج مقابلة الشخصيات  
في هج التغير الفلحي  
مشررو غل شركة مغل شباب (PWY)

اسم الباحث: .....	اسم لمبحوث: .....
تاريخ لمقبلة: .....	لجنس: .....
لمخطة: .....	لأمر: .....
مكان لمقبلة: .....	لمسمى لموظف: .....

ضمن مشرو غل شركة مغل شباب لمؤسسة ليركس مقومال مؤسس قبطيق في هج التغير الفلحي ك أدافقي اس بكت طيق المشروع كإحدى مراحل فهم المشروع الن هجي بحتي هدف طيق هذاال في هج لى درلة حتى تتغير مشرو غل شركة مغل شباب على المشركين والمفتي هين.

تض في ال وحلة الا لى دراسة قصصا لتغير والتغير الفلحي لمجموعة من المشركين من خلال تطيم مجموع ات قصصية وتحليل لتلك لتجديد محاور التغير الفلحي ولعوامل المساعدة وللمعوقات.

ان المشركين لبحثي ..... وزهني ..... فشركك لى وقتك لإحداث ال مغل الن لإجراء هذه الابلة ضمن ال وحلة الفلحي من التغير، نود أن نطرح على كعب عض لائل قب هدف لك أكد من نتائج ومخرجات ال وحلة الا لى حول التغير الفلحي للشباب، الأهل فتتلق بارتك حول مدى تأثير البرنامج والتغير الفلحي لى لى المشركين ولعوامل المساعدة وللمعوقات.

جيج ارتك وملاحظتك لتعبير سري، ولتت مشاركك لإحداثك خارجي لبحثي لتعبير جيج عل ومك وال حظك مة قل غل قبل سبفن او هيتم اخ ذل بجن الاعبار. سركون الهس ولين عن اجراء الابلة مة حضرتك لمدة لا تتجاوز 20-30 دقيقة.

هل ليك أي أسئلة حول التغير قبل أن نبدأ؟

هل أنت على استعداد لمشاركتك في هذه المقابلة؟

توقيع لمبحوث: .....

توقيع لمباحث: .....

بعد مراجعة وتحليل النتائج برزت لدينا محاور ومجالات التغيير التالية:

- **لمحور الشخصيات:** والذي يتضمن في كساب مهاراته جيدة من خلال شتي مهارة للإصال والتواصل متوسع بطريقة القيت مع مؤسسات المجتمع المدني، مهارة حل المشاكسات والتفكير خارج الصندوق طرق بلديج فليفتاغير " وتنمخلفيتطوير وعزيزالتقوياتفس.
- **لمحور الاجماعي:** والذي يتل في النخراطي العمل المضمعي شويذ بهادرات، العمل التطوعي".
- **لمحور الكايمي:** والذي يتضمن في تحسين قدره لمشاكلين على إيجار التخصصات الجامعيات يتاخم اضياجاتل سوق وزيادةالعرفه والتطوري مجال الدراسة.
- **لمحور القصادي:** والذي يتضمن في تطوير توحسين الاستقرار المادي من خلال "الحصول على فرص عمل، الشتيك مع المؤسسات المحليه".

لقسم الاول: محاور التغيير	
	للسؤال 1: هل تعتقد مع محاور التغيير التالي خلصتلي هالتحتاج؟
	للسؤال 2: ل الحظت ورطت هذه التغييرات لدى شتي بنفسك؟
	للسؤال 3: ما هي التغييرات الأخرى التي لاحظتها لدى شباب هذا مشركت هم لاشطة المركز؟
	للسؤال 4: هل لديك أمثلة أوقصص تتغير أخرى ؟

الخطات أخرى:

.....

.....

.....

بعد مراجعة وتحليل النتائج جبرزت لدينا العوامل لمراجعة لتاليه:

- فرص للتدريب داخل النادي من مشروع شركة مع الشباب.
- فرصة العمل في النادي.
- الحصول على دورات وبرامج مشروع شركة مع الشباب (دورات في اداة، الصبر للذي اداة، انشاء العمل في كوظيف بن امج التلمين الطيفي، دورات الفصل وتقول لوجيا للعلومات، وغيره).
- البيئة الداعمة في مركز مص ادر التنية لنادي التلمين.
- فرص للتدريب في المؤسسات من خلال النادي.
- دعم ال هل والموسسة والمندقاء وادار لنادي.
- الرغبة والفعالية.
- العمل التطوعي كمبادرات.

للقسم الثاني: العوامل لمراجعة هي التغيير	
	للسؤال 1: هل يتفق مع العوامل مس اعدة المذكورة ال؟ ولم اذا؟
	للسؤال 2: بأيك ما هو لثتر عامل مس اعد تتركب شرك لتي سي على التغيير؟ وليف؟
	للسؤال 3: هل هناك اي عوامل اخر طشرت وس اعدت على التغيير؟
	للسؤال 4: ما مدى تأثير المؤسسة (ل مركزز (اي جلي اعل ال مش ار لتي؟ وليف؟

ال ملاحظات اخرى:

.....

.....

.....

بعد مراجعة وتحليل النتائج جبرزت لدينا ملاحظات التغيير لتاليه:

- نطلق اد ونظرة ال متماع.
- الاعاد التل وتل ليد.
- ال معلق ال مراف.
- ال خوف والربمة من التاعامل مع ال مخرين.
- ال موعة ال ميق فحتوى ال موال للتدريه.

القسم الثالث: مخرجات التغيير	
	السؤال 1: هل يتفق مع هذه النتائج كـ مخرجات التغيير؟
	السؤال 2 برأيك ما هو أكثر مخرجات التغيير وجاه الشباب؟
	السؤال 3: ما هي العوامل والمخرجات الأخرى التي يجب أن يبتدئ من أحداث التغيير لدى الشباب؟
	السؤال 4 برأيك ما مدى تأثير هذه المخرجات على التغيير؟

الاحظاظ اخرى:

.....

.....

تحيات القائمين

الدروس والستفادة من التوضيات



## ANNEX V: KII GUIDE STAFF MEMBER

نموذج مقابلة بالتحديد  
في هج التغير الفلحي  
مشررو غل شركة مغل شاب (PWY)

اسم الباحث: .....	اسم لمبحوث: .....
تاريخ المقابلة: .....	لجنس: .....
لمخطة: .....	لأمر: .....
مكان المقابلة: .....	لمسمى لوظيفي: .....

ضم من مشرو غل شركة مغل شاب ابل ومسسة ليركس مقوم ال مرس قبطيق في هج التغير الفلحي ك أدلتي اس بكت طيق المشروع ك إحدى مراحل تقييم المشروع الال هجي بحتي هدف طيق هذا في هج لى درلة حتى تتغير مشرو غل شركة مغل شاب على المشركين والمفتي هين.

تض في ال وحلة الا لى دراسة قصص ال لتغير والتغير الفلحي لمجموعة من المشركين من خلال تنظيم مجموعة ات قصصية وتحليل ال لتغير حيد م حاور التغير الفلحي ولعوامل المساعدة ول مخطات.

ان المبتش اربل حثي ..... وزهني ..... فشركك لى وقتك اوت احلة امج اللنا لإجراء هذه ال ابل ض من ال وحلة الفلحي من التقييم، نود أن طرح على كعب عض سلا ل قب هدف لك أكد من تخرج ومخرجات ال وحلة الا لى حول التغير الفلحي للشباب، الأمل فتتغير اربك حول مدي تتغير لبرن امج والتغير الفلحي ل حصل لى المشركين ولعوامل المساعدة ول مخطات.

جيج اربك وملاحظتك متعب سري، ولتت مشركك إجابتك خارجي الق بحث متعب جيج عل ومك وال حظك مة قل غل قبل سبفن اوهيتم اخ ذل عي العبار. سركون الهس ولين عن اجراء ال ابل مة حضرتك لمدة لا تتجاوز 20-30 دقيقة.

هل ليك أي أسئلة حول التقييم قبل أن نبدأ؟

هل أنت على استعداد لمشاركتك في هذه المقابلة؟

توقيع الباحث: .....

توقيع لمبحوث: .....

بعد مراجعة وتحليل النتائج برزت لدينا محاور ومجالات التغيير التالية:

- **لمحور الشخصيات:** والذي يتضمن في كساب مهاراته جديدة من خلال شقوية مهارة الاتصال وبتواصل متوسع نظرية القيت مع مؤسسات المجتمع المدني، مهارة حل الشك والتفكير خارج الصندوق ودق سرات خدام طرق بلديج فليتأفليج " وتنم في تطوير وعزيز التوافق لنفس.
- **لمحور الاجماعي:** والذي يتل في الانخراط في العمل مع مجع فيقيذ بمادات، العمل التطوعي".
- **لمحور الكايمي:** والذي يتضمن في تحسين قدره مشاري على ايجار التضص اتال جام عيقت يتايم ايجار اتل سوق زيادة العرفة والتطوري مجال الدراسة.
- **لمحور النصادي:** والذي يتضمن في تطوير ونحسين الاستقرار المادي من خلال "الحصول على فرص عمل، التثبيك مع العمل مع مؤسسات المحليه".

للقسم الاول: محاور التغيير	
	للسؤال 1: هل يتفق مع محاور التغيير التي خلصت اليها النتائج؟
	للسؤال 2: ل الحظت ورطيت هذه التغييرات لدى الشباب نفسك؟
	للسؤال 3: ما هي التغييرات الاخرى التي لاحظتها لدى الشباب في ذلك الوقت مما لم تكن متوقعة؟
	للسؤال 4: هل لديك أمثلة اوقصص عن تغيير اخرى؟

الاحظاظ اخرى:

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بعد مراجعة وتحليل النتائج برزت لدينا العوامل لمانعة التالية:

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- فرص للتدريب داخل النادي من مشروع شراكة مع الشباب.
- فرصة العمل في النادي.
- الحصول على دورك وبرامج مشروع شراكة مع الشباب (دورات في اداة، تلك صير للتي اداة لتق اءال عمل لت وظيف بن ام ج التلمين الطيفي، دورات الفصل وتفوق لوجي الم عمل ومات، وغيره).
- البنية لاداعتم في مركز مص ادر التني لنادي الياضي.
- فرص للتدريب في المؤسسات من خلال النادي.
- دعم ال هل ول مؤسسة والهدق اء وادار لنادي.
- الرغبة والفعاليات.
- العمل لتطويعك المبادرات.

للقسم الثاني: للعوامل لمساعدة على التغيير	
	السؤال 1: هل يتفق مع العوامل لمساعدة المتصورة ا ل؟ ولم اذا؟
	السؤال 2: بآي ك ما هو لشر عامل مس اعد تدر بشك ليسي على التغيير؟ وكيف؟
	السؤال 3: هل هناك اي عوامل اخر طشرت وس اعدت على التغيير؟
	السؤال 4: ما مدى تأثير المؤسسة ل مركز (اي جلي اعل ول مش ار لني؟ وكيف؟

اللاحظات اخرى:

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بعد مراجعة وتحليل لتقني جبرزت لني ا مبعقات التغيير لتالي:

- نطلق اء ونظرة ا لمبمع.
- الاع اءاتل وتلق ليد.
- الاع لقال لجرافي.
- الخوف والرغبة من العمل مع الآخرين.
- المعرفة لميق بحتوى ال موال لتديية.

لقسم الثالث: مخرجات التغيير	
	السؤال 1: هل يتفق مع هذه النتائج كـ مخرجات التغيير؟
	السؤال 2 برأيك ما هو أكثر مخرجات التغيير وجاه الشباب؟
	السؤال 3: ما هي العوامل والمخرجات الأخرى التي يجب أن يتحد من أحداث التغيير لدى الشباب؟
	السؤال 4 برأيك ما مدى تأثير هذه المخرجات على التغيير؟

الاحظاظ اخرى:

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تحيي للالتقاء

الدروس والافادة من التصريات

..... لمن ليأحاث:	..... لمن لم يبحوث:
..... لتاريخ لم يقبله:	..... لجس:
..... لم خبلة:	..... لاعمر:
..... مكان لم يقبله:	..... صلت لقرية:



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بعد قراءتنا من جملة قصص التغيير، نأمل أن تكون قد وجدت التغيير الأكثر أهمية في حياتك. (قد يكون التغيير في حياتك أو في حياة شخص تعرفه).  
المشاركون في البرنامج.

الجزء الأول: محاور التغيير والعوامل	
	السؤال 1: ما هي التغييرات التي لاحظتها في حياتك؟ صديقك/ديكتك في ذاكرتك كلها في مشروعنا شركة مغالاة؟
	السؤال 2: برأيك ما هي العوامل التي تتوقع أن تساهم في حدوث التغيير؟
	السؤال 3: برأيك، ما هي العوامل والمورثات التي اضطررنا للتغلب عليها؟ تحقيق هذا التغيير؟
الجزء الثاني: النتائج والمخرجات لعمالة المدرس	
	السؤال 4: ما هو التغيير الأكثر أهمية في حياة لياكس فنتك ولي أمرا/ صديقك/ديكتك/صديقك/ديكتك؟
	السؤال 5: كيف ساهم مركز مصادر التعلم في دعم هذا التغيير؟

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	<p>السؤال 6: برأيك ما هي التغييرات التي تأتي بها مركزنا من إصدار النتيجة على شخصيتك بأنك خلقتك / صديقك الحقيقي لك؟</p>
	<p>السؤال 7: هل سمعت أسراراً والحيثية لم يحمي طففي دعم هذا التغيير نحو الأفضل؟ كيف؟</p>

الخطوات الأخرى:

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تحياتنا للجميع

الدروس المستفادة للطلاب

## ANNEX VII: KII GUIDE – OTHER YOUTH

## نموذج مقابلة بالمثل شخصية

في هج التغير فلي علي  
مشروع شركاء مع الشباب (PWY)

اسم الباحث: .....	اسم لمباحث: .....
تاريخ لمقابلة: .....	لجس: .....
لمحظة: .....	لاعمر: .....
مكان لمقابلة: .....	لمسمى لموظف: .....

ضمن مشروع الشركاء مع الشباب لمؤسسة يركس مقومال مؤسس قبططيق في هج التغير الفلي ك أدافتي اسبثرت طيق المشروع ك احدى مراحل تقييم المشروع الى هجتي بحتي هدفطيق هذا الى هج لى درلة هجتي تبثير مشروع شركاء مع الشباب على المشركين والمفتيين.

تعض في التال وحلة الا الى واسة قصصا لتبثير والتغير الفلي لمجموعة من المشركين من خلال تنظيم مجموع ات قصصية وتحتل لالتل جلت حيد محاور التغير الفلي ولعوامل المساعدة ولحقا.

ان المبتشرا لبحثي ..... وزهلي ..... في شركك فلي وقتك وباحة الامج اللنا لإجراء هذه الفلابة ضمن ال وحل الفلي من التقييم، نود أن طرح علي كعبعض سلايل قب هدف لك أكد من نتلج ومخرجات ال وحلة الا الى حول التغير الفلي للشباب، الا لقتل فبقب ارك حول مدي تبثير لبرنامج والتغير الفلي لاصل لى المشركين ولعوامل المساعدة ولحقا.

جيج ارك وملاحظتك تبثير سري، ولتت ممشارك لاجابك خارجي القباحث جيج عل ومك و ال حظك مقل غلي قبال سلقن او يبت م اخ ذل ببحث الاعبار. سنكون لفس ووليين عن اجراء الفلابة مع حضرتك لمدة لانتج اوز 20-30 دقيقة.

هل ليك أي اسئلة حول التقييم قبل أن نبدأ؟

هل لبت على استبدال مشرك في هذه المقابلة؟

توقيع لمباحث: .....

توقيع لمباحث: .....

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

بعد مراجعة وتحليل الفتوى جبرزت لدينا محاور ومجالات لا غنى عنها:

- **لمحور الفخري:** والذي يتمخذه في نفس مبادئ جيدة من خلال تهيئة ماهرة للإصالة والوصول متوسع نظراً لوقت مع مهنات المهن مع المهن، ماهرة حل الشكك في التفاضل خارجاً لصلح، دوق، سيات خدام طرق بلدي، فليتألف "و يتمخذه في تطوير وتعزيز التفاضل في نفس.
- **لمحور الاجتماع:** والذي يتمخذه في النخراطي العمل المهن مع في تهيئة مبادئ، العمل للتوسع.
- **لمحور الكامي:** والذي يتمخذه في تحسين قدرات المهن على إيجار التفاضل مع المهن في تهيئة مبادئ، إيجار التفاضل في زيادة المعرفة والتطوير في مجال الدراسة.
- **لمحور النقص:** والذي يتمخذه في تطوير تحسين إلى مقدار المال في من خلال "الوصول إلى فرص عمل، التهيئة مع مهنات المهن في".

<p>للقسم الاول: محاورتك غير</p>	
	<p>للسؤال 1: هل يتفق مع محاورتك غيرتلي خلصتلي الهنتاج؟</p>
	<p>للسؤال 2: ل ال حظت ورطيت مدهالتغير اتلدى لشيل بنفسك؟</p>
	<p>للسؤال 4: هل ليك وصفتغير غصق بك؟</p>
	<p>للسؤال 5: ما مونتيفالتغير؟ اني تراه؟</p>
	<p>للسؤال 6: ما موعالتغير ألتشر ادي قلسية لك؟</p>
<p>للقسم لثلي: لاعوامل لمن اعدة لك غير</p>	
	<p>للسؤال 1 برأيك ما الذي يمكن انيساع للفتحقق هذاالتغير (م خال ل لانادي)؟</p>

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	<p>لسؤال ١: تعتقد أن الأثر الذي تركه النادي ضمن مشروع الشراكة مع الشباب قد يرضيه جي عال شارلبي النادي، وكيف؟</p>
<p>للقسم الثالث: ملاحظات التغيير</p>	
	<p>لسؤال 1: برأيك ما الذي لم يكن اني عرفت حتى هذا التغيير؟</p>

الملاحظات الأخرى:

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تلميحات للتفكير

الدروس المستفادة من التوصيات