



USAID YOUTHPower RAPID ASSESSMENT FINAL REPORT

October 2019

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ACRONYMS

CBO	Community-Based Organization
CEP	Civic Engagement Program
CIS	Civic Initiatives Support
CLA	Collaborating, Learning, and Adapting
COR	Contract Officer's Representative
CV	Curriculum Vitae
DE	Developmental Education
DEC	Development Experience Clearinghouse
DDL	Development Data Library
DRG	Democracy, Human Rights, and Governance
EDR	Evaluation Design Report
EDY	Education and Youth
FES	Friedrich-Elbert-Stiftung
FGD	Focus Group Discussion
FY	Fiscal Year
GOJ	Government of Jordan
IP	Implementing Partner
IRB	Institutional Review Board
JOHUD	Jordanian Hashemite Fund for Human Development
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MEERS	Middle East Education Research and Training Support Program
MENA	Middle East and North Africa
MEPI	Middle East Partnership Initiative
MESP	Jordan General Population Survey
MOE	Jordan Ministry of Education
MOY	Jordan Ministry of Youth
NGO	Non-Governmental Organization
OOS	Out of school
OTI	Office of Transition Initiatives
PFG	Partners for Good
PWD	Person with Disability
PYD	Positive Youth Development
Q1/2/3/4	Quarter 1/2/3/4
QDA	Qualitative Data Analysis
QPR	Quarterly Progress Report
RA	Rapid Assessment
RLC	Regional Leadership Centers
SI	Social Impact
SOW	Scope of Work
TL	Transformational Learning
TtF	Train the Facilitator
TVET	Technical and Vocational Education and Training

UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government
YAC	Youth Advisory Council
YALI	Young African Leaders Initiative
YED	Youth Entrepreneurship Development
YP	YouthPower
YPAT	Youth Programming Assessment Tool

EXECUTIVE SUMMARY

The United States Agency for International Development (USAID) Jordan YouthPower (YP) activity is a 5-year, \$23 million youth development activity implemented by Global Communities in partnership with the Kaizen Company, Partners for Good (PFG) and the Jordanian Hashemite Fund for Human Development (JOHUD). YP works to promote the capacity of disadvantaged youth ages 10-29 in Jordan to “build key competencies to identify assets, increase their confidence to design and manage solutions; connect them to each other and to youth-serving organizations, community and government leaders and resources to support their success; and foster character and caring by encouraging dialogue, exploration and problem-solving.”

In April 2018, after one year of implementation, YP underwent a realignment to increase its focus on youth and community engagement to enhance expected outcomes. In light of the changes to YP, USAID/Jordan requested support from Social Impact (SI) in March 2019 through the USAID Middle East Education Research and Training Support (MEERS) program, a four-year contract to provide on-going support to USAID’s activities to enhance access, quality, and relevance of education in the Middle East and North Africa (MENA) region, to conduct this Rapid Assessment (RA). The scope of work (SOW) states the RA’s purpose is “to generate utilizable knowledge about the program’s implementation, for use by staff, to engage in continuous improvement, and provide a foundation for measuring how the program influences individuals and outcomes at the community level...It will emphasize coaching and refining (or creating as needed) measurement techniques designed to capture outcomes that may not be currently reflected in the [Monitoring, Evaluation, and Learning (MEL)] plan.”

METHODOLOGY

SI assembled a team of four international and local researchers, including two youth researchers who were also YP beneficiaries, to conduct a mixed-methods assessment of YP’s activities through the first two years of implementation (March 2017 – March 2019).

Qualitative: The RA team spent two weeks in Jordan in June 2019, conducting 45 key informant interviews (KIIs) with key stakeholders, including USAID Contracting Officer’s Representative (COR) and YP staff, other implementing partners, youth, and community members; and nine focus group discussions (FGDs) with 45 youth beneficiaries, and two KIIs and five FGDs with 19 community representatives who have been supporting YP.

Quantitative: The RA team conducted a telephone-based survey with 300 individuals to achieve a representative sample of participants over the age of 18 who had participated in training and/or applied learning activities with YP. The survey included 16 questions exploring themes that arose from the qualitative field work, including the extent to which youth feel they have the necessary skills and support to become agents of change in their community.

FINDINGS, CONCLUSIONS & RECOMMENDATIONS

QUESTION 1. In what ways has the strategic realignment of YP/Jordan set it on track to achieve its objectives?

As stated in the Fiscal Year (FY) 2019 Annual Work Plan, the objectives of YP are to: (1) Increase awareness and use of existing programs and positive opportunities by youth; (2) Improve the quality of available services and positive opportunities for youth; and (3) Strengthen and support the engagement of youth in the development of new activities that meet their needs and aspirations to be successful in their lives. The resulting increase in community resources for at-risk youth will empower youth to achieve their goals and shape their futures.

The changes YP undertook through the realignment process included significant lengthening of the training periods for Transformational Learning (TL), YP’s primary life skills training program, and the Train the Facilitators (TtF) course. Tools for the community mapping exercise, and the planned approach for the

forthcoming initiatives development, were also refined during the realignment process. Respondents indicated that these changes were necessary to enable YP to meet the objective of “improving the quality of available services and positive opportunities for youth.” Based on feedback gathered in the quantitative survey with a representative sample of YP beneficiaries conducted as part of this RA, the percentage of youth who felt YP “added value to [their] lives” increased 9 percent from earlier implementation to the realigned model (from 55% for the 2017 cohort, to 63% for the 2019 cohort). It is important to note that the initiatives phase of the activity was still being rolled out at the time of this RA, which includes many opportunities for youth to implement the skills they have developed thus far, so this figure only represents participants’ experiences with Components One and Two of the full YP project.

Respondents were positive about the extended training period and revised materials resulting in enhanced quality of the overall TL experience, including better facilitator-led training and more in-depth discussion of topics such as: problem solving, critical thinking, communication skills and conflict resolution. However, about half of the respondents felt the life skills curriculum was repetitive of courses they had taken before. The topic of gender, i.e., exploring and discussing participants’ opinions about traditional gender roles and rights in Jordan, was the most widely recalled and praised topic in the TL curriculum.

Male participants (a key target demographic for YP) were most interested in developing problem-solving skills (49%); females were most interested in developing skills in managing volunteers (36%). Other course offerings suggested by this closed-ended survey drew tepid response, with other categories all hovering around 33 percent (negotiation skills, stress management, effective communication). Males were least interested in training on self-awareness (24%) and females were least interested in training on stress management (28%). Overall, YP has attracted a larger proportion of female participants: according to the most recent quarterly report, out of 1,236 TL trainees, almost 65 percent are female (800 females versus 436 males). As males are a more difficult cohort to recruit for training, it is worth noting that problem solving was significantly more desirable topic to males than any other topic for either sex; the overall reaction of most beneficiaries was tepid to the suggested training topics.

When asked to provide open-ended suggestions for other training topics, respondents’ requests included: more training on gender, English language classes, presentation skills, technology, leadership, and initiatives management (initiatives are an applied learning opportunity within USAID YP for youth to implement social and community development projects they identify through the training and mapping activities). While English language training is beyond the scope of YP’s mandate, all of the other requested topics are included in the newly implemented community engagement training curriculum, which started in Q2 FY19 (the most recently completed quarter before the RA).

QUESTION 1A. To what extent are the objectives of the program still valid?

The objectives of YP, including: increased awareness and use of existing programs and opportunities for youth; improved quality of available services and opportunities for youth; and strengthened engagement of youth in developing activities that meet their needs and aspirations, are all still valid and continue to uphold a PYD approach to recognizing and expanding youth’s agency and capacity to initiate positive changes in their communities. However, the objective statement should be strengthened in its focus to further increase PYD through youth-led implementation, including greater clarity on the purpose of the planned initiatives and deeper strategies to promote community organizations’ engagement in a sustainable manner. Thus, there is room to increase specificity by providing targeted guidance for strategic planning decisions and in communicating the project’s intent to a wide range of stakeholders, including enhancing the youth-led nature of the activity.

Youth do have a strong desire to be agents of change in their community, as reflected in overwhelmingly positive agreement with survey statements like “I wish to inspire change in my community,” and “I have the capacity to overcome obstacles that limit my ability to inspire change.” What youth felt was most lacking was “required support from my community to be a leader” and “direct communication with

decision makers.” YP has a unique opportunity to enable youth to demonstrate their capacity for leadership to their communities through the mapping exercise and the implementation of initiatives.

Members of the Youth Advisory Council (YAC) have a strong desire to take on a bigger role in the implementation of YP, based on the belief that they have the necessary qualifications to do the job, as well as the connection and trust of youth beneficiaries in their communities. A new YAC is set to be elected in December 2019 and YP indicated they will be implementing a revised process for recruiting and selecting YAC members; they are also expected to have new roles and responsibilities. However, these changes had not been implemented by the time of this RA, so the impact of this change is still forthcoming. The RA team recommends these changes be implemented in a way that ensures that each community in which YP is being implemented has an active YAC representative, and their roles and responsibilities are expanded to enable the next YAC cohort to take on a leadership role in organizing and monitoring YP work in their community. In addition, YP must work closely with the newly enhanced YAC to ensure accountability and representation of these participants in implementing and monitoring the activity, with community members, other youth beneficiaries, and sub-grantees partnering with YP.

QUESTION 1B. Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives?

The activities and outputs that are being implemented post-realignment do support the activity’s goals and attainment of objectives; however, due to implementation delays resulting from the realignment process, many key activities to the attainment of YP’s objectives were being implemented at the time of this RA, specifically the initiatives and full rollout of the revamped mapping tools. While the progress that YP has made in the past year’s realignment has pushed the project forward in terms of quality, there is greater potential for the activity to enhance and measure the youth-led approach. Respondents in key informant interviews (KIs) and focus group discussions (FGDs) expressed significant impatience and disappointment that the implementation cycle was delayed, but also that there were significant gaps in the implementation timeline that could be avoided if youth had greater control over the implementation processes. Youth, especially from initial YP communities, were waiting -often frustratedly - for YP to initiate the next phases of the program. However, if YP-led phases were structured as “milestones” between youth-led activities, they would not be idly waiting for someone from YP to come back and organize the next phase. While this issue was most prevalent among the older communities (pre-realignment), there were two individuals from the newer communities of Borma and Ma’an that also expressed frustration due to a lack of knowledge about next steps.

In exploring potential barriers to a successful transition to sustainable, fully youth-led model, many respondents expressed the opinion that financial support was a necessary element of expanding their agency. Currently, YP provides transportation allowances for youth to facilitate and/or attend YP events, small stipends for YAC members to incentivize their participation, and in-kind support for the implementation of practicums (and in the future, initiatives); the latter will be managed by the three grantees overseeing the initiatives process. It is essential to ensure that the decision-makers who will determine which initiatives receive funding approval should be owned by the youth – with oversight from the CBO. Piloting this process and/or documenting and learning from this process will help to determine how youth can really lead these financial decisions going forward. In addition, for groups such as the YAC, it is crucial to provide sufficient incentive, and corresponding levels of responsibility, to attract and retain experienced and effective individuals in these roles.

QUESTION 2. In what ways can the YP/Jordan activity be assessed, measured, and chronicled so that intermediate and endline outcomes at the individual and community level are

captured? Should additional measures (such as a composite index of youth well-being or civic engagement) be added?

The RA team's review of YP's current MEL strategy and tools revealed that original indicators and targets had not been updated since the realignment, although YP staff reported there have been discussions to move in this direction following this RA. Evidence suggests that adding measurements or indicators may add complexity rather than streamline program data. The project already reports on many indicators, which should be reduced and reworked to provide more useful data that reflects the current implementation strategy. A copy of YP's current logic model and recommendations for its revision are provided in Annex F. A crosswalk of which indicators were proposed to be deleted, retained, or redefined to capture more useful data is included in Annex G. This proposed change to the Logic Model will enable YP to track and measure relevant outputs and outcomes and streamline the work of the monitoring and evaluation (M&E) team. Additionally, a closer examination of how initiatives will be measured would benefit the ability to track project outcomes. Greater detail on how initiatives are to be selected; for example, with an emphasis on sustainability, scale, sector of intervention, inclusion of marginalized populations, etc., should be part of the discussion on revising project measurement.

QUESTION 3. To what extent has the YP/Jordan activity been implemented as planned, and how varied is the form and quality of the activity's implementation across communities to date? What can we learn from both the places where it has been implemented well, and the places where it has experienced challenges?

Stakeholders reported that variations in social contexts required adaptations to materials and approaches to make them relevant and relatable to all beneficiaries. This was most prevalent in accommodating local gender norms, varying poverty levels, remote implementing environments, and working with marginalized groups. Differing gender roles in north and south Jordan communities required the project to facilitate gender-segregated activities in some cases, and made gender training a more innovative topic in conservative villages. While promoting gender integration is appropriate and desirable in communities where this idea is more readily accepted, YP has done a good job of balancing the need to adapt to local contexts in communities where gender-segregated activities are most appropriate.

YP does work in some remote and poverty-affected communities, but the biggest accommodation has been facilitating transportation to activities. As mentioned above, the transportation allowance provided by YP is essential to enable youth with more limited economic means to attend trainings and other events, including the forthcoming implementation of the initiatives. Persons with Disabilities (PWD) are a strong focus of the project but participation by PWD beneficiaries has been limited in context in which buildings and streets are not accessible. One of the biggest ways in which implementation has varied across communities was in the issue of communication. Delays resulting from the realignment resulted in some communities feeling abandoned by YP and left wondering about the status of the program in their community. While YP staff indicated that all communities had been re-engaged at the time of the RA field work, data from six qualitative interviews, across different communities, indicates more outreach needs to be done to reassure communities that YP is active and engaged in their development.

QUESTION 4. In what ways is YP structured and positioned to identify and utilize existing data sources and to collaborate with other USAID (or non-USAID) activities to meet its objectives and targets?

While YP was aware of USAID and non-USAID activities with complementary aims, the RA found there was limited engagement with external data sources and activities, including collaborating with other USAID projects as well as the Government of Jordan (GOJ) Ministries of Youth (MOY) and Education (MOE). YP staff reported that the MOY has expressed some interest in the YP's planned youth portal as well as collaborating with the program to implement activities of the program in selected MoY youth centers,

training MoY staff, participating in YP initiatives/development, these negotiations are still ongoing. YP's relationship with JOHUD as an implementing partner has been one of the most beneficial partnerships in reaching marginalized communities and conducting successful recruitment. The project could explore opportunities to deepen youth's relationship with local youth-serving community-based organizations (CBOs) to promote agency, especially those with which YP is already working.

YP should explore strategies to empower the next cohort of YAC members (each representing a participating community) to work in close collaboration with these CBOs, to develop sustainable relationships with them that will provide capacity development and networking opportunities for the YAC members. In addition, while YP plans to use grantees to support and mentor the youth through implementation of the initiatives, the strategic process through which this is accomplished should be designed to ensure that youth have sufficient opportunities to take leadership roles in the development, selection, and implementation of the initiatives for the remaining lifecycle of the activity.

QUESTION 5. To what extent will the activity's revised approach to scale and sustainability be effective in ensuring the activity outcomes extend beyond the life of the program? What adjustments are needed to ensure the activity is scalable and sustainable?

As part of the realignment process, USAID YP redesigned the sustainability strategy in FY18, which included a full mapping of all youth centers in the 60 target communities and guidelines on how to strengthen engagement with these institutions at the local level. Ongoing engagement with these CBOs will be a key element of building sustainability into the project beyond the individual level, especially given the challenges of engaging with the GOJ partners that would promote greater sustainability and scalability (i.e., if the MOY institutionalized the YP approach at all government youth centers around the Kingdom).

Respondents from multiple stakeholder groups (including YP staff, implementing partners and community members) felt that the current implementing environment makes this level of partnership unlikely to be realized during the remaining lifecycle of the current activity. Respondents felt the initiatives had the greatest potential for sustainability at both the individual and the community level when supporting youth to develop community initiatives that could mature into social enterprises in the future. However, as these initiatives are just starting, it was too soon to assess the implementation of these initiatives as part of this RA. One sensible requirement for initiatives would be that each funded initiative must have at least one local institutional partner (CBO, educational institution, private sector company, youth center, etc.) with clearly defined roles and responsibilities of their partnership on the initiative. This would ensure that each youth-led initiative that receives funding has at least one local institutional champion. Annex F and Annex G outline suggested changes to indicators tracking success of initiatives within the current YP Logic Model, to better measure the success of the initiatives (e.g., adding measures to track the number of community partners working with YP, the number of grants that address gender, disability and social issues).

Apart from the initiatives, the element that respondents most often cited as being sustainable is the knowledge gain and personal development being enjoyed by youth beneficiaries. While this certainly is a desirable outcome for YP and PYD overall, YP will need to develop successful youth-led initiatives in the latter half of the project lifecycle in order to achieve impact beyond the individual level. Within the current implementation framework, building sustainable social enterprises and establishing deep and lasting connections between youth leaders and the community-based organizations that support their endeavors will be YP's best strategy for promoting sustainable impact. The scope of these CBOs' commitment to these partnerships, and their willingness to replicate this model with other youth in other communities will be the best strategy for promoting scalability of the activity.

INTRODUCTION

PURPOSE AND AUDIENCE

The purpose of this Rapid Assessment (RA), as defined in the Scope of Work (SOW), is as follows:

“To generate utilizable knowledge about the program’s implementation, for use by staff, to engage in continuous improvement, and provide a foundation for measuring how the program influences individuals and outcomes at the community level ... It will emphasize coaching and refining (or creating as needed) measurement techniques designed to capture outcomes that may not be currently reflected in the [Monitoring, Evaluation, and Learning (MEL)] plan.”¹

Based on this guidance, the RA team examined YouthPower’s (YP) implementation processes and systems to date; developed findings, conclusions, and recommendations on topics such as project design quality, monitoring and evaluation (M&E) frameworks, and monitoring systems; examined the extent to which key indicators can be operationalized to measure outcomes at the community level; reviewed activities implemented to date and their efficacy in promoting youth engagement and empowerment; assessed YP’s alignment with other relevant activities funded by the United States Agency for International Development (USAID) and other donors; and explored potential efficacy of YP’s sustainability and scalability efforts. The audience for this RA includes USAID/Jordan, YP implementers, youth and community beneficiaries, and relevant parties at USAID/Middle East Bureau and other relevant projects with similar aims.

RESEARCH QUESTIONS

The SOW for the YP RA lays out five research questions that guided the approach for this RA:

Question 1. In what ways has the strategic realignment of YP/Jordan set it on track to achieve its objectives?

- A. To what extent are the objectives of the program still valid?
- B. Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives?

Question 2. In what ways can the YP/Jordan activity be assessed, measured, and chronicled so that intermediate and endline outcomes at the individual and community level are captured? Should additional measures (such as a composite index of youth well-being or civic engagement) be added?

Question 3. To what extent has the YP/Jordan activity been implemented as planned, and how varied is the form and quality of the activity’s implementation across communities to date? What can we learn from both the places where it has been implemented well, and the places where it has experienced challenges?

Question 4. In what ways is YP/Jordan structured and positioned to identify and utilize existing data sources and to collaborate with other USAID (or non-USAID) activities to meet its objectives and targets? At a minimum, connections with relevant data findings from the recent Jordan Population and Family Health Survey, Jordan General Population Survey (MESP), and USAID Office of Education and Youth Construction Assessment should be considered, as well as other relevant data sources. Activities from USAID’s Office of Democracy and Governance and Office of Economic Development and Energy, as well as other relevant USAID (or non-USAID) activities should be considered for potential support or collaboration.

Question 5: To what extent will the activity’s revised approach to scale and sustainability be effective in ensuring the activity outcomes extend beyond the life of the program? What adjustments are needed to ensure the activity is scalable and sustainable?

¹ Jordan YouthPower Rapid Assessment Scope of Work, pg. 1. See Annex D.

BACKGROUND

The youth cohort in Jordan comprises a significant proportion of the population (63% of the population is under 30) and faces significant economic challenges: whereas the overall unemployment rate is 19 percent, among youth (15-24) unemployment is over 37 percent² with female youth (15-24) unemployment reported at more than four times the rate of their male counterparts (54.6% and 13.3% respectively).³ Only 14 percent of the female population participates in the labor force and nearly 40 percent of all youth ages 15-29 are not engaged in education, employment, or training activities.⁴ These challenges, along with other social dynamics including gender norms and limited leadership roles for young people, create challenges for youths' social engagement and their ability to take on roles that support community development.

This is further exacerbated by the influx of refugees that Jordan has faced: as of 31 December 2017, the United Nations High Commissioner for Refugees (UNHCR) recorded 655,624 registered Syrian refugees in Jordan.⁵ With many refugees living in disadvantaged communities, including refugee camps, with limited opportunities to address social issues surrounding them, this not only increases the number of at-risk youth to be reached in Jordan overall; it also increases competition for jobs and other existing support channels for youth. These economic and social realities mean that many youth struggle to find jobs and the necessary resources to address development issues in their communities. Thus, youth need more productive pathways to recognize and realize their own potential.

In response to these challenges, the Government of Jordan launched the National Framework for Employment and Empowerment “aimed at creating 30,000 decent employment opportunities for youth by 2020.”⁶ In order to support Positive Youth Development (PYD), USAID provided funding to the YouthPower (YP) activity, a 5-year, \$23 million-dollar youth development activity implemented by Global Communities in partnership with the Kaizen Company, Partners for Good (PFG), and the Jordanian Hashemite Fund for Human Development (JOHUD). YP works to promote the capacity of disadvantaged youth ages 10-29 in Jordan to achieve the following outcomes:

“To build key competencies in youth to identify assets, increase their confidence to design and manage solutions; connect them to each other and to youth-serving organizations, community and government leaders and resources to support their success; and foster character and caring by encouraging dialogue, exploration and problem-solving. By doing so, [YP] will empower a generation of Jordanian, Syrian and Palestinian youth to contribute to their native and host communities and country as productive and inspiring leaders. The resulting increase in community resources for at-risk youth will empower youth to achieve their goals and shape their futures.”⁷

The above statement underscores two major elements of YP: reaching at-risk youth to foster their personal development, and to serve their community through applied learning activities, to encourage youth to adopt leadership roles as the next generation of community leaders.

As stated in the FY19 Annual Work Plan (derived from the original YP task order), the objectives of YP are as follows:

- I. Increase awareness and use of existing programs and positive opportunities by youth;

² TheGlobalEconomy.com

³ World Bank Data <https://data.worldbank.org/indicator/SL.UEM.I524.FE.ZS?view=chart>

⁴ “Opportunities for Youth in Jordan,” UNICEF, Feb. 2019.

⁵ ReliefWeb.org <https://reliefweb.int/report/jordan/syrian-refugees-jordan-protection-overview-january-2018>

⁶ “Opportunities for Youth in Jordan,” UNICEF, Feb. 2019.

⁷ YouthPower Jordan Gender Analysis, p. 3.

2. Improve the quality of available services and positive opportunities for youth; and
3. Strengthen and support the engagement of youth in the development of new activities that meet their needs and aspirations to be successful in their lives. The resulting increase in community resources for at-risk youth will empower youth to achieve their goals and shape their futures.

YP's approach to this objective is grounded in the principles of Positive Youth Development (PYD), which seeks to engage youth, families, and communities to adopt positive approaches to youth's skills building, civic engagement, healthy relationships, and systems transformation, and the 'six Cs' (competencies, confidence, connection, character, caring, and contribution). YP is organized around three primary components:

- **Component One: Youth Engagement and Training**, including a 5-day training session for youth on identifying and mapping assets in their communities, and a 7-day training session to train youth facilitators;
- **Component Two: Youth Involvement in Community Mapping in Focus Communities**, including youth engagement in the mapping exercise, the results of which inform the design of youth-community engagement initiatives; and
- **Component Three: Youth Involvement in Selection of Innovation Fund Recipients**, which expects to award three to six grants of \$300,000 and \$1,000,000 to fund youth-led initiatives developed under YP.

YOUTHPower TRAININGS AND ACTIVITIES

Within the three components are various project activities in which youth can participate, including the following:

Transformational Learning (TL): This is the core life skills training package offered under USAID YP, which includes topics such as: problem solving, critical thinking, communication skills and leadership. There are two cohorts: youth ages 19-29 receive a comprehensive five-day training facilitated by YP staff and trained youth facilitators (described in more detail below) and implemented in coordination with local MOY-managed youth centers and other youth-serving CBOs like Princess Basma Center. JOHUD supports this process through community engagement, networking, and recruitment efforts. Youth ages 10-18 receive an abbreviated training package implemented in public schools. YP plans to train 10,000 youth over the course of the project lifecycle.

Train the Facilitators (TtF): YP selects 10 youth (age 18-29) per target community who have "some familiarity and experience with training, youth development, training, and/or community engagement programming"⁸ to serve as facilitators for the TL training described above. These facilitators receive a 7-day training and are expected to facilitate two to four training events within two months of completing this training.

Community Mapping Exercise: Following implementation of the TL training, youth are recruited to conduct the mapping exercise under Component Two. The mapping exercise trains and supports youth participants to collect data on assets and gaps in community support during a 4-day process, which identifies issues for which they develop initiatives to address. Some of the mapping participants have completed TL training but are also supported by other youth who did not complete TL training. These participants (along with the 10,000 trainees) contribute to YP's Goal 2 target of 20,000 youth with increased self-efficacy at the conclusion of USG-supported training/program.

Practicum/Initiatives Development and Implementation: Based on the outcomes of the mapping exercise, youth engage in an applied learning opportunity to design and implement social and community

⁸ USAID YP Participant Referral Mechanisms, p. 2.

development projects. **Practicum** activities are one-day social initiatives with limited budget for youth to practice implementing smaller community-service projects; these serve as a preparatory exercise for the larger **Initiative**, a longer (several month) activity with a larger (in-kind) budget. At the time of this RA, this component was just starting to be implemented, with two practicums implemented (cleaning and beautifying a mosque in Borma and advocating for traffic safety in Jerash); planning was underway for the forthcoming initiatives.

Youth Advisory Council (YAC): The YAC is a youth-led board that advises YP on issues related to design and management, such as: facilitator training, developing initiatives, and the youth portal. Members are elected and serve for a two-year period, meeting quarterly to advise YP on these various issues; a new YAC is scheduled to be elected at the end of 2019. Qualifications include: youth ages 18-29 living in Jordan, who are “credible, respectful, and highly motivated ... with a passion to contribute to positive youth development ... [and] able to commit and actively participate in YAC activities.”⁹ Twelve youth currently serve on the YAC, with a new cohort scheduled to replace them by the end of 2019.

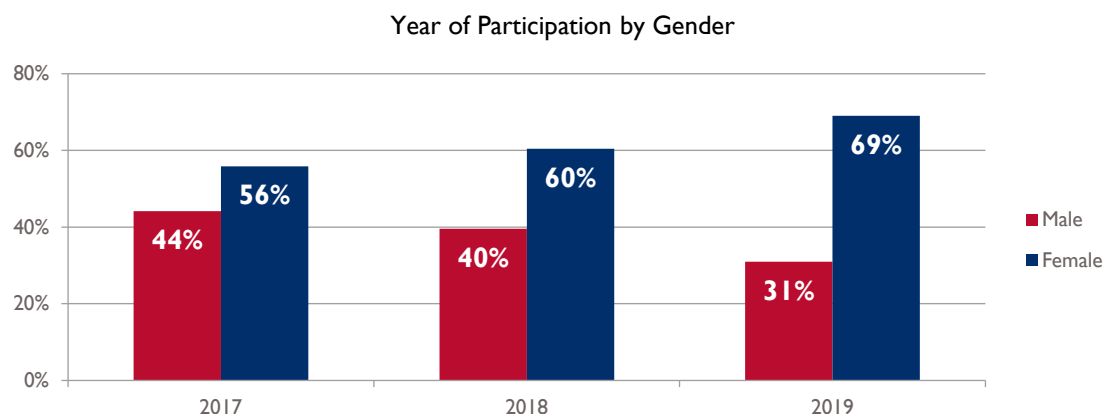
Internships: Internships are a three-month opportunity for youth to support YP’s implementation by working in various YP departments, including youth engagement and outreach, M&E, communications, innovation fund management, and training and learning. Twelve youth have served as YP interns since April 2018.

Female Participation Rates in Trainings and Activities: Overall, YP has attracted a larger proportion of female participants; according to the most recent quarterly report, out of 1,236 TL trainees, about two-thirds (65%) are female (800 females versus 436 males). As a local implementing partner in Ma’an expressed it, “We have a lot of girls. It’s okay. We have a lot. But males are few, that’s the problem.” Respondents across communities felt the most likely explanations for the higher participation rates among females are because men have more competing opportunities than women and male youth feel more pressure to be working in paid jobs rather than volunteering. However, responses to the quantitative survey indicate that more men are volunteering (68%) than women (61%).

As males are a more difficult cohort to recruit for training, it is worth noting that problem solving was significantly more desirable topic to males than any other topic for either sex; offering topics that are more attractive to male participants may help to promote their participation. As mentioned previously, 50 percent of males versus 69 percent of females felt that YP added value to their lives, which indicates that training is meeting the needs of females to a greater extent than their male counterparts. Analysis of survey respondents’ year of participation by gender show that male participation rates have been dropping over the course of the project, as shown in Figure 1 below.

⁹ USAID YouthPower Youth Action Council Strategic Approach for 2019, p. 3.

Figure 1: Participation rates by year, disaggregated by gender



*2017: n=34, 2018: n=144, 2019: n=155

ACTIVITY REALIGNMENT

In April 2018, after one year of implementation, YP underwent a thorough review that resulted in the decision to realign the activity to increase youth and community engagement with the goal of enhancing expected outcomes and impact. As stated in the YP quarterly report for Quarter 3, Fiscal Year (FY) 2018, the goal of this realignment is to:

“Approach: youth-centered activities with greater depth in providing the youth with the knowledge, skills, attitudes, and tools in a) better understanding their own agency, b) exploring pathways to personal development and the relationship between agency and community, and c) methods and means through which participant youth may engage their communities to promote youth programming to increase or create dialogue and engagement at the local level (as well as beyond, through complementary YouthPower components).”¹⁰

This YP quarterly report further indicates that the realignment is expected to result in the following changes:

- Enhanced community development process to include a broader range of stakeholders and information collection tools and processes;
- Revised messaging to help stakeholders understand more clearly YP’s aims and enhance buy-in;
- Roll-out of the participant recruitment process including enhanced definition of at-risk populations;
- Enhanced training for youth engagement and better transition to the community mapping exercise in Component One;
- Revised materials and training tools for community mapping exercise in Component Two; and
- Revised plans to fund youth development projects and outreach to various stakeholders to promote engagement and sustainability.

In light of the changes to YP, USAID/Jordan requested support from Social Impact (SI) in March 2019 through the USAID Middle East Education Research and Training Support (MEERS) program, a four-year

¹⁰ USAID/Jordan YouthPower Jordan Quarterly Progress Report, Period April 01, 2018 to June 30, 2018, p. 4.

contract to provide on-going support to USAID's activities to enhance access, quality, and relevance of education in the Middle East and North Africa (MENA) region, to conduct this RA.

The RA team included a Team Leader, an Education/Youth Specialist, a local senior researcher, and two local youth researchers selected from among the YP beneficiary group.¹¹ This research was supported by two interpreters who accompanied the team on field-based data collection and translated written documents to/from English and Arabic, including data collection instruments and text-based data, and one logistician who recruited respondents and made logistical arrangements for the RA team.

This RA considers the period of implementation from the activity's inception (March 26, 2017) until the end of Q2 FY19 (March 31, 2019), though the RA also considered the activity's trajectory until the end of the fieldwork period. The period of performance for this RA was March-September 2019 with fieldwork taking place right at the end of Eid al Fitr, June 9-25, 2019.

¹¹ The original staffing plan included a fourth senior researcher, but due to recruiting and contracting challenges, that individual was forced to withdraw their participation. Rather than try to replace this individual after the field work had already started, the team elected to utilize a Social Impact (headquarters) staff person to support the assessment, with USAID approval. This change also enabled the youth researchers to fill a larger role in the data collection and analysis processes.

METHODOLOGY

Based on the SOW and posed research questions, the RA used a mixed-methods approach that included a full review of relevant background documents, a two-week field-based qualitative data collection period, including key informant interviews (KIs) and focus group discussions (FGDs) with key stakeholders. Following the fieldwork period, the team implemented a telephone-based quantitative survey of selected youth beneficiaries, which included questions developed to enumerate and triangulate the qualitative data and to explore themes that arose from the field-based research. Each of these processes is described in greater detail below.

QUALITATIVE DATA COLLECTION AND ANALYSIS

Background Document Review. The RA team started with a desk review of all relevant activity documents to date, including eight quarterly reports (one of which was also the annual report for the end of Year 1), two annual work plans, strategic planning documents such as the Sustainability Plan, the Gender Analysis, the revised Innovation Fund Grants Manual, the MEL plan, and other deliverables, to develop a thorough familiarity with the activity's work to date. Building on this background knowledge, the team designed the workplan and data collection instruments. As the RA research questions included a focus on indicators and measuring progress towards targets, the MEL plan received special focus. A MEL specialist from SI spent two weeks reviewing the MEL plan in detail, along with key background documents such as the Sustainability Plan, the Year 2 Annual Work Plan, various quarterly progress reports (QPRs), and reviewed transcripts of KIs with YP staff. This process led to the determination that a reduction and retooling of the YP logic model and accompanying indicators is needed, in order to bring monitoring and reporting systems in line with the current and recommended implementation strategies. A full list of all background documents reviewed is provided in [Annex C](#).

Qualitative Data Collection. The RA team conducted semi-structured KIs and FGDs instruments (copies of the qualitative research tools are included in [Annex H](#) and [Annex I](#)). Qualitative data was collected from youth beneficiaries, including Transformational Learning (TL) and Train the Facilitator (TtF) trainees, as well as interns and Youth Advisory Council (YAC) members, and community stakeholders in ten communities around Jordan in which YP has been implemented. The communities visited and the number of respondents per community are listed in [Table I](#) below. In addition, the team met with an intern in Irbid, where the northern YP satellite office is located, and hosted two additional KIs in that office with YAC members, although the respondents were not directly associated with training in Irbid (the Irbid training activities had just started at the time of this assessment, so their program was not included in the sample).

The RA team worked in close collaboration with USAID and YP to select the data collection sites based on YP's history of work in the various communities to date. As the research questions for this RA focus on how YP's realignment has impacted its quality and potential to reach desired outcomes, the assessment team sought to include a mix of newer and more established sites from which to draw a comparison between pre- and post-realignment approaches. Feedback from USAID and YP assisted the assessment team to identify newer sites that had made sufficient progress in implementation to provide rich data sources, as well as communities in which YP was implemented prior to realignment. Ultimately, the sites selected did reflect this range of experiences, including four sites that were the first to implement in 2017, two sites that implemented in 2018, and four that had implemented training activities in 2019.

Table 1: Communities visited by region, year training started, and data collection processes

Region	Community	Year YP Training Started	# of KIs (# of respondents)		# of FGDs (# of respondents)			
			M	F	M	F	Mixed Gender	Community
North	Ajloun Qasabah	2018	1	1			1 (4)	
	Balila	2017	3	1		1 (6)		
	Borma	2019		3				1 (4)
	Ketteh	2017	1	1		1 (5)		
	Kofranjeh	2019			1 (5)			
	Jerash	2018	1	1		1 (4)		1 (4)
	Irbid	N/A	1	2				
Central	Amman	N/A	1	2				
	Marka	2019					1 (2)	1 (3)
South	Ghour al Safi	2017	1 (2)				1 (9)	1 (6)
	Karak Qasabah	2017		1		1 (5)		1 (2)
	Ma'an Qasabah	2019	1	1	1 (5)			2 KIs

Recruitment Process. As indicated in Table 1 above, the RA team organized gender-segregated focus groups in communities where gender norms dictate that young men and women should meet separately. In communities where mixed-gender groups are more appropriate the assessment team was able to arrange mixed-gender discussions. Recruitment of youth and community respondents took place via telephone based on a list of potential contacts provided by YP. The list of potential contacts included names and contact information for more than 2,100 individuals from 27 communities who had participated in training or applied learning activities with YP.

The RA logistician was informed in advance by the Team Leader whether the youth FGD for that community was intended to be males only, females only, or mixed gender. The logistician then randomly selected potential participants (starting at the top of a filtered list, selecting every third person until the end of that set, then starting again at the top with the next individual down) to contact and asked if the beneficiary was available for the FGD which had a set time and location established in advance. If the potential FGD participant was not available for the FGD, they were invited to participate in a KI instead until the target of 10 FGD respondents was reached. The logistician then continued to complete the day's schedule with other randomly selected respondents until three KIs were scheduled. Focus groups with community members were facilitated in half of the communities visited by the field work teams and respondents were recruited based on a list provided by YP.

In addition to KIs and FGDs with youth beneficiaries and community respondents, the RA team conducted KIs with following stakeholder groups: USAID/Jordan staff from the Education Office; YP staff from Global Communities and other implementing partners (IPs) (Kaizen, PFG) embedded in the YP Jordan office, as well as staff from JOHUD. Originally, the RA team had also included Government of Jordan (GOJ) Ministries of Youth (MOY), and Education (MOE) representatives as a respondent group. However, as it became clear that YP's engagement with officials at the central level has been limited, the team elected to include relevant GOJ respondents working with YP at the local level as respondents in the community FGDs (of which there were two participants). Table 2 below provides the target and actual sample size for KIs with all key stakeholder groups.

Table 2: Target and actual sample for KIIs with all stakeholders, including gender disaggregation

Stakeholder Group	Meetings Targeted	Meetings Completed	Total Respondents	Males	Females
USAID Contracting Officer's Representative (COR)	1	2	3		3
Other relevant projects	7	1	1		1
Implementing Partners	6	10	15	5	10
GOJ	6	*	*	*	*
Youth Beneficiaries	30	23	24	9	15
YAC Members			3	2	1
Interns			1		1
Community Members	0	2	2	2	
Training Observation		1			
TOTAL	50	38	45	16	29

*Grouped in with the community FGD respondents

Instrument Development. The qualitative instruments were developed after the background document review, based on the RA team's deeper understanding of the activity through that exercise, and The RA team's translator/interpreters translated the English-version tools into Arabic and the local senior researcher worked with the translators to orally back-translate the tools to ensure an accurate translation had been achieved. The youth beneficiary KII instrument was then pilot-tested by the youth researchers (who were also YP beneficiaries) with local peer contacts to ensure questions were understood by respondents; slight changes to the Arabic-language tool were made a result of that process before being rolled out to the full respondent group.

The qualitative data collection instruments were also reviewed by SI's Institutional Review Board (IRB) to ensure that questions asked during the KIIs and FGDs were appropriate, and that the RA team's planned data collection and storage methods met the highest standards of protection for the research subjects. This was especially relevant for respondents under the age of 18, for whom the RA team needed to obtain assent from a parent or guardian for the beneficiary to participate.

Qualitative Data Analysis. At the end of the field work period, the assessment team undertook a group exercise to complete the Findings, Conclusions, and Recommendations (FCR) Matrix, a tool that outlines the preliminary findings, conclusions, and recommendations by research question. The results of this preliminary analysis, largely based on researchers' impressions from the qualitative data collection process, were used to inform development of the initial findings presentations for USAID and YP staff.

The initial findings presentation meetings took place on the final day of the field work period and included a lengthy discussion with USAID and YP staff of the findings from the qualitative data collection period. This conversation identified several strategic recommendations that are included in this RA report, which were also used to inform development of the quantitative survey instrument (discussed in more detail in the next section).

After the qualitative field work period was complete, the Team Leader analyzed qualitative data using qualitative data analysis (QDA) software based on a coding scheme developed after the end of the data collection process. This coding scheme identified the key topics discussed in the KIIs and FGDs and mapped these topics to the five research questions. The RA team utilized the coded qualitative inputs to develop a final version of the FCR matrix, to ensure that each finding has an accompanying and appropriate conclusion and recommendation, which formed the outline for this report. Findings included consideration of whether the respondent participated in YP before or after the realignment, as well as gender and other social contexts as appropriate, such as disadvantaged or disabled status, age (for youth respondents), urban/rural context, and other demographic factors as relevant to understanding and interpreting the data.

QUANTITATIVE DATA COLLECTION AND ANALYSIS

Quantitative data for this RA consisted of a 16-question, telephone-based survey of YP youth beneficiaries, which was conducted by the local senior researcher and one of the youth researchers after the qualitative data collection period was completed (a copy of the quantitative survey is included in Annex H and Annex I). The timing of this survey allowed the assessment team to identify gaps in the data or questions that arose through the qualitative data collection and initial analysis processes that the RA team, USAID, and YP staff felt would benefit from additional information, triangulation, and/or numerical quantification. These topics were mainly focused on assessing respondents' attitudes that would enable YP to promote greater youth agency to implement activities and quantifying the magnitude of potential barriers to youth participants taking more responsibility for their own empowerment.

Survey Sampling Process. Respondents for the quantitative survey were randomly selected from the same list of potential respondents shared by YP for the qualitative data collection. The Team Leader prepared the recruitment list by first removing anyone under the age of 18, those individuals for whom contact information was not available, or individuals who had only participated in the baseline data collection process. The resulting list of 1,454 potential respondents was then sorted by phone number in ascending order to randomize the order in which individuals were called (rather than alphabetically by name or grouped by community, activity type, or gender). The list was then shared with the two local researchers, so each data collector took half of the list to call. The target of 300 responses was set to achieve a representative sample of participants over the age of 18 who had participated in training and/or applied learning activities with YP.

The local researchers attempted to call 751 respondents, with 398 contacts unreachable; 53 individuals declined to participate. The two-week data collection effort, between July 17-31, 2019, resulted in 300 individuals being reached, which included 36 percent men and 64 percent women. University graduates comprised 55 percent of the respondents, 39 percent had graduated from secondary school, 6 percent had not yet graduated from secondary school (all respondents were over the age of 18), and 8 percent self-identified (in the "other" category) as being out of school. 44 percent were from the northern region of Jordan; 6 percent from the center and 50 percent from the south.

Survey respondents had participated in a range of activities: 76 percent had taken TL/TtF training; 47 percent had developed/planned initiatives; 46 percent had supported mapping exercises; 19 percent had attended community meetings; 11 percent had taken facilitators' training; 10 percent had attended community mapping focus groups; and 1 percent had participated in a practicum exercise.

Survey Instrument Development. Survey questions were primarily close ended, with five opportunities for respondents to elaborate on an "other" option or provide greater specificity on a numeric response. These were complemented by two open-ended questions that allowed respondents to share lengthier perspectives. Responses were captured in Survey Monkey, so that responses were automatically coded, and frequencies were analyzed in that system. Cross-tabulations to disaggregate the data according to key parameters (sex, year of participation, education level, and type of activity the respondent had participated in) were conducted using industry-standard data analysis software. The (Arabic-language) qualitative responses were reviewed by the local research team, and compelling or representative quotes were translated into English to be included in this assessment report. The raw data will be posted on the Development Data Library (DDL) at the completion of the project.

LIMITATIONS

The following potential limitations have been identified by the assessment team:

Access to Remote Communities: The assessment team worked in close collaboration with USAID and YP staff in the three offices to ensure site selection and site visits were conducted in a manner that was safe and respectful to local communities, while also taking into consideration various demographic

characteristics while selecting and visiting sites, and in analyzing data. The sites selected for the RA field work followed the path of YP in conducting data collection where YP had focused their efforts to date. While the 60 communities selected for YP intervention fit the established criteria for at-risk and marginalized communities, the communities visited for this Rapid Assessment were not always the most marginalized communities of the anticipated 60 total communities planned to be integrated into YP by the end of the project. Thus, YP's implementation in the most marginalized communities could not yet be assessed fully at the time of this report.

Existing Capacity of Youth Researchers: While the engagement of youth researchers is a key element in supporting data collection methods and results that account for and include youth's participation and value in the YP activity, the assessment team worked in close collaboration with youth researchers to ensure that data collection incorporated best practices and quality assurance standards. A comprehensive training program was implemented in the first three days of the field work period, complemented by an iterative mentoring process that was incorporated throughout the data collection. This supported the youth data collectors to expand their capacity in this area while still ensuring valid and reliable data collection for this assessment. The presence of the youth researchers on the team could have altered the responses of YP beneficiaries who may have been more or less likely to speak openly about their experiences with a peer, rather than an experienced international researcher. The RA team did note that participation of recruited respondents was much more enthusiastic in the one case where data were gathered in the youth researcher's home community, as compared to other locations where at least one committed KII participant per location would be a "no-show."

Respondent Selection Bias: While the RA team endeavored to meet all data quality standards and produce a study that represents the authentic experience of a YP participant, the study has potential limitations in including the full range of beneficiary voices. The first limitation is the inclusion of respondents under the age of 18. In order to ensure the highest ethical standards were met, the IRB approval process to speak to beneficiaries under the age of 18 required significant effort and time to secure. Thus, while respondents under 18 constitute approximately a quarter of all beneficiaries, the RA sample includes only two focus groups with beneficiaries under 18, which constituted some 18 percent of all FGD respondents and none of the 45 KII respondents. In addition, the telephone survey was conducted exclusively with beneficiaries over the age of 18 in order to streamline approvals processes. Thus, only 2 percent of all youth respondents were minors, which limits the RA report's information on beneficiaries in that cohort especially information on YP's work with the MOE to implement the activity within MOE schools. It also skews responses towards the experience of older cohorts, who may have more mature interests and experience than under-18 beneficiaries. The activity may seek to expand data collection from the younger cohort, especially to explore differences in experience based on the different implementation approaches between the two cohorts.

In addition, all data gathering processes for youth beneficiaries required establishing contact with respondents via telephone. As about half of YP's contact numbers were out of date, the result is that only respondents who had kept the same phone number working for up to two years was contacted to participate in this study. In a few locations, other participants turned up as a result of local recruitment by the youth center hosting YP activities or by word of mouth from local contacts. However, the vast majority of recruitment was done via telephone, which does influence the respondent pool. The most marginalized youth are not as likely to have a working mobile phone with credit available at all times. They are also least likely to have transportation to youth centers, which would make it more difficult for them to be aware of trainings. Therefore, the recruitment by existing youth centers included youth who were already in the youth centers' network – those most excluded are outside these established networks.

Respondents' Interest in Cooperation: As YP is a community-centered activity, the inclusion and assumed cooperation of local community stakeholders was appropriate and justified. However, it bears recognition that not all stakeholders and communities were interested in participating in this assessment,

and that respondents are self-selecting to the degree that individuals were motivated to attend meetings or participate in the telephone survey. In order to promote respondents' comfort and understanding of the research aims and protections, each assessment tool included a thorough introduction to the research aims and offered respondents an option to decline participation before starting the research or at any time during the data collection process. The RA team did experience some challenges in recruiting active participants to KIIs and FGDs, which required significant effort to reach willing participants and ensure their attendance at data collection activities. While the RA team worked to minimize the effect of this challenge on the overall success of the study, the total number of respondents was lower than originally planned, but not significantly so (e.g., 45 KII respondents versus the targeted 50).

Respondents' Potential Bias: As with any social research activity, there is a potential for bias amongst respondents due to real or perceived opportunities or threats in the data collection process. This might include biases such as a desire to please the data collector by providing positive responses, a hope that certain responses may increase the likelihood of current or future funding by USAID, fear of retribution for giving negative feedback, or recall bias. In order to address and account for this possible limitation, the assessment team underwent a thorough review of best practices in data collection methods to limit respondent bias through unconscious encouragement and/or incentivizing desired responses.

Researchers' Potential Bias: Researchers are also prone to bias in data collection and analysis processes, including subconscious encouragement of desired responses (or discouragement of undesired responses), inaccurate data analysis based on individual perceptions that are not backed up by the data, or conflicts of interest based on personal and professional affiliations, among others. In order to limit this potential bias, training contents reviewed best practices in conducting objective social research, each team member signed a certification disclosing any potential conflicts of interest, and findings were triangulated among stakeholders and supported by existing documentation.

FINDINGS

QUESTION 1. In what ways has the strategic realignment of YP/Jordan set it on track to achieve its objectives? Before jumping into the re-alignment activities, it is useful to situate the iteration of YP under investigation in this assessment, within the many other iterations of YP activities funded by USAID globally. This comparison clarifies where and how YP (Jordan) is expanding the evidence base for what works in PYD – the stated objective of YP globally.¹² Under the framework of “what works in YP” there are five focus areas: **Youth and Peace and Security**; Youth and Health; Youth and Agriculture, Food Security, & Nutrition; **Cross-Sectoral Skills for Youth**; and **Youth and Democracy, Human Rights, & Governance**. The three bolded topics reflect the learning areas most closely associated with the YP activity in Jordan.

Youth and Peace and Security draws lessons from activities that operate in contexts that include: mobile populations, IDPs, refugees, and forced migration; countering and preventing youth recruitment into violent groups; and, preventing gender-based violence. Cross-Sectoral Skills for Youth examine activities that commonly tie soft-skill development to educational and or workforce development outcomes. Finally, activities included within the Youth and Democracy, Human Rights, & Governance area highlight means to increase youth civic engagement, social movements, and young men’s and women’s political participations (at various scales).

While many activities within the global YP portfolio stretch across difference focus areas, the YP (Jordan) realignment is a critical moment to reflect on where and how the activity’s objectives set it on track to achieve broad goals; e.g. “positive opportunities.” The global YP framework of “what works in YP” is one source that holds a wealth of information with which to examine YP (Jordan’s) objectives and to consider where the activity is aligned to contribute to these PYD learning areas.

In examining the global set of YP activities, one key difference in terms of objectives is that USAID YP in Jordan does not specifically mention an economic or livelihood focus, which is an area of critical interest and need for youth globally. While the first of YP’s stated key indicators is “80 percent of youth benefiting from USAID YouthPower report preparedness to enter higher education, vocational training and/or workforce,” the RA team did not observe or hear of any direct actions intended to increase work preparedness of youth for these roles, or to facilitate pathways for YP beneficiaries to enter into education, employment or livelihood opportunities.

Positive youth engagement and increased self-efficacy were both thoroughly considered in the realignment, as the below findings elucidate; however, the end to these training efforts was the development of new community initiatives rather than linkages to educational or training institutions, or employment opportunities.

YP is still operating under its original targets, which include the following key indicators:

- 80 percent of youth benefitting from YP report preparedness to enter higher education, vocational training, or the workforce;
- 10,000 youth engaged in local development;
- 188 avenues for positive youth engagement;
- 20,000 youth report increased self-efficacy at the conclusion of United States Government (USG) supported training/program

Current progress towards these targets is still unreported, as described in Question 2 below. Other key indicators were reflected on during the assessment as they related to YP’s sequenced activities more

¹² Making Cents International, “YouthPower”. <https://www.youthpower.org/>.

directly, either through respondents' estimations of whether they were expected to be met or explored in the framework of developing initiatives related to community development.

When consulted for their view on the question, the YP senior management does not feel that the activity needs to change its original objectives; a view that was supported by the rest of the YP staff respondents. As demonstrated in the quote below, they feel that the current objectives have sufficient space to accommodate the changes that have been made through the realignment process.

"I don't think the objectives have shifted all that much. How we get to the objectives, how we address the components ... we are taking a much more sort of a robust approach that's a lot more depth to how we approach the components, the connections between the components, the performance across components ... Whoever wrote this thing up actually had some really good insight to what's going on here. There's enough room in there. The language is such that it was meaty enough for us to be able to get in it and add some teeth to it."

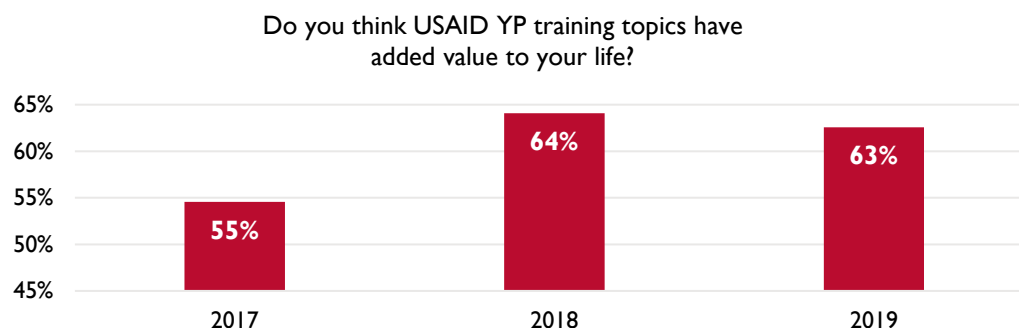
-YP Senior Management Staff

As cited in the introduction to this report (and documented in Annex F), the realignment sought to: enhance project activities and promote greater youth agency; provide more in-depth training; and develop new tools and systems to create an enabling environment for youth to engage more deeply in the development of their communities. This included revised materials for TL and TtF training, and new approaches to the applied learning activities, community mapping and initiatives, as well as enhanced communication and engagement with youth beneficiaries and community stakeholders. Each of these topics is considered in more depth below.

Training Realignment. A key change in the activity's realignment was a significant extension of the life skills training period: YP staff reported that the original four-day training of Foundational Learning (which encompassed the mapping exercise as well) became the five-day TL training with enhanced curricular materials, including greater focus on youth agency, critical thinking, decision making, gender, enhanced mapping activity, and social inclusion; mapping was split out into a separate activity. Revised training materials also promoted more applied learning opportunities rather than lecture-style facilitation, the addition of the practicum activity.

As a full cycle of the realigned training package was still being implemented at the time of this RA, it was too soon to measure how these enhanced approaches will improve the outcomes and impact of the activity. But much of the feedback regarding the revamped course content was positive from youth beneficiaries. Survey respondents indicated overall satisfaction with YP's activities, with 50 percent of males and 69 percent of females reporting that YP had added value to their lives. Additionally, there was a marked uptick in the percentage of respondents who answered affirmatively to this question when disaggregated by year of participation (as shown in Figure 2 below): 64 percent of individuals trained in 2018 agreed, whereas 55 percent of participants from 2017 (prior to realignment) felt that YP had added value to their lives. This increase (9 percentage points from 2017-2018) indicates that the changes made during the realignment process did increase the relevance and utility of the training for the youth participants.

Figure 2: Percent of participants who feel YP added value to their lives, disaggregated by participation year



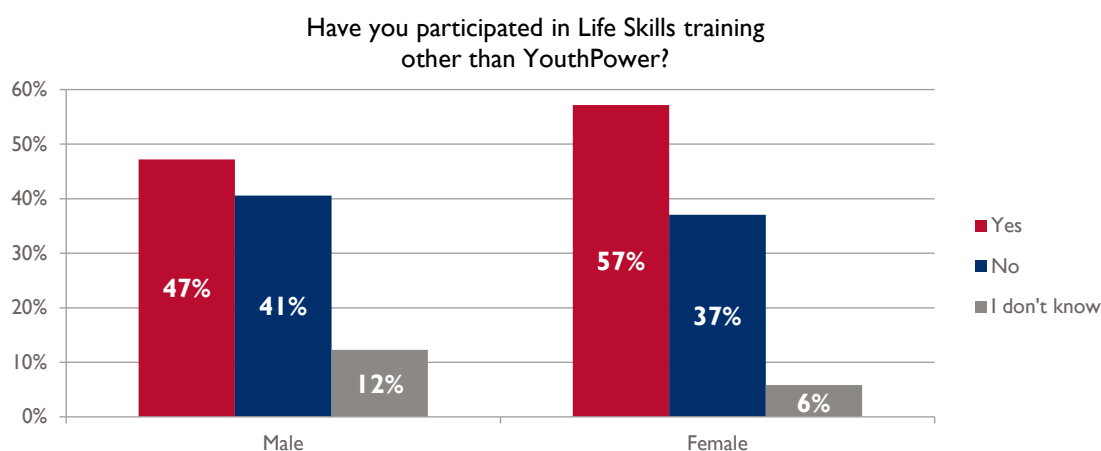
*2017: n=33, 2018: n=142, 2019: n=155

Youth respondents to the KIIs and FGDs were also positive about the training they received through YP and how it had enhanced their self-confidence, communication skills, and enhanced awareness of their own agency. One female youth (over 18) from Karak stated: “I feel that my character was improved; I stopped being shy. Through this training, I am able to talk to people more.” Increased self-confidence was one benefit of the experience mentioned specifically by three KII/FGD respondents (as well as being mentioned in 30 open-ended responses to the above question in the quantitative survey).

In addition, community respondents, facilitators, and YAC members reported observing a profound change in participants' personalities as result of their participation, including increased self-confidence, self-efficacy, and greater acceptance of gender equality concepts taught in the TL training. As one community member from Karak observed: “We have a youth committee at the center, and I noticed that their abilities were developed, and talents were refined as part of YP responds to youth needs.”

While youth clearly appreciate the opportunities and find value in the training that YP offers them, many respondents also reported that the life skills training package was similar or overlapping with life skills curriculum they had previously taken through other projects and donors. More than half of the survey respondents (47% of males and 57% of females) reported having taken life skills training other than YP, as shown in Figure 3 below.

Figure 3: Percent of youth with life skills training other than YP, disaggregated by gender



*Male: n=106, Female: n=189

Respondents in seven KIIs and FGDs also reported the life skills curriculum was a repeat of other courses they had taken, as illustrated in the comments shared below. The respondents who had this training before said they still wanted to participate so that they could get the certificate, engage in the program as something to "get them out of the house," or in the hopes that new elements or connections made through the program would be useful to them. But they had covered many of the same life skills topics in other courses similar to TL.

"They should try to diversify the materials – try to add new topics. We took a lot of this material in other courses. Don't keep repeating the same ideas. Do something that's special to YP."

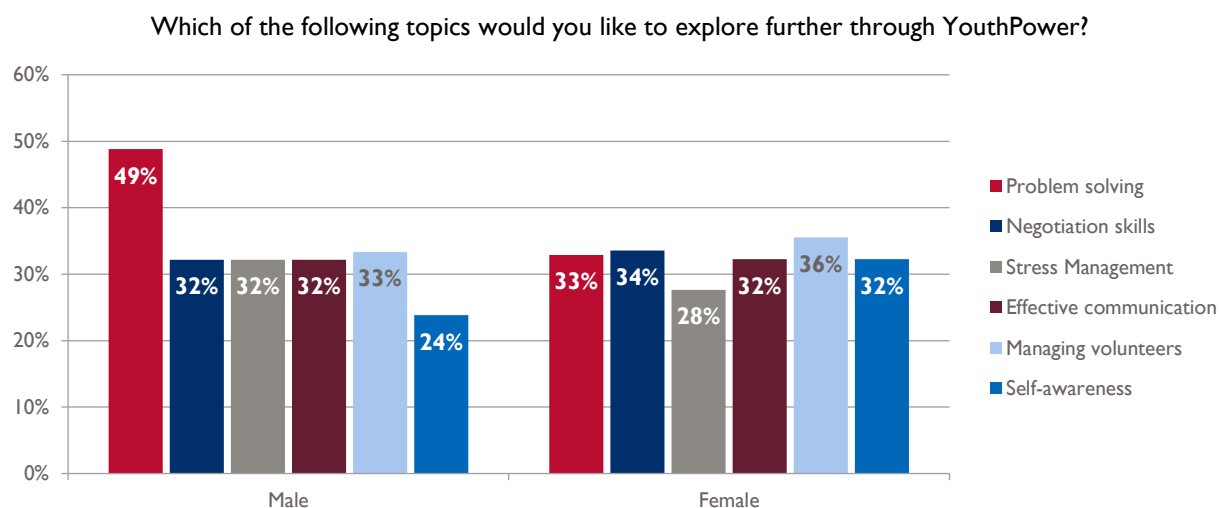
- Ajloun mixed gender FGD

"It was a bit hard to find people who are interested in things like this who didn't already have this type of training because I know a lot of people have already had this training."

- Balila Male KII (trainer)

Additionally, the quantitative survey requested youth's feedback on potential new topics that would be of interest to them for further training. Figure 4 below illustrates the range of responses, which differed by gender: men were most interested in problem solving (49%) whereas women were more interested in training on managing volunteers (36%). Responses to the optional "other" category included seven requests for more training on gender (including 4 females and 3 males), as well as requests for training on initiatives management, English language, presentation, technology, self-confidence, project management and leadership. While English language training is beyond the scope of YP's mandate, all of the other requested topics are included in the newly implemented community engagement training curriculum, which started in Q2 FY19 (the most recently completed quarter before the RA).

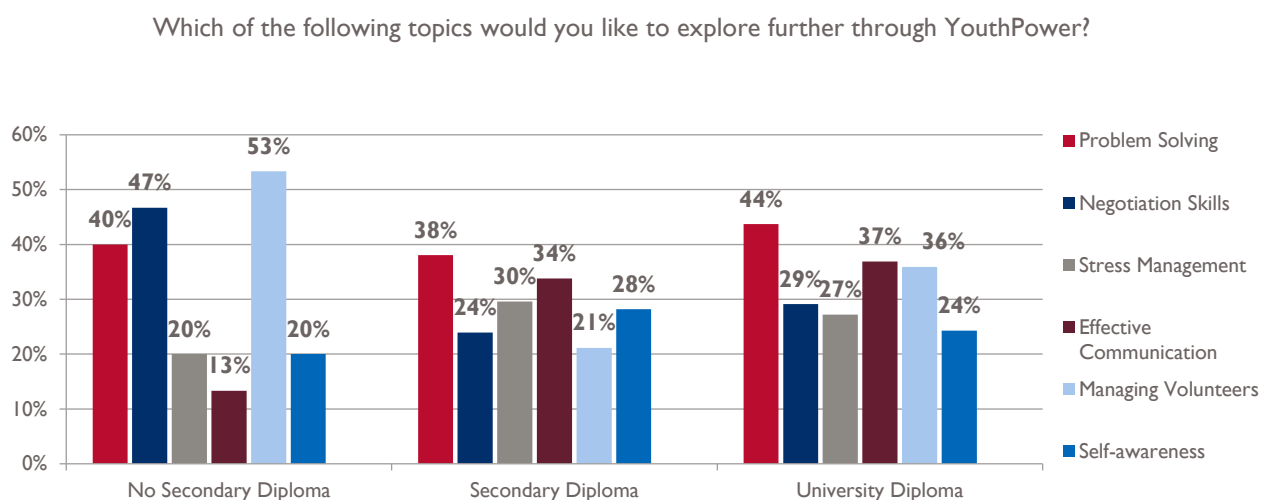
Figure 4: Topics of interest for additional training, disaggregated by gender



*Male: n=84, Female: n=152

When disaggregated by education level, there was greater variance among topic areas: respondents who had not yet earned a secondary diploma were most interested in training in managing volunteers, with negotiation skills as the second-most interesting topic. Respondents with a secondary or university diploma were most interested in problem solving (38%) and effective communication as the second-most interesting topic. Responses are detailed in Figure 5 below.

Figure 5: Topics of interest for additional training, disaggregated by education level



Youth and community stakeholders also expressed a desire for youth have more applied learning opportunities out in the field – including respondents in newer communities implementing the revised approach, which may reflect the fact that practicums were just starting and the planned initiatives had not been implemented at the time of the RA fieldwork. As the activity moves into the latter half of the implementation process, facilitating quality activities that provide significant opportunities for youth to apply the skills taught in the TL training will be a key element in determining YP’s impact on participants’ development.

Gender Training. Youth beneficiaries most often recalled the gender training as being the most innovative aspect of the training, including twenty respondents to the open-ended survey question discussed above (i.e., which training topics added value to your life?) and seven KII respondents; three of the latter respondents reported that the training had influenced their opinions about traditional gender roles and rights, as illustrated by the comments below.

“The gender topic in YP is different from other courses, especially the applied activities that help the youth to identify their gender biases – these are very important.”

- Mixed FGD Jerash

“When we talked about jobs, we would try to decide if a particular job was sex or gender. But eventually everyone agreed on the same idea, we voted on what was the best idea. I think that was a good activity.”

- KII Female Borma

Facilitators’ Training. As mentioned earlier, the TtF facilitator training package was extended during realignment, from the original 4 days to an extended 7 days, covering more topics in depth such as initiatives development (initiatives are an applied learning opportunity within USAID YP for youth to implement social and community development projects they identify through the training and mapping activities); 1.5 days are devoted to gender training. The majority of youth respondents were satisfied with the quality of their facilitators, characterizing their work as “great.” As one female KII respondent from

Jerash expressed it: “They were amazing – they gave us good information, a lot of breaks and helped to make the training very comfortable.”

However, five youth respondents across the ten communities visited felt the quality of facilitators was uneven and that the TtF training period should be complemented with more ongoing coaching to further develop trainers to deepen their training experience and facilitation skills. Two of the three YAC members¹³ interviewed reported that facilitators were selected by paper applications and curriculum vitae (CV) review; and recommended the selection process include an in-person interview. “We just read their paper CV, so you get very limited information. Interviews later in the selection process would be a better way of selecting people.”

“The facilitators were not able to deliver the information in a good way. They were just reading off a sheet. We know how to read so why are you just doing it for us. They didn’t explain it in a good way.”

- Borma Female KII

“They choose facilitators based on their paper application. They didn’t have good training skills – low voice, no eye contact. They need to be more dynamic.”

- FGD respondent in Jerash

Mapping Realignment. Another element that underwent significant change with the realignment is the mapping activity, as described in the introduction section. Prior to realignment, the mapping exercise collected data on a wide range of indicators that were found to be less practical for youth to develop initiatives based on their findings. As one YP staff member characterized the change to the mapping exercise, “[the revamped exercise is] community services mapping for youth, not community asset mapping,” the latter which was felt to be too broad a topic to produce effective data for decision making. Therefore, YP staff streamlined the mapping instrument questions to target data that will be useful for the youth in developing practical initiatives that fit within the scope of YP’s capacity to provide support. The earliest reports from this process were reviewed as a part of the document review process and did contain a large quantity of data rating the quality of community assets like youth development, educational and social environments, health services, inclusion of marginalized groups, and community services.

While realignment of the mapping activity was an effective strategy to produce more useful data for developing applied learning activities like the practicums and initiatives, respondents felt there were still some limitations to the process that could be made to enhance its impact. The current strategy to collect data for the community mapping activity is a one-time interaction between youth and community organizations with the objective of completing the survey. In addition, youth respondents reported that some mapping participants do not take TL training and not all TL participants participate in the mapping exercise. As one female from the focus group in Jerash explained it: “I took training, then waited like six months before they called to say we’re starting the survey. Not all trainees were selected for the survey work – we don’t know why some people were not chosen.”

Initiatives. The realignment plan documented in the Q3 FY18 QPR outlines changes to the plan for initiatives, including “an umbrella or indefinite quantity contract-type mechanism that will provide funding for community engagement projects through organizations that will work with youth...”¹⁴ The latest update at the time of the assessment is that three contracts had been awarded to support the implementation of initiatives. As one YP staff member characterized it “we changed the design ... so the youth have the lead as project implementers. The grantee is their support as coach and mentor, and also

¹³ The third YAC respondent did not contradict this information; they just did not comment on this point.

¹⁴ USAID/Jordan (August 2018) YouthPower Jordan Quarterly Progress Report, Period April 01, 2018 to June 30, 2018, pg. 5.

to handle all logistics and financials in the grant management.” The YP team expressed the belief that this revised approach would enable the project to oversee the initiatives process more effectively through the sub-grantees and would ultimately result in a better experiential learning opportunity for the youth participants and secondary community beneficiaries.

However, participants from Ghour al Safi, Ketteh, and Balila (three of the earliest communities in which YP was implemented) expressed disappointment at the change in the initiatives’ implementation strategy as they felt it was a reduction from what YP had originally promised, which a few respondents reported as being large-scale grants to fund infrastructure developments such as schools, playgrounds, or other recreational facilities. As one male KII respondent from Balila expressed it: “We need something tangible on the ground. I understand what they’re doing now is not what they promised and is not really going to meet the needs of the people.” The YP team indicated that they are aware of this issue and have been working with the community members to mitigate the negative perceptions, which will be important to continue through the remaining implementation period to promote participant and community buy-in.

Communication with Beneficiaries and other Stakeholders. According to YP staff, the process of realignment required the activity to put a six-month hold on its implementation schedule that resulted in significant delays in the implementation timeline. This delay, along with the change to the initiatives process described above, created some resentment among community and youth stakeholders, especially in pre-realignment communities whose expectations had been raised earlier in the project, as discussed above.

This issue was also well-known among YP staff: the Q3 FY18 realignment plan focused especially on community outreach and specified the need to provide “much more clarity of purpose in describing the [project’s] objectives and activities.” The report acknowledges the challenge of encouraging community acceptance for the project realignment, stating that the activity had already started to re-engage with communities whose implementation had been put on hold as a result of the realignment delay, “to ensure that those communities ... transition to innovation funding activities under the revised USAID YouthPower strategic approach.”

Despite the fact that YP has worked to promote this greater clarity and acceptance of the changes undertaken as part of the realignment, youth beneficiaries in KIIs and FGDs still expressed frustration about the delays in implementation, and the need for improved communication with YP about when the next component would be implemented and which participants would have an opportunity to participate in the next round of activities.

“I recommend if YP wants to implement initiatives give us a clear timing and date for when e.g., two months for three ideas, initiatives with budget and planning and they would work for us. They would sit with us and plan and then from a set date we would start planning. Here youth would feel more aligned to this.”

- Youth FGD Ghour al Safi

“We started in 2017 and now it’s 2019, and we’ve done nothing. So, when people ask us what’s going on, we have no idea what’s happening.”

- Female FGD Ketteh

Overall, community-based organization (CBO) partners reported good communication and engagement with YP, but one CBO in the northern region felt excluded from planning and implementation of training exercises and expressed a desire to be more engaged in the overall process (CBO partners were asked to support recruitment but were not otherwise given an active role in facilitating YP training, which is organized by the facilitators). Respondents suggested expanded engagement with community stakeholders, including parents and religious and governmental leaders, to promote a greater sense of community buy-in and support for YP activities.

QUESTION 1A. To what extent are the objectives of the program still valid?

The objectives, as stated above, are valid in that they are sufficiently general and match most youth projects of a similar nature. The objective statement should be made more specific in order to provide targeted guidance to YP in making strategic planning decisions and in communicating the project's intent to a wide range of stakeholders, including enhancing the youth-led nature of the activity. For example, the language that promotes the youth-led approach in Objective 2, "Improve the quality of available services and positive opportunities for youth," could be strengthened to reflect the goal that youth create or identify these opportunities themselves, that youth secure a local partner that can "champion" each initiative, refine how initiatives are envisioned to impact the community's development, and plan how individual initiatives can endeavor to be sustainable following YP initial funding support. The same comment applies to Objective 3: Strengthen and support the engagement of youth in the development of new activities;" the language of this objective could be modified to bring youth agency to the forefront of the activity.

At the time of the field work, there was some confusion among youth and community beneficiaries about what YP aims to achieve. While many respondents (both youth beneficiaries and community stakeholders) had a strong understanding of YP's objectives, others were still unclear about the objectives of the program. Youth who had participated commonly reflected that YP is a life skills training program for youth that aims to change behaviors and mindsets in order to empower youth. Respondents who had engaged with YP most deeply (e.g., YAC members, facilitators, and interns) were more often able to articulate project objectives than youth whose engagement was more limited (e.g., training beneficiaries who had participated early in the project or who had limited training involvement).

Respondents all felt that the concept of being a youth-led and youth-implemented project is still very much valid and expressed a belief that youth desire to have even more agency over the process.

"This project itself is a huge leap for me and our youth – our personality and what we've learned has changed this. When you change someone's mentality, especially youth, they are the energy core. These youth will transfer this energy to those around them as they transform. So, step by step, we will change this community ... I have not seen a lot of other projects that are really serious about helping youth like YouthPower is."

- Community FGD Borma

The survey results (279 responses: 97 males and 182 females) confirm that youth have a strong desire to expand their agency: among youth who participated in YP training 95 percent of males and 94 percent of females expressed a wish to inspire change in their community and 91 percent of males and 87 percent of females reported feeling comfortable organizing a group of their peers to take on community-service projects. In addition, 95 percent of males felt they have the capacity to overcome limiting obstacles, 86 percent of females felt confident to do so; yet an equal rate of males and females felt they have the required support from their community to be a leader (67 – 68%). Half of respondents reported having direct communication with decision makers. The results of this question are detailed in Table 3 below.

Table 3: Percent of survey respondents who feel confident to inspire social change, disaggregated by gender

	% Strongly or Somewhat Agree		% Neutral		% Strongly or Somewhat Disagree	
	Males	Females	Males	Females	Males	Females
I wish to inspire change in my community	95	94	4	5	1	1
I have the capacity to overcome obstacles that limit my ability to inspire change	95	86	4	12	1	2
I feel comfortable organizing a group of my peers to take on projects to better my community	91	87	5	7	4	6
I have strong connections in my community through which I mobilize to inspire change	84	73	10	20	6	6
I have the required support from my community to be a leader	67	68	15	13	18	19
I have direct communication with decision makers	52	51	23	17	24	32

*n=280 (98 males; 182 females)

When disaggregated by education level, the rate of agreement generally increased as the respondent's education level increased (individuals with university degrees generally tended to feel more positive than those without a secondary degree) by a range of 15-20 percentage points. The notable outliers are: there was a much smaller point differential in respondents' agreement rates (93 versus 95%) to the statement "I wish to inspire change in my community" and a six-point increase (87 versus 93%) to "I have the capacity to overcome obstacles that limit my ability to inspire change." Conversely, whereas nearly 60 percent of university graduates agreed that they have "direct communication with decision makers," only 20 percent of respondents without a tertiary degree agreed with this statement. This trend models the overall dispersion of agreement disaggregated by gender and indicates that education levels affect youth's sense of empowerment more deeply than their desire to inspire this change.

Members of the YAC interviewed in KIs expressed a desire to take a bigger role in overall implementation, based on their belief that they have the necessary qualifications (education and experience), as well as the trust and connections to youth beneficiaries. "Maybe 5-6 of our members have MAs – economics, [human resources] HR, sociology, we're well-educated. Eleven have experience with CBOs, [non-governmental organizations] NGOs, so we have a lot to add to YP. The people in the YAC have been oppressed – they want me to deliver this message on their behalf. We have real potential, but we're only consulted every three months then sent home."

QUESTION 1B. Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives?

Based on feedback from respondents and analysis of YP documentation, the activities and outputs that are being implemented after the realignment support the activity's goals and promote attainment of objectives due to expanded training efforts, retooling of the mapping and initiatives processes, and enhanced focus on youth agency. However, a number of key elements (i.e., initiatives) have yet to be fully implemented so some of the feedback regarding a need for more applied learning opportunities and a need to move on to the next phase of implementation, may be addressed by the implementation of activities planned for the remaining fiscal year (FY19) and early in FY20. Therefore, the outcomes are still to be determined and stress the importance of regular intervals of reporting and reflection on current indicators to explore the full first cycle of implementation, especially if a formal midterm evaluation to assess this progress will not be conducted.

While the progress that YP has made in the past year's realignment has pushed the project forward in terms of quality, there is still potential for the activity to enhance the youth-led approach. Respondents in KIs and FGDs expressed significant impatience and disappointment that the implementation cycle was

delayed, but also that there were significant gaps in the implementation timeline that could be avoided if youth had greater control over the implementation processes. They would not be waiting for someone from YP to come back and organize the next phase. Youth, especially from initial YP communities, were waiting -often frustratedly - for YP to initiate the next phases of the program. However, if YP-led phases were presented as “milestones” between youth-led activities, they would not be waiting for someone from YP to come back and organize the next phase. While this issue was most prevalent among the older communities (pre-realignment), there were two individuals from the newer communities of Borma and Ma'an that also expressed frustration due to a lack of knowledge about next steps.

In exploring potential barriers to successful transition to a fully youth-led model, many respondents expressed the opinion that financial support was a necessary element of expanding their agency. Currently, YP provides transportation allowances for youth to facilitate and/or attend YP events, small stipends for YAC members to incentivize their participation, and in-kind support for the implementation of practicums (and in the future, initiatives); the latter will be managed by the three grantees overseeing the initiatives process. It is essential to ensure that the decision-makers on which initiatives have which funds approved for release should be owned by the youth – with oversight from the sub-grantees. Piloting this process and/or documenting and learning from this process will help to determine how youth can really lead these financial decisions going forward. In addition, for groups such as the YAC, it is crucial to provide sufficient incentive, and corresponding levels of responsibility, to attract and retain experienced and effective individuals in these roles. Transportation allowance and compensation for their time and effort were also the most often-cited barrier in the quantitative survey, as shown in Table 4 below.

Notably, the third-highest ranked issue was a preference that someone from YP organizes the meeting, which was slightly higher for females (40%) than for males (37%). This is an attitudinal barrier that YP will have to be aware of and plan for in selection and training processes to encourage greater sense of ownership among YP facilitators. Other challenges were issues of mixed-gender meetings (33% male; 40% female) and scheduling conflicts (33% male; 32% female). Logistical issues (meeting space, publicity, lack of organizational capacity) were the lowest-ranked issues.

Table 4: Percent of respondent's agreement with issues as barriers to promoting youth leadership for YP activities, ranked by agreement level and disaggregated by gender

	% Strongly or Somewhat Agree		% Neutral		% Strongly or Somewhat Disagree	
	Males	Females	Males	Females	Males	Females
Paying for transportation to/from meeting location	68	58	12	21	20	21
Getting my peers to participate without offering incentives to attend	67	59	15	20	18	22
I prefer to meet with peers only if someone from YouthPower organizes the meeting	37	40	16	14	47	46
Women not able to attend a meeting with mixed gender peers	33	40	38	27	29	33
Determining a meeting time that would not conflict with my other commitments	33	32	13	17	54	51
Finding an appropriate meeting space	23	29	9	6	69	65
Having the means to publicize the meeting (calls, texts, social media, etc.)	21	29	16	11	63	60
Not knowing how to organize a meeting	18	15	9	12	73	73

*n=269 (93 males; 175 females)

QUESTION 2. In what ways can the YP/Jordan activity be assessed, measured, and chronicled so that intermediate and endline outcomes at the individual and community level are

captured? Should additional measures (such as a composite index of youth well-being or civic engagement) be added?

USAID YP key indicators are the following:

- 80 percent of youth benefiting from USAID YP report preparedness to enter higher education, vocational training and/or workforce;
- 10,000 youth engaged in local development;
- 188 avenues for positive youth engagement;
- 20,000 youth report increased self-efficacy at the conclusion of USG supported training/program.

Progress towards these key objective targets have not been documented to date. The latest quarterly report, Q2 FY19, indicates that these are annually-reported indicators, but there were no data reported for them in the Annual Report for the end of FY2018. A number of other indicators did not have documented progress towards the agreed upon targets. The YP team indicated these numbers have not yet been reported because the program has not completed endpoint (end of activities in a given community) surveys yet, and innovation fund (engagement, avenues) activities are not yet underway.

As the YP/Jordan activity undergoes realignment, assessing and revising the measurement tools will better enable the program team to effectively manage program outcomes. The RA team's review of YP's current MEL strategy and tools indicated that original indicators and their targets had not been changed after the realignment. A copy of YP's current logic model and recommendations for its revision are provided in Annex F). The reworked Logic Model pares the number of Results from five down to three (removing Results 2 and 4 and moving one of their key indicators to Result 1). The proposed change also reduces the number of sub-results down from six to three, and the number of indicators from 33 down to 18, as the number and type of collection methods and indicators within the current MEL plan is higher than best practice. A crosswalk of which indicators were proposed to be deleted, retained, or redefined is included in Annex G. This proposed change to the Logic Model will enable YP to track and measure relevant outputs and outcomes and reduce the burden on the M&E team to collect 'nice but not useful' data.

Overall, YP staff were very focused on meeting indicator targets, so much so that they expressed concern that it was affecting the quality of their work, as demonstrated in the following comments:

"Our project targets 60 communities – A LOT; this is a challenge. Also, this is our target, so we're working to our target. But it's a balance between quantity and quality."

"I am not really positive that we'll be able to reach 600 initiatives in 2 years. If we do, it'll be haphazard. If we did 200-300 quality initiatives, that may make more sense. Otherwise quantity will affect quality."

-YP Staff Members

According to YP staff, youth beneficiaries are engaged in supporting M&E data collection and reporting; however, few youth respondents reported supporting this work beyond baseline data collection and mapping exercises. Expanding the role of youth in data collection may reduce the burden on M&E staff and promote capacity development among beneficiaries supporting M&E processes. While this would require significant investment of resources on the part of YP, this could be leveraged with recruitment of skilled interns, or by engaging YAC members who already possess a strong foundation in data analysis to mentor their peers.

There are two key PYD resources that can be leveraged by YP staff in monitoring and assessing youth-led projects: the Youth Programming Assessment Tool (YPAT), launched in June 2019, could be used in either the developmental evaluation and/or the annual review of the M&E/Collaborating, Learning, and Adapting (CLA) workshop. While the PYD Measurement Toolkit, published in 2016, could be used to review

indicators, the logic model, and overall MEL plan to ensure that decisions going forward are comprehensively youth inclusive.

QUESTION 3. To what extent has the YP/Jordan activity been implemented as planned, and how varied is the form and quality of the activity's implementation across communities to date? What can we learn from both the places where it has been implemented well, and the places where it has experienced challenges?

Stakeholders reported that variations in social contexts required adaptations to materials and approaches to make them relevant and relatable to all beneficiaries. This was most prevalent in accommodating local gender norms, varying poverty levels, remote implementing environments, and working with marginalized groups. Each of these topics is explored in greater detail below.

Gender Norms. One adaptation the project had to accommodate was differing gender norms required YP to implement gender-segregated activities in some locations, especially in southern communities like Ma'an. This poses a challenge for the YP staff to strike a balance between respecting local norms while also encouraging mixed-gender interactions. As a representative from JOHUD observed about this process "We face some challenges when it comes to gender inclusion. Men in Ma'an, for example, refuse mixed groups with women. However, after some time and after we held a number of activities, they started to accept mixed groups more and more." Overall, respondents considered accommodating gender norms to be a relatively standard process, with some anecdotal evidence of young women facing resistance from older male relatives about participating, but this was not a major theme of the field data and survey respondents did not identify it as a major obstacle in their ability to participate.

Poverty Levels. With regards to reaching the most marginalized communities and poverty pockets, most of this work was done early in YP's lifecycle with the selection of the 60 at-risk communities. Documentation for this selection process was included in the quarterly reports and illustrates that poverty rates were considered in the selection process. While the ten communities visited for this assessment were marginalized, most of the youth respondents to both qualitative and quantitative collection processes had high school diplomas, many also had some or completed undergraduate degree. In addition, only two respondents indicated illiterate youth had participated in their training (Ma'an and Ghour al Safi) and materials for the program are developed for a literate audience. This indicates that dropouts or illiterates are not being reached to a great extent through direct recruitment.

Remote Communities. YP was implementing training and activities in marginalized communities, including smaller rural towns like Balila and Ketteh in the north, and Al Jafr in the south (the latter not visited by the RA team). One of the main challenges that respondents identified of working in remote areas is the need to provide sufficient transportation allowance for youth coming from remote communities to attend trainings and activities. As stated above in Table 4, transportation funds were the top barrier to organizing youth-led activities as identified by the youth in the telephone survey.

"When we started, their ideas were great but when it came to financials it wasn't great – only 5 JDs. Our lives are very difficult and it's not enough ... the situation is really bad for the youth. They were really excited to come but these 5 JD won't cover transportation to get here and back. Borma is really big, really remote, poverty pocket and lacks even the simplest needs."

-Borma Community FGD

Persons with Disabilities (PWD). The YP Selection Processes and Policies document specifies that PWD are a key at-risk target group. Beyond this specific mention of PWD as a target group, the level to which respondents indicated that youth with disabilities were targeted varied by location and individual (i.e. more acceptable and better resourced in some communities than others). In some cases, PWD could not always be recruited because centers and trainings are not able to meet accessibility needs of all youth with

disabilities. There was limited evidence that YP had specifically instructed local contacts to recruit beneficiaries with disabilities, as illustrated by this comment from a community FGD participant from Jerash: “YP didn’t really ask for specific marginalized participants in their recruitment instructions. Their location isn’t really handicapped accessible.”

Youth who has been actively engaged in implementing YP activities in the past also did not have specific knowledge of YP promoting recruitment of PWD as beneficiaries, including this comment from a male trainer in Balila: “No, I don’t think they [PWD] participated. We actually avoided recruiting them because a lot of the activities require physical movement and they couldn’t really do them. There aren’t a lot of these people in Balila and we didn’t want them to feel bad that they couldn’t participate.”

While some community members who assisted with recruiting mentioned that PWD were not specifically recruited, comments from YP staff and youth indicated that PWD was a topic of strong interest in the mapping and development of initiatives. Youth respondents in KIIs and FGDs often gave examples of initiatives ideas that had been proposed to address the needs of persons with disabilities in their communities. A YP staff member observed: “I do not think we are quite there yet, but we are slowly addressing these issues during our mapping. The youth have a lot of discussion on what they can do for people with disabilities. The Karak community had a huge discussion where the vast majority of the FG was about the challenges that people with disabilities in the community face. I know that they are not being included in participation, but they are being included in our conversations. I think that’s pushing the needle in the right direction.”

Different Implementing Contexts. All respondent groups agreed that CBO partners were key to reaching communities, recruiting beneficiaries, and hosting trainings and events. Each community had its own approach to outreach and recruitment, based on the size and remoteness of the community (smaller communities like Ketteh and Balila had a lot more word of mouth communication than a larger community like Jerash). In local implementation, YP worked most closely with JOHUD but also engaged with other local organizations to implement their activities in the target communities. Some community organizations that also did youth trainings sent their youth to participate in YP activities, but this was generally the extent of their collaboration. While youth visited other CBOs as part of the community mapping exercise, their interaction was a one-off that did not develop beyond that point. Stakeholders reported that various communities had differing levels of CBO capacity and saturation of youth development market by other donors who are also doing training and initiative development. Urban communities tended to have clusters of CBOs. It was surprising that one youth center would essentially house an ongoing rotation of donor projects. Whichever organization(s) had active budget(s) for projects were all looped into the youth center (and recruitment of CBOs to execute projects with donor funding – as well as youth recruited to partake in the rotation of trainings often followed this cluster). There were however, some separate CBOs that did not work as closely with youth centers, e.g., those oriented towards community development in general – but these were the ones that seemed most distant from YP as ongoing connections with YP are more likely to come through youth centers and their affiliated CBOs.

To explore the potential capacity for CBOs to play a larger role in youth development through more extensive interaction, the quantitative survey asked a series of questions to explore the potential capacity of local CBOs to play a larger role in supporting YP. Approximately three-quarters of respondents reported feeling comfortable engaging with youth-serving organizations in their community (72.5%), have sufficient access to resources and information to organize their peers to undertake community development activities (75.7%), and agree that CBOs have useful programs to support youth (75.4%).

The biggest perceived barrier among youth respondents was lack of cooperation from the CBOs to support their development: only 37 percent of males and 30 percent of females felt that CBOs were cooperative in supporting youth-led community service activities, as compared to about half who felt they were not supportive. This issue was considered a bigger barrier than the most oft-cited issues (i.e., incompatible hours of service, prohibitive fees, which were cited as issues by about a quarter of

respondents). As YP seeks to ensure greater youth agency and sustainability, successful engagement with CBO partners can help to promote youth cooperation and collaboration, and support initiatives that have greater potential for sustainability. Table 5 provides a breakdown of these results disaggregated by gender.

Table 5: Respondents' perceived quality of local CBOs, disaggregated by gender

	Strongly or Somewhat Agree		Neutral		Strongly or Somewhat Disagree	
	Males	Females	Males	Females	Males	Females
I feel comfortable to engage with youth-serving organizations in my community	78	70	12	15	10	14
I have sufficient access to resources and information to enable me to organize community development activities with my peers	77	76	16	15	7	9
Community-based organizations have useful programs to support youth	71	80	22	14	6	6
Community-based organizations' working hours are suitable for my schedule	60	62	18	20	22	18
Safe, friendly, spaces are available for youth in my community	55	54	17	11	27	35
Community-based organizations serving youth are cooperative in supporting youth-led community service activities	37	30	18	15	45	54
Community-based organizations charge fees I cannot afford	31	23	13	16	56	61

*n=280 (98 males; 182 females)

QUESTION 4. In what ways is YP structured and positioned to identify and utilize existing data sources and to collaborate with other USAID (or non-USAID) activities to meet its objectives and targets?

Research revealed limited collaboration with other USAID projects with related objectives, although some respondents felt there could be or had been potential synergies with the Office of Transition Initiatives (OTI), Civic Engagement Program (CEP)/Civic Initiatives Support (CIS) projects out of the Democracy, Human Rights, and Governance (DRG) office (both of these activities have ended but represent the types of activities with which synergies have/could be found), as well as some interest in utilizing resources and data from other YP projects and Washington-based resources (including PYD tools).

In regard to other data sources, Jordan General Population Survey (MESP) provided support for M&E work, and staff mentioned collaboration with other donors, especially the United Nations Children's Fund (UNICEF) - which was also cited often as a source in YP project documents discussing theoretical approaches. Quarterly reports also documented significant use of data from governmental sources for the process of identifying and selecting the 60 marginalized communities in which YP would work, including a Civil Military Support Element study that provided data on population sizes, poverty levels, and available service providers like JOHUD and CEP, with which YP could partner.

There was significant evidence of collaboration with USAID Takamol,¹⁵ including a YP staff person joining the long-term program "Training of Trainers on Gender," a 4-month program that aims to develop training

¹⁵ IREX, "USAID Takamol – Jordan Gender Program." <https://www.irex.org/project/usaaid-takamol-jordan-gender-program>.

materials or a policy paper on a gender related issue such as: gender concept-history and rationale, gender and national legislation, gender qualitative research that advocates for policy and social change from a gender perspective, gender audits, gender analysis and planning, and gender terminology.

According to the Q2 FY2019 QPR, “As the priority stakeholder/partner for sustainability, the Ministry of Youth (MoY) strategy is in the process of being piloted. Specifically, the Program has identified the MoY as the main national counterpart for outreach and engagement, training and learning, asset mapping, and implementation of youth led initiatives.” There was limited evidence of involvement and engagement on the part of the central MOY and MOE staff. While there were clear efforts by the YP team to increase their engagement, this was largely limited to the inclusion of JOHUD as an implementing partner, and the use of youth centers as implementation sites. YP staff respondents stated that these efforts are limited by high turnover rates within the MOY and lack of political will to support such collaboration. The MOE was engaged to some extent through the provision of YP training in secondary schools.

There were a few local partnerships that had been developed; for example, with the Jordan Olympic committee. YP team members stated that the project is working to expand external partnerships with organizations like the Jordan Olympic Committee, in order to expand the curricula to include education in Olympic values and encourage sport for youth. Other partnerships were in initial stages of development; for example, with Americana, which is eventually intended to provide bridges to vocational training opportunities. Partnerships with higher education institutions, national technical and vocational education and training (TVET) colleges, or private sector companies were not emphasized. The focus of partnerships was with youth-serving CBOs and youth centers – fitting, but also challenging as these organizations are often resource challenged and do not provide the same long-term opportunities for youth that educational, training, or private sector institutions might. With all partnerships there is a risk that alignments may skew the curricula away from the core YP strategy if the additional activities implemented are not well-matched to YP’s objectives.

QUESTION 5. To what extent will the activity’s revised approach to scale and sustainability be effective in ensuring the activity outcomes extend beyond the life of the program? What adjustments are needed to ensure the activity is scalable and sustainable?

During FY 18 the sustainability strategy was restructured and redesigned in order to be in line with the revised USAID Youth Power methodology and approach. A YP consultant mapped all youth centers in the 60 communities targeted by YP and drafted guidelines on how to strengthen engagement at the local level through engaging with the municipalities, CBOs and decision makers. In addition, a draft document was submitted on how to engage with the private sector to create shared value and gain their support.

YP senior staff expressed a need for a sustainable local partner like CBOs or a governmental body like MOY to promote sustainability. Partnership with governmental bodies like MOY would give authority to youth centers to host and facilitate training and sessions with more youth which will help to sustain project objectives. One area in which YP team respondents felt there was potential for MOY uptake is in the planned youth portal, which the MOY expressed interest in maintaining after YP ends. This would enable local partners, youth centers, local development centers, municipalities and youth committees to communicate and share experiences through this platform. Local CBOs also expressed support for a digital platform that will enable them to identify target beneficiaries and connect youth together. They added that they have thousands of youth members that with the appropriate training could run such platform, therefore this way project objectives would continue.

Project staff indicated that efforts have been made to negotiate a partnership with the MOY, but this process is taking time and effort to find the appropriate form of such partnership, which is complicated by frequent leadership turnover within the Ministry. YP has good connections with MOY representatives at the directorate level in order to facilitate their work. The working relationship is still limited to outreach

and hosting the community meetings. The directorates at the local level request that YP formalize the relationship through the central Ministry, which would enable them to engage more in project support.

YP staff and implementing partners felt that, due to the limited engagement of the MOY in implementation, scalability of the current project is limited, especially given the low capacity of youth centers to meet youth's needs. YP's strong engagement with JOHUD (a royal NGO) as an implementing partner was felt to circumvent this issue to some extent and promote potential scalability and sustainability through JOHUD's existing youth center. Beyond this, respondents identified the planned initiatives as having the greatest potential for sustainability within the project, as they will be the tangible evidence of YP's legacy after USAID funding ends. A community member from Ghor Alsafi believes that project would not be sustainable without financial and moral support. He thinks if one wants to provide financial support, one has to be consistent. He explained that people are interested in the initiatives and want to continue but many now think that YP is done. Another community member from Borma said: "The most sustainable is the integrity process. We need to have tangibles, so the youth feel it's consistent and want to continue with the project."

Some respondents felt that the target objectives of YP's work (20,000 youth engaged in YP activities; 10,000 youth trained) equates sustainability, as the outcomes of this work to promote youth agency will endure beyond the lifecycle of the project. Youth interviewees from Maan and Ghor Alsafi expressed the belief that the true sustainability of the project was through sharing knowledge with each other; partnering through action plans to guarantee sustainability of plans and activities and get funding to cover community initiatives and innovative projects such as documentary about tourism and history. In another focus group in Karak participants shared the opinion that, through leadership development and trainings, the youth centers can mentor, guide, and train youth to become dynamic advocates which will contribute to sustainability.

While YP endeavors to reach marginalized youth, the prevalence of respondents who hold an undergraduate degree and the small number with master's degrees, mean that some youth beneficiaries may be well-positioned to take on additional leadership roles in YP. Reports on other youth programs in the MENA region may be worth further examining as they likely face similar challenges in their efforts to facilitate youth-led programming.

For example, the Friedrich-Eibert-Stiftung (FSE) Young Leaders Program in the MENA region aims to empower young adults to become politically active citizens. Among other activities, FES Young Leaders have organized "a network among themselves with the participation of experts from the political sphere and civil society."¹⁶ The U.S. Department of State operates a Middle East Partnership Initiative (MEPI) Student Leaders Program, akin to the Washington Mandela Fellows Young African Leadership Initiative (YALI) program, through which selected youth receive training on leadership with the aim of their taking on leadership roles within their home communities.¹⁷ United Nations Women operates the HerStory program, a youth-led project for and by young women to document the stories of girls and women in the MENA region.¹⁸ While the aim of this program is quite different than YP, HerStory operates by building a community of volunteers and gender equity champions who, among other activities, map the gender gap in their respective communities – which may offer parallels of lessons learned in promoting youth-led leadership in the region. In publicly available information it is difficult to uncover the extent to which youth are truly leading any of these programs, or initiatives stemming from these programs that operate in

¹⁶ FSE Young Leaders program in MENA: <https://www.fes-mena.org/topics/regional-young-leaders-program/>

¹⁷ U.S. Department of State MEPI Student Leaders Program: <https://mepi.state.gov/education/student-leaders-program/>

¹⁸ UN Women, HerStory: <https://arabstates.unwomen.org/en/what-we-do/youth-and-innovation/herstory>

youths' home communities. However, given that YP has attracted and trained youth with high levels of academic attainment and, according the quantitative survey, youth are interested and confident to lead; these programs with similar aims of youth empowerment may offer guidance for sustainability through an emphasis on youth-led programming.

Approaches often emphasize scaffolding youth to be able to organize their own groups, clubs, enterprises, etc. Scaffolding means introducing skills, such as those offered in the YP curriculum, that will enable youth to recognize, develop, and act on their ability to lead. However, in programs that include small amounts of funding for youth to start their own initiatives, including YP, and as is often the case with youth entrepreneurship programs, youth may limit their thinking to the means available directly through the program to start up their initiative. Few examples of good programming exist that aim to overcome beneficiaries' focus on funding through the training program. One exception, from outside the MENA region is the YALI program's Regional Leadership Centers (RLC). In the YALI RLC training, youth are taught how to write proposals or otherwise solicit funding for their project ideas from a variety of government, non-government, and private sector sources. By training youth on how they can find funding sources for initiatives of different types and scales, rather than having the training activity also act as the sole source of funding, the potential for sustainability and increased the scale of youth initiatives is increased.

CONCLUSIONS

QUESTION 1. In what ways has the strategic realignment of YP/Jordan set it on track to achieve its objectives?

Overall, there is no question that the realignment of YP has set it on a better track to achieve its objectives. The progress that YP has made in the realignment process has promoted higher quality training and greater youth engagement. The mapping activity initiates a process for youth to interact with youth-serving institutions in their community, the practicum offers an opportunity to implement smaller-scale applied learning activities, and the planned initiatives are set up to enable youth to develop and implement useful and sustainable community-service activities and groups. This does improve the quality of available services and positive opportunities for youth.

For the third part of the objective, “strengthen and support the engagement of youth in the development of new activities that meet their needs and aspirations to be successful in their lives,” while the realigned strategy planned that YP staff would walk youth through the process of facilitating activities and implementing other processes (with the majority of the initiative coming from YP staff), the RA team concludes that expanding the role of youth as the driving force behind implementation is the best strategy to realize fully YP’s vision. Promoting the role of key youth stakeholders, such as the forthcoming new cohort of YAC members, would enable the project to reach its objectives while being more efficient with existing YP staff resources and promoting even greater youth agency, marking the USAID YP project in Jordan to be a model for future youth-to-youth programming.

The expanded TL training package has resulted in greater knowledge gains and greater enjoyment among trainees, although evidence is still anecdotal at this stage in the implementation process as a full evaluation of training outcomes has not yet been conducted and was beyond the scope of this RA. About half of the youth participants have taken life skills training with other USAID and non-USAID activities; despite this, youth are still interested in participating in YP to further enhance their skills or to have something to do, including opportunities to apply the new concepts and skills they learn in the classroom. However, this is not reaching the most marginalized beneficiaries who have not yet benefitted from life skills training and the YP recruitment process does not include a screener question about previous experience.

Gender training was the most highly regarded topic, as the most often cited by youth in KII/FGDs and in the survey as being the topic that they most remembered, the most innovative, and the most often requested for additional training. Beyond gender, youth requested higher-level technology and English-language courses, and project and initiatives management training.

The original TtF training was too short; the extended duration resulted in better quality of facilitators in general, although there is still a need to assess the full outcome of this work. Facilitators’ training should expand to include follow-on coaching and mentoring efforts to support new facilitators as they apply skills learned in the TtF training. The process of selecting potential facilitators should include in-person meetings to enable the selection of facilitators with better in-person presentation and communication skills.

Beneficiaries are most eager to implement applied skills trainings, like community mapping and initiatives. The realignment process focused strongly on revising and enhancing the tools to be used in these processes, but full implementation was just starting at the time of this assessment. Changes that have been made to how the initiatives will be awarded and delays in implementation resulting from the realignment pause have caused some damage to the activity’s reputation and sense of trust within the community. Communities desire to reconnect with YP through wider meetings and communications for reassurance that the project is still active and committed to their development.

QUESTION 1A. To what extent are the objectives of the program still valid?

The grounding of YP in PYD is still a valid objective and its potential impact could be expanded through implementation strategies that promote greater youth agency over the process. However, there is a lack of clarity among stakeholder groups about YP's aims and schedule, a result of YP's ongoing transformation, which indicates a need for enhanced communication and transparency efforts with key stakeholder groups.

Beneficiaries have a strong will to inspire change in their communities and confidence to overcome obstacles. However, they remain dependent on YP to facilitate and initiate project activities. The YP team must work to overcome this barrier in order to promote a sense of ownership and responsibility among participants for initiating project activities and securing the cooperation of key stakeholders to make the project successful. YP Youth still do not feel a sense of agency over the implementation process and expect that YP will organize meetings and provide financial backing for planned activities (including training participation and applied learning activities), mainly because the training was presented in steps all led by YP staff. The initiatives are intended to be youth-led but were just being started at the time of the RA, and so could not be assessed at the time this RA was conducted.

The YAC expressed a strong desire to take on a larger role in supporting youth-led implementation, including an expanded role in curriculum development, beneficiary selection, and overall implementation management at the community level. They have untapped potential to promote youth-to-youth implementation strategies and potential connections with local youth-serving organizations that may be better utilized to aid YP's efforts. A new cohort of YAC members is scheduled to be selected by the end of 2019; this is an opportunity to ensure that each community has a YAC representative with experience and training to oversee implementation through the facilitators and report to YP. While YP did develop updated roles and responsibilities for the YAC earlier this year, in light of the findings outlined in this RA report, these roles and responsibilities should be expanded to enable the next cohort of YAC members to manage and oversee implementation in their respective communities, including timing of the various components (i.e., training, mapping, initiatives), as well as contributing to the ongoing development of the facilitators, and gathering and processing of monitoring data for their community.

QUESTION 1B. Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives?

Activities and outputs are consistent with project goals and objectives as they currently stand but could benefit from deepened youth-led implementation approaches. YP staff have concerns about the activity's capacity to meet its targets of 60 communities, 20,000 youth benefitting, because they are approaching implementation from the contractor model in which YP staff in an office go out to the communities and organize trainings and applied learning activities. If YP would decentralize its approach to incorporate the YAC's potential to expand youth agency for organizing and facilitating learning events and find strong partners to collaborate with at the local level, the project can make significant progress towards its targets by the end of the lifecycle.

The main barriers to full youth leadership of YP were dependency on USAID funding for transportation and other financial support for implementation, including offering incentives to attend. If YP is going to be fully youth-led, individuals filling key roles, such as YAC members, will expect enhanced financial compensation for their time and energy invested in the work, and should be compensated to promote quality performance in this role.

There are youth within the YP beneficiary cohort who have the capacity with existing knowledge and skills to take a greater role in supporting the implementation of YP, but they look to YP staff to facilitate the overall implementation. So YP will have to work to expand youth participants' sense of agency over the implementation process if they are to be successful in transitioning to a more youth-led approach.

Cooperation between CBOs and youth beneficiaries that is currently initiated through the mapping process could be expanded to promote deeper and more enduring ties. Encouraging beneficiaries to expand their own agency to network with CBOs, collaborate with them for the development and implementation of the initiatives, and promote community buy-in for YP initiatives are best practices that YP could seek to emulate in order to promote sustainability and impact for youth beneficiaries and their communities.

QUESTION 2. In what ways can the YP/Jordan activity be assessed, measured, and chronicled so that intermediate and endline outcomes at the individual and community level are captured? Should additional measures (such as a composite index of youth well-being or civic engagement) be added?

After reviewing YP's current measurement tools, the assessment team determined that the original targets and indicators are no longer feasible and do not align with the new program designs, impeding the project team's ability to properly track progress. With all of the implementation changes, the MEL plan no longer serves its purpose of applying CLA principles and enabling the project to respond to incoming data.

The realignment of the project has likely led to missed targets on indicators that serve as milestones, or activities that were central to the program objectives. Data collection and communications channels are numerous, and program documents suggest that program staff have struggled to sustain all data collection and reporting requirements. This led to the delayed implementation of MEL activities such as the implementation of the Youth Compass and the CLA workshops and disconnect with the program strategy, although the Youth Compass was pilot tested early in the activity.

In light of these challenges, the evidence does not suggest that adding measurements or indicators on top of the existing set would yield the desired result. In fact, the use of a composite indicator may add complexity rather than streamline program data. The project already reports on a large number of indicators, which should be reduced and reworked to provide more useful data that reflects the current implementation strategy (see [Annex H](#) and [Annex I](#)). Apart from this, the initiatives themselves might be more closely tracked to particular criteria in order to measure their effects and track sustainability. This would require additional details on the range of initiatives that are selected for funding, which was unavailable at the time of this RA.

As a youth development program, YP has the ability to leverage the skills of participating youth to meet activity objectives as well as provide a usable experience to youth participants. Given the number and caliber of youth reporting that their involvement has been restricted to data collection only, the program team could explore opportunities to further engage youth. Select youth could participate in data collection, analysis and reporting on indicator targets and analyzing data from the mapping process, especially focusing on YAC members and other beneficiaries with advanced degrees and other appropriate skill levels whose capacity could be expanded through this work.

QUESTION 3. To what extent has the YP/Jordan activity been implemented as planned, and how varied is the form and quality of the activity's implementation across communities to date? What can we learn from both the places where it has been implemented well, and the places where it has experienced challenges?

Key areas of adaptation to local contexts include gender norms, poverty levels, engagement with remote communities, and promoting marginalized groups - especially out-of-school youth and PWD. YP has found effective strategies to cope with and adapt to differing contexts for gender-related issues and working with remote communities. However, they have not been as successful in other areas. Promoting participation among PWD as youth beneficiaries is a challenge for YP due to lack of infrastructure and other barriers, including social prejudice and shame issues. Recruitment and service provision has not focused on out-of-school (OOS) youth participants, which means that these most marginalized

beneficiaries are not being reached to the greatest potential. About half of youth participants included in this assessment have a university degree.

YP faces challenges related to gender from both angles - females are more interested in participating but face social limitations including limited freedom of movement from the home and socially limited expectations of future engagement in the labor force. Males demonstrated less interest in participating in YP over the course of the project. Likely this is because the project is known more for life skills training and small initiatives, which is more attractive to females with limited alternative opportunities. Potential male participants may be less interested in participating because they do not see YP training as an opportunity that will lead to direct employment or other livelihood opportunities.

As YP looks forward to promoting greater youth-led implementation processes, partnerships with CBOs and youth centers are a key element in the success of that work. However, these organizations have differing capacity levels and some limitations in common that inhibit their success. Limited funding results in limited capacity and poor policy planning (e.g., no evening-based work hours) on the part of the MOY-managed youth centers, which presents a challenge for YP, as these organizations could offer greater support for youth development efforts including meeting spaces and enhanced partnership opportunities for USAID with the MOY to develop these centers.

However, youth did not identify sufficient meeting space as a major issue in promoting youth-led implementation strategies, but rather the lack of cooperation from CBOs supporting youth-led community service activities. Through the mapping process, youth identify the youth-promoting entities operating in their communities. It is a natural step for key youth leaders overseeing YP's work to establish deeper working relationships with these CBOs that are more cooperative and supportive of YP strategies. The mapping process offers an opportunity for the youth to become more deeply connected to the youth-serving institutions in their community; YP staff invest significant effort in developing these community connections but there was limited evidence that these connections are passed along to the participants in a concerted effort to forge lasting connections between the youth and the CBOs.

YP has excellent outreach staff who have invested significant effort into building relationships with their active communities. However, YP's realignment and delay in implementation has damaged some stakeholders' trust in the project, which is a public relations issue that requires attention. There is a need to repair some trust and relationships through comprehensive engagement with communities that have developed expectations that YP will not meet. As the number of these communities is limited, it would not be a significant burden on staff resources to organize a community-wide meeting to update all stakeholders on the status of the project and provide clear timelines for the next steps in implementation. While some effort has been made to this end thus far, there is clearly a need for more outreach.

QUESTION 4. In what ways is YP structured and positioned to identify and utilize existing data sources and to collaborate with other USAID (or non-USAID) activities to meet its objectives and targets?

Based on interviews and conclusions of the document review, there is minimal engagement with other USAID and non-USAID activities with complementary objectives, with the most notable exception being Takamol, supporting the gender component. A number of other projects that were often cited as resources by YP staff, including MESP, are ending this year.

At the time of this RA, the GOJ's support and partnership with YP is limited in scope and the implementing environment is not positive at this time to promote strong engagement with the MOY. While stronger engagement with the MOY is clearly in the interests of YP to promote sustainability and scalability of activity outcomes, the current context makes it unlikely that there will be full buy-in on the part of the MOY by the end of the activity's lifecycle. The effort and progress that YP has made and will likely continue to make over the next two years to engage the MOY, including the element with the biggest potential for coordination with the MOY, the planned youth portal, are essential to laying a groundwork for continued

and future collaboration with this important entity, and is supported by YP's relationship with JOHUD, a royal NGO that serves as a bridge between YP and the MOY.

YP is listening to feedback from trainees regarding desired training topics and exploring innovative partnerships to provide these topics. Partnerships that promote preparedness for additional education, TVET, work opportunities [a key program indicator] are currently lacking in YP, although there is some work needed to bring additional partners on board, which deeper partnership with entities like JOHUD and local CBOs may facilitate.

QUESTION 5. To what extent will the activity's revised approach to scale and sustainability be effective in ensuring the activity outcomes extend beyond the life of the program? What adjustments are needed to ensure the activity is scalable and sustainable?

Communities and youth beneficiaries feel that initiatives will be YP's primary opportunity to produce sustainable outcomes, seconded by the knowledge transfer and development of youth's capacity that will impact some of the 20,000 planned beneficiaries.

Sustainability and scalability of YP's efforts are limited by the current lack of political will from the MOY to be strong partners in YP's implementation, as discussed above. The main area of interest for MOY has been in supporting the online youth portal (which is in development). From the desk review and management team point of view, sustainability could be achieved through first networking with governmental bodies like MOY and local partners like JOHUD and other sub-grantees. The directorates of youth in the project locations were cooperating very well with the project, but they need official coverage from their main office in Amman, which is still under negotiation with USAID. Strong engagement with pseudo-NGOs like JOHUD has been one effective strategy to circumvent this issue that might be replicated with other partners that are well-positioned to bridge this gap.

RECOMMENDATIONS

QUESTION 1. In what ways has the strategic realignment of YP/Jordan set it on track to achieve its objectives?

1. In order to meet the objective of strengthening youth engagement, YP's implementation approach should expand the role of youth, especially key beneficiary groups like the YAC and training facilitators, with YP staff acting as guides in this process, rather than the sole source for activity management.
2. In order to meet the objective of improved quality of services and positive opportunities for youth, YP's management team should assess the quality of enhanced YP outcomes in TL, TtF, mapping and initiatives through ongoing monitoring efforts to gain a greater sense of improved life skills and greater youth agency. As a traditional midterm evaluation is not planned at this time, it is essential that the YP M&E team regularly report on – as well as pause, reflect, and analyze – progress towards the key project indicators at the end of FY19, so that any necessary adjustments can be made with sufficient time to reach (or request adjustments to) the targeted outcomes by the end of the activity's lifecycle.
3. In order to meet the objective of improved quality of services and positive opportunities for youth, and to support the engagement of youth in new activities, YP's trainers should continue to expand the provision of coaching and mentoring to facilitators after the initial training period. This will enhance the application of facilitation methods, improve trainers' skills in the classroom and promote greater engagement of facilitators in implementing initiatives after the classroom-based training concludes.
4. In order to meet the objective of improved quality of services and positive opportunities for youth, YP's trainers should expand the facilitator selection process to include in-person interviews to assess potential facilitators' suitability to conduct large-group trainings.
5. In order to meet the objective of increased community resources for at-risk youth, YP's management and recruitment teams should include a screening question in the selection process for TL participants to identify trainees who have not yet benefitted from a life skills training, in order to reach more marginalized beneficiaries. Youth who indicate in the screener that they have taken life skills training through other programs should be engaged in YP through other project activities like mapping or community engagement training, in order to reach a greater proportion of marginalized youth with TL training and avoid duplication of training for youth who have already taken similar training.
6. In order to meet the objective of improved quality of services and positive opportunities for youth, YP's management team should establish clearer linkages between the various elements of the YP activity. Establish a clear timeline for when the various project activities will be implemented, and communicate that to youth participants, including information on how youth will be selected to participate in different activities, to promote feelings of engagement and active participation.
7. In order to meet the objective of increased community resources for at-risk youth, YP should deepen relationships with CBOs and other youth-serving organizations to build more sustainable partnerships with youth leaders, including those engaged in the mapping exercise. Raising youth's awareness of the services and support networks in their community should be the first step in building this partnership, to encourage better service provision among CBOs and to help youth target and develop lasting relationships with these support networks that can endure beyond YP's lifecycle.
8. In order to meet the objective of increased awareness and use of existing programs and positive opportunities for youth, YP's management team should undertake a comprehensive process of meeting with communities that were engaged early in the project's lifecycle (including all youth who participated in any YP training and all organizations that were originally introduced to YP), to review and clarify YP's objectives so that stakeholders understand what YP will and will not seek to achieve through the remaining implementation process; reinforce the activity's commitment to community

and youth-led development; disseminate information about the implementation timeline going forward; and repair some of the trust that was lost during the necessary realignment process.

QUESTION 1A. To what extent are the objectives of the program still valid?

9. In order to meet the objective of increased awareness and use of existing programs and positive opportunities for youth, YP staff should facilitate more opportunities for youth (especially facilitators and YAC members who have leadership roles in YP) to meet others from outside their direct network, especially those from different communities, to incentivize participation and promote networking to expand youth agency. While the current quarterly meeting schedule for all YAC members may be sufficient for group networking, the overall engagement of YAC members in project implementation will require a more significant level of engagement between YP and the YAC on an individual basis. This deeper level of investment on the part of the YP team must be offset by an accompanying expansion of the YAC's role in managing implementation (see next recommendation for more details).
10. In order to meet the objective of strengthened and supported engagement of youth in the development of new activities, YP's management team should develop concrete strategies to engage the next round of YAC members more deeply in the implementation process through the development of an expanded set of roles and responsibilities that confers more agency to the YAC to facilitate implementation in their respective communities. YP should move forward with their plan to select one YAC member from each community implementing the activity in order to ensure local representation in all aspects of strategic planning, facilitation of component activities, and monitoring and reporting.

QUESTION 2. In what ways can the YP/Jordan activity be assessed, measured, and chronicled so that intermediate and endline outcomes at the individual and community level are captured? Should additional measures (such as a composite index of youth well-being or civic engagement) be added?

11. In order to meet the objective of improved quality of services and positive opportunities for youth, YP's management team should ensure full engagement and linkages between the YP M&E team and strategic planning efforts, to ensure that revisions to the MEL plan and tools reflects the realigned strategy and implementation processes.
12. In order to meet the objective of improved awareness and use of existing programs and positive opportunities for youth, the YP M&E team should present the revised MEL plan at the upcoming CLA workshop so all stakeholders know how the indicators, learning questions, and data collection tools are realigned with the project strategy and how these changes are intended to establish achievable targets.
13. In order to meet the objective of improved quality of services and positive opportunities for youth, YP's management team should work with USAID to reduce the number and type of data collection mediums for more reliable and achievable data outputs and better tracking of project outcomes. Current program indicators should be revised to measure more definitive outputs and outcomes to gain additional clarity of program progress. Indicators should also be straightforward to collect and analyze to support effective implementation of monitoring activities. For key indicator targets for which current progress cannot be reported by the end of Year 2, YP should explore interim data collection methods to track progress regardless of the delays in implementation in order to monitor progress in a timely fashion, especially if no traditional midterm evaluation is to be conducted of YP.
14. In order to meet the objective of improved quality of services and positive opportunities for youth, YP's management team should also consider applying a Developmental Evaluation (DE) approach moving forward. Adaptive support in designing a back-looking plan for tracking re-engagement may be

appropriate to mitigate challenges uncovered in early communities that feel disenfranchised by YP. It may also provide valuable lessons learned for the Mission in future program designs that desire to apply a similar model. A DE could also offer support to determine the best strategic approach to enable the project to meet its objectives and outcomes (e.g. suggested MEL plan changes proposed above), which includes developing a clear plan for assessing individual initiatives, including criteria for how individual initiatives will be selected and measured, details which were not elaborated to the RA. This important element of the YP activity needs to be clearly laid out and communicated with all stakeholders as the initiatives have been identified as a key mechanism for potential YP sustainability.

QUESTION 3. To what extent has the YP/Jordan activity been implemented as planned, and how varied is the form and quality of the activity's implementation across communities to date? What can we learn from both the places where it has been implemented well, and the places where it has experienced challenges?

15. In order to meet the objective of increased community resources for at-risk youth, YP's management team should explore identifying and expanding implementation strategies that address the needs of marginalized groups while maintaining integrity of YP's objectives and honoring local contexts. This includes: continue to implement mixed-gender activities as much as possible, enhanced screening processes that identify and engage youth with limited educational opportunities instead of those who have already received life skills training and/or those with university degrees and finding innovative ways to promote PWD participation while simultaneously recognizing existing barriers that require accommodation. Training modifications designed to ensure YP is inclusive to all youth must be explained to those supporting recruitment before needed; some marginalized youth may not make it into the training space if accommodations are only disclosed after recruitment as recruiters may make their own judgements about who can participate. This may entail facilitating trainings and other activities in accessible spaces, providing adapted materials for illiterate and disabled participants, and expanding outreach and engagement with marginalized communities to promote their participation.
16. In order to meet the objective of increased community resources for at-risk youth, YP's management team should also explore innovative strategies to address these barriers, including provision of specialized PWD training groups that are purposively inclusive (i.e. affirmative action style) to PWD (e.g., mobility issues, hearing and sight disabilities, etc.) that are also open to any other interested youth in order to expand YP's service provision to youth with disabilities and encourage all youth learning together. This may include recruiting PWD youth from further afield and providing them transportation to participate in trainings in communities that offer appropriate accommodations.
17. In order to meet the objective of increased community resources for at-risk youth, YP's management team should also seek to identify innovative strategies to recruit and engage male participants, including youth-led peer recruitment, providing more mature male facilitators as role models or female facilitator (even at their peer age), and holding later trainings for males (after 4 pm when done with their work, or on the weekend) in order to increase their participation. Engage in direct outreach to males to gather inputs on how to make more attractive for them.
18. In order to increase awareness and use of existing programs and positive opportunities for youth, the YP team should promote enhanced communication with all stakeholders within existing YP communities, including developing a standard timeline for the various activities that is shared with participants and other relevant stakeholders at the start of training and community outreach efforts, so stakeholders know what to expect and do not feel abandoned between activities.
19. In order to meet the objectives of increased awareness of existing programs, and of increased community resources for at-risk youth, YP's management team should implement, and make widely known, selection criteria that are stricter to meet targeting goals to engage the most marginalized youth including OOS beneficiaries. This could include leveraging YAC members to take on a role of

verifying selection criteria are being met at a community level. Stricter criteria, targeting more marginal youth, would reduce the potential for CBOs who support YP in selecting participants to put forward their preferred or most engaged youth as beneficiaries, and instead promote YP's capacity to work with the most marginalized, and therefore at-risk, beneficiaries. It will also make the YP targets clear to youth; i.e., the TL training may not be best suited to youth who have completed their undergraduate studies.

QUESTION 4. In what ways is YP structured and positioned to identify and utilize existing data sources and to collaborate with other USAID (or non-USAID) activities to meet its objectives and targets?

20. In order to meet the objective of strengthened and supported engagement of youth in the development of new activities, YP's management team should explore strategies to utilize youth more in implementation, especially YAC members, to identify and engage cooperative local CBOs to support youth development work, while simultaneously promoting greater youth agency in organizing and facilitating all YP activities, including mapping and initiatives development.
21. In order to meet the objective of improved quality of available services and positive opportunities for youth, YP's management team should work in close collaboration with USAID to continue to explore opportunities to engage with GOJ partners while recognizing the limitations of the current implementing environment to expand this collaboration and develop project elements that are attractive to the MOY to promote their involvement and support.
22. In order to meet the objective of increased awareness and use of existing programs and positive opportunities for youth, the YP outreach staff should continue to explore innovative strategies to engage community stakeholders, including institutions of higher education, TVET colleges, and private sector organizations. For instance, these institutions could be included in community mapping processes or local representatives could be brought into trainings to explain what youth need to know (and do) to be "prepared" to successfully enter into these institutions.

QUESTION 5. To what extent will the activity's revised approach to scale and sustainability be effective in ensuring the activity outcomes extend beyond the life of the program? What adjustments are needed to ensure the activity is scalable and sustainable?

23. In order to meet the objective of improved quality of available services and positive opportunities for youth, YP's management team should work in close collaboration with community beneficiaries to select and develop initiatives that have the greatest potential for long-term sustainability and impact within target communities while addressing the needs of the most marginalized individuals within that community. One sensible requirement for initiatives would be that each funded initiative must have at least one local institutional partner (CBO, educational institution, private sector company, local youth center, etc.) with clearly defined roles and responsibilities of their partnership on the initiative. This would ensure that each youth-led initiative that receives funding has at least one local institutional champion.
24. In order to meet the objective of improved quality of available services and positive opportunities for youth, YP's management team should work to determine what is the sustainability potential for the youth portal. It may be that leveraging other online sites, e.g. YP's "Youth Lead" site, which is available in Arabic, may offer many of the same benefits to youth and collaboration could result in a specialized page or platform for the Jordan YP program on an ongoing basis with minimal maintenance needs.
25. In order to meet the objective of strengthening and supporting the engagement of youth in the development of new activities, YP's management team should work to promote the role of YACs to engage the strongest youth community members in implementing YP so as to promote their development through the implementation process as an enduring element of YP's work.

ANNEXES

ANNEX A: JORDAN YP RA FIELDWORK SCHEDULE – JULY 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8 Int'l Team arrives in Jordan
9 Internal team orientation and training day	10 In-brief with USAID YP Quarterly Review	11 Tool piloting and training	12 Tool revision and follow-up training	13 Data collection in Amman (full team)	14 <i>DAY OFF</i>	15 North team: Borma South team: Ma'an
16 North team: Irbid South team: Ma'an	17 North team: Jerash South team: Ghour al Safi	18 North team: Ketteh South team: Karak	19 North team: Kofranjeh & Ajloun South team: Amman	20 North team: Balila South team: Marka	21 <i>DAY OFF</i>	22 Data processing day
23 Initial findings analysis	24 Final presentations	25 Int'l team leaves Jordan	26	27	28	29
30						

Key	
	Travel day
	Field work
	<i>Day off</i>

ANNEX B: LIST OF QUALITATIVE DATA SOURCES

	Organization	# of male respondents	# of female respondents	Type, date & location		
1	USAID	2	0	KII	6/11/2019	Amman
2	USAID	1	0	KII	6/11/2019	Amman
3	YP Staff	0	1	KII	6/12/2019	Amman
4	YP Staff	2	0	KII	6/12/2019	Amman
5	YP Staff	0	1	KII	6/12/2019	Amman
6	External Partner	1	0	KII	6/13/2019	Amman
7	YP Partner	1	1	KII	6/15/2019	Ma'an
8	YP Partner	2	1	KII	6/13/2019	Amman
9	YP Staff	1	1	KII	6/13/2019	Amman
10	YP Staff	1	0	KII	6/13/2019	Amman
11	YP Staff	1	0	KII	6/13/2019	Amman
12	YP Staff	1	1	KII	6/13/2019	Amman
13	Community	1	3	FGD	6/15/2019	Borma
14	YP Beneficiary	1	0	KII	6/15/2019	Borma
15	YP Beneficiary	1	0	KII	6/15/2019	Borma
16	YP Beneficiary	1	0	KII	6/15/2019	Borma
17	Community	0	1	KII	6/16/2019	Ma'an
18	Community	0	1	KII	6/16/2019	Ma'an
19	YP Beneficiary	0	5	FGD	6/16/2019	Ma'an
20	YP Staff	1	0	KII	6/16/2019	Ma'an
21	YP Beneficiary	0	1	KII	6/16/2019	Ma'an
22	YP Beneficiary	1	0	KII	6/16/2019	Ma'an
23	YAC member	1	0	KII	6/16/2019	Irbid
24	YAC member	0	1	KII	6/16/2019	Irbid
25	Intern	1	0	KII	6/16/2019	Irbid
26	Community	3	3	FGD	6/17/2019	Ghor Al Safi
27	YP Beneficiary	6	3	FGD	6/17/2019	Ghor Al Safi

	Organization	# of male respondents	# of female respondents	Type, date & location		
28	YP Beneficiary	2	0	KII	6/17/2019	Ghor Al Safi
29	Community	2	0	FGD	6/18/2019	Karak
30	YP Beneficiary	5	0	FGD	6/18/2019	Karak
31	YP Beneficiary	1	0	KII	6/18/2019	Karak
32	YP Beneficiary	1	0	KII	6/19/2019	Amman
33	YP Beneficiary	1	0	KII	6/19/2019	Amman
34	YP Beneficiary	0	1	KII	6/19/2019	Amman
35	Community	3	1	FGD	6/17/2019	Jerash
36	YAC member	0	1	KII	6/17/2019	Jerash
37	YP Beneficiary	4	0	FGD	6/17/2019	Jerash
38	YP Beneficiary	1	0	KII	6/18/2019	Jerash
39	YP Beneficiary	5	0	FGD	6/18/2019	Ketteh
40	YP Beneficiary	0	1	KII	6/18/2019	Ketteh
41	YP Beneficiary	1	0	KII	6/18/2019	Ketteh
42	YP Beneficiary	0	5	FGD	6/19/2019	Kofranjeh
43	YP Beneficiary	3	1	FGD	6/19/2019	Ajloun
44	YP Beneficiary	1	0	KII	6/19/2019	Ajloun
45	YP Beneficiary	0	1	KII	6/19/2019	Ajloun
46	TL Training Observation	19	12	FGD	6/20/2019	Marka
47	Community	1	2	FGD	6/20/2019	Marka
48	YP Beneficiary	1	1	FGD	6/20/2019	Marka
49	YP Beneficiary	0	1	KII	6/20/2019	Balila
50	YP Beneficiary	0	1	KII	6/20/2019	Balila
51	YP Beneficiary	0	1	KII	6/20/2019	Balila
52	YP Beneficiary	6	0	FGD	6/20/2019	Balila
53	YP Beneficiary	1	0	KII	6/20/2019	Balila

ANNEX C: BIBLIOGRAPHY

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ANNEX D: SCOPE OF WORK

YOUTHPower JORDAN RAPID ASSESSMENT SCOPE OF WORK

1. INTRODUCTION

The YouthPower (YP) Jordan program began in March 2017, has been introduced in 24 communities through March 2019, and continues to be rolled out into the target 60 communities. New communities are being introduced to the program through the recently redesigned transformational learning model, while existing communities include beneficiaries trained on the initial and updated models.

Youth in Jordan have disparate backgrounds in terms of ethnicity, gender, citizenship status, geographic location, among other markers of identity. There is also a large refugee population in Jordan, the population of 9.5 million currently hosts 1.4 million Syrians, 80 percent of which live in host communities.¹⁹

USAID YouthPower endeavors to develop community resources for disadvantaged youth. The program integrates the evidence-based framework of PYD to build key **competencies** in youth to identify assets, increase their **confidence** to design and manage solutions; **connect** them to each other and to youth-serving organizations, community and government leaders and resources to support their success; and foster **character and caring** by encouraging dialogue, and exploration and problem-solving. The program objective is to empower youth to act as engaged citizens and productive members of society with the agency to advocate for themselves and to shape services designed to better prepare them to enter higher education, vocational training and the workforce.

An initial year-one realignment of the program was intended to improve the quality of the approach, shifting from a foundational learning training (3-4 days) to a more in-depth, transformational training (7 days) that also incorporated more coaching and mentoring. Additionally, better youth targeting was a key component of the year-one realignment efforts, which deviates from the initial strategies of accepting any youth residing in the selected communities in which the program was introduced. The intention was to include more youth beneficiaries who are particularly vulnerable from within marginalized communities.

2. PURPOSE

Since the activity is still rolling out into new communities and underwent a redesign within year one of the program, this is not a full mid-term performance evaluation. The rapid assessment is envisioned as an effort to address the below research questions to generate utilizable knowledge about the program's implementation, for use by staff, to engage in continuous improvement, and provide a foundation for measuring how the program influences outcomes at both the individual community levels. In sum this assessment will set the foundation for measurement of the YP program. It will emphasize coaching and refining (or creating as needed) measurement techniques designed to capture outcomes that may not be currently reflected in the MEL plan.

In particular, the rapid assessment will:

- Investigate whether the changes made in the realignment are sufficient to set the program up to achieve its objectives.
- Develop recommendations regarding how the activity can best measure and tell the story of its impact on both individual and community-level change. This may include recommendations

¹⁹ <https://www.youthpower.org/usaidthpower-jordan-activity>

related to additional external evaluative assistance, the activity's monitoring and evaluation plan and its implementation, and/or the utilization of data in decision making.

- Present strategies to improve youth targeting, coaching and mentorship, partnering opportunities with existing programs or opportunities, etc. to improve program's ability to achieve its objectives.

3. SUGGESTED RESEARCH QUESTIONS

Q1. In what ways has the strategic realignment of YP/Jordan set it on track to achieve its objectives?

1. To what extent are the objectives of the program still valid?
2. Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives?

Q2. In what ways can the YP/Jordan activity be assessed, measured, and chronicled so that intermediate and endline outcomes at the individual and community level are captured? Should additional measures (such as a composite index of youth well-being or civic engagement) be added?

Q3. To what extent has the YP/Jordan activity been implemented as planned, and how varied is the form and quality of the activity's implementation across communities to date? What can we learn from both the places where it has been implemented well, and the places where it has experienced challenges?

Q4. In what ways is YP/Jordan structured and positioned to identify and utilize existing data sources and to collaborate with other USAID (or non-USAID) activities to meet its objectives and targets? At a minimum, connections with relevant data findings from the recent Jordan Population and Family Health Survey, Jordan General Population Survey (MESP), and USAID Office of Education and Youth Construction Assessment should be considered, as well as other relevant data sources. Activities from USAID's Office of Democracy and Governance and Office of Economic Development and Energy, as well as other relevant USAID (or non-USAID) activities should be considered for potential support or collaboration.

Q5: To what extent will the activity's revised approach to scale and sustainability be effective in ensuring the activity outcomes extend beyond the life of the program? What adjustments are needed to ensure the activity is scalable and sustainable?

4. RESEARCH DESIGN AND METHODOLOGY

The study will focus on the post-training changes experienced by individual youth beneficiaries as it is for the most part too early to be able to register community-level changes. The intention is to understand whether beneficiary youth are prepared to implement activities, based on skills acquired through the training, to take up the next phases of the program (youth-led community-level activities). The study should also assess the training outcomes from the trainers' and facilitators' perspectives (are there disparities among trainees that have to be taken into consideration in terms of: background, education, experience, etc.), and if YES, is there a need to modify or customize the training and place trainees at different levels, and/or utilize differentiated instruction?

YP/Jordan is at the two-year mark and is still being rolled-out. Therefore, the study will focus on setting up means of measuring program results of current and planned activity components.

This rapid assessment is expected to include 15 days of fieldwork beginning on/around 9 June,²⁰ inclusive of in-brief, team training, piloting, data collection, and out-brief. An estimated eight full days will be designated for data collection. The study will include a mixed methodology design that includes both qualitative and quantitative elements including key informant interviews, focus groups and a questionnaire.

An initial team training, piloting, and any post-piloting revision to research tools or design will be held in early June. The full-team will then split into two sub-teams, each sub-team will collect data in 5 beneficiary communities (10 communities total). Communities will include both those that received the initial roll-out of the program and those that were introduced directly to the realigned system. The methods and design of data collection, as well as a detailed timeline, will be elaborated in the evaluation design report (EDR) and workplan.

Initial timeline of key milestones

- EDR and workplan submission - 30 April
- Field work – 9 June – 24 June
- Draft report – 5 August
- Final report – 9 September

5. TASKS AND DELIVERABLES

An outline of the time frame for key tasks is outlined in the table below, organized by phase (i.e. start up, design, data collection). A full workplan will be confirmed in submission of April 30th EDR and workplan.

Task	Deliverables	Time Frame
Task 1: Start up	<ul style="list-style-type: none"> ● Team recruitment ● Launch briefing 	March 25 – April 12
Task 2: Design report and develop protocols	<ul style="list-style-type: none"> ● Desk review ● Draft workplan (including KII & FGD protocols) ● Workplan review with USAID ● Workplan review with IP ● Final workplan ● Secure logistics and permissions for field work 	Draft workplan, 30 April Final workplan, 20 May
Task 3: Data collection, and initial analysis (in-country)	<ul style="list-style-type: none"> ● In-briefing with USAID/Jordan ● In-brief with IP and stakeholders ● Team training, piloting protocols & revision (as needed) ● Data collection (8 days) ● Routine fieldwork briefings (emails) ● Debrief (using PPT) with USAID/Jordan ● Debrief (using PPT) with IP and stakeholders 	9 June – 24 June
Task 4: Analysis and writing final report (remote)	<ul style="list-style-type: none"> ● Final draft report ● Final report ● PPT presentation of final report ● Raw data (cleaned datasets in CSV or XML with code sheet) posted on DDL ● Report posted to the Development Experience Clearinghouse (DEC) 	Draft final report, 5 August Final report, 9 September

²⁰ Noting that the work week in Jordan begins on Sunday, with Friday/Saturday weekend. Team anticipates data collection in communities with program activities that operate on Saturdays.

6. TEAM COMPOSITION

The assessment will be conducted by a team staffed by the MEERS/ Social Impact (SI) contract. The team structure will include: Team Lead, Youth Specialist, experienced local researchers and youth local researchers, translators, and enumerators (as required). Details on expected team qualifications are outlined below.

- Key core YP/Jordan Assessment Team competencies include:
- Applied experience designing and conducting rapid assessments
- Understanding of the Jordan YP context
- Excellent team management and interpersonal skills
- Experience in sensitive facilitation
- Strong research and writing skills
- Arabic language skills (home language / advanced)
- Experience with Youth Development in the Middle East
- Experience with the Culture, Society, and Political Systems of Jordan

Specific roles for the analysis team may include a combination of the following:

- Team Leader (1)
- Education/Youth Specialist (1)
- Local Researchers – two youth researchers and two experienced researchers (4)
- Translators (1-2)
- Enumerators (TBD)

7. REPORTING REQUIREMENTS

The final MEERS/SI YP/Jordan Assessment final report must have no more than 30 pages, not including annexes. The report format should be restricted to font 12 Times New Roman, and should be arranged as follows:

1. Executive Summary: Concisely state the purpose of the analysis, most significant findings, conclusions and recommendations (1-3 pages)
2. Table of Contents: (1 page)
3. Introduction: Purpose, audience and research questions: (1 page)
4. Background: Brief overview of the country context and relevant education activities (2 pages)
5. Methodology: Describe data collection and analysis methods, including sampling strategy, detailed limitations, constraints and gaps (1-2 pages)
6. Findings: summarize the relevant findings (10 pages)
7. Conclusions/Analysis: synthesize and analyze data (5-7 pages)
8. Recommendations: provide detailed, concrete actions for USAID and partners to improve programming (2 pages)
9. References: include bibliographic documentation
10. Annexes: document the SOW, schedules and interview lists, list of tables/charts, data collection tools, and list of name of all communities included in the study.

Per the USAID Open Data Policy, the analysis team must submit to USAID data sets used in the analysis as indicated in the deliverables section. In addition, the contractor must also submit the final report to the

Development Experience Clearinghouse (DEC) and data sets to the Development Data Library (DDL).

ANNEX E: Q3 FY18 USAID YP JORDAN QUARTERLY REPORT EXCERPT

The following annex provides a copy of the Q3 FY18 Quarterly Report that documents what were the planned changes to YouthPower during the realignment process.

USAID YOUTHPower STRATEGY REVIEW

In April of 2017 USAID YouthPower conducted an exhaustive review of strategies, piloted activities, and lessons learned as a result of the first year of implementation. As a result, during the reporting period the Project began to undertake changes to a number of core approaches to improve the quality and impact of USAID YouthPower activities. Please see the USAID YouthPower Design Matrix in the next section for a graphic representation of the revised project.

The revised USAID YouthPower strategy is focused upon approaching the Project's youth-centered activities with greater depth in providing the youth with the knowledge, skills, attitudes, and tools in a) better understanding their own agency, b) exploring pathways to personal development and the relationship between agency and community, and c) methods and means through which participant youth may engage their communities to promote youth programming to increase or create dialogue and engagement at the local level (as well as beyond, through complementary YouthPower components). At its core, changes to the Project curriculum bolster the role of Positive Youth Development and the five Cs (competencies, confidence, connection, character and caring) in exploring individual agency and building youth capacities, leading to the sixth "C" community engagement and contribution.

As a result, through consultation with the USAID COR and Education and Youth (EDY) office, the following strategic changes were made during the quarter:

- The process through which **community profiles** are developed has been revamped to include a broad set of stakeholder consultations, targeted information collection on institutions and services relevant to the Project and project participants, and detailed templates, instructions, and training on how such information is to be collected.
- Concurrent to this, the revised **USAID YouthPower messaging** developed during the quarter has already begun to produce the intended results with much more clarity of purpose in describing the objectives and activities the Project and youth will engage communities on. As such, it is already clear that stakeholders – and in particular government institutions, community-based organizations, and the participants themselves – not only better understand the Project, but also appear to be in agreement with its intent.
- Linking to the community profile and messaging as starting points, the **participant recruitment strategy** has been articulated and rolled out. The strategy emphasizing tools, methodologies, and detailed instruction on project staff being entrepreneurial in investigating and reaching out to at-risk populations (as defined in the Task Order). This concerted effort aims to work through community stakeholders, institutions, and locations to market the project and provide referral of the target populations from initial contact in the community, through the community engagement activities, and working with youth facilitators and participants to serve as ambassadors of the Project for recruitment in their respective communities.
- **Component I: Youth Engagement and Training** was also revamped to include a much broader and deeper set of training objectives and subject matters. Component I aims to not just

train the youth, but rather more effectively change their mindsets as agents of change in their communities (and hopefully provide numerous "a-ha" moments). The training strategy focuses upon the development of agency, the role of community institutions in the lives of youth, gender and inclusion, youth activism, and community leadership skills among others - and thus preparing the youth to become agents of change in their communities.

- The transition between the Transformational Learning curricula and the **community services mapping** exercise has also been strengthened to provide continuity and relevance to the youth participants, allowing them the opportunity to better understand and apply the curricula from the outset of their engagement with the community.
- The **Component 2: Youth Involved in Community Asset Mapping** also now includes training and tools that will allow the youth to understand and assess the relevance and quality of services available to them in their communities. This approach also aims to put the focus of community engagement upon youth-relevant and youth-centered programming, as opposed to the more vague (and confusing to local communities) asset-centered community development focus that is generally more common to development programming.
- The overall strategy for **Component 3: Innovation Funds** was also revised during the reporting period. Although a work in progress pending the on-boarding of senior innovation fund staff, the strategy mandates an umbrella or indefinite quantity contract-type mechanism that will provide funding for community engagement projects through organizations that will work with youth in multiple communities to provide basic programmatic and administrative support and/or technical expertise (such as advocacy, communications, or gender campaigns) that the youth/project may benefit and learn from.
- Revisions to the following were also begun, and are currently in progress:
 - The Youth Advisory Council (YAC) strategy.
 - The USAID YouthPower Sustainability strategy and plan.
 - The USAID YouthPower participant network, web portal, and community of practice.

At the close of the reporting period, the Project had begun process of re-engaging communities in which activities had been implemented prior to March 2018 with remedial Transformational Learning and Mapping activities designed to ensure that those communities engage the Project with the same quality of training and mapping, and are able to engage their communities and transition to innovation funding activities under the revised USAID YouthPower strategic approach, and with the appropriate tools and methodological approach to do so.

ANNEX F: LOGIC MODEL CHANGES - ORIGINAL

Learning Questions:

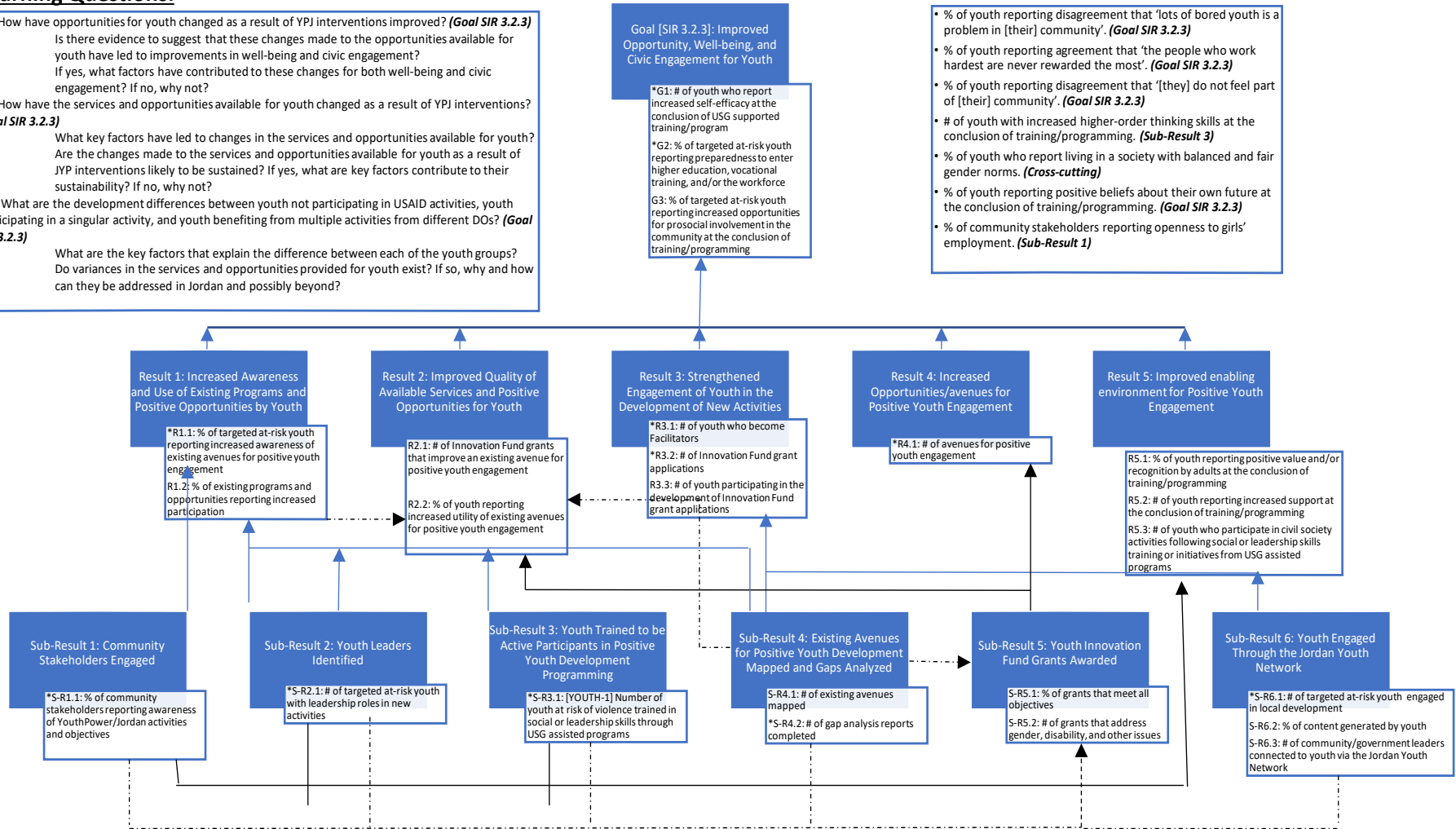
LQ: How have opportunities for youth changed as a result of YPJ interventions improved? **(Goal SIR 3.2.3)**
Is there evidence to suggest that these changes made to the opportunities available for youth have led to improvements in well-being and civic engagement?
If yes, what factors have contributed to these changes for both well-being and civic engagement? If no, why not?

LQ: How have the services and opportunities available for youth changed as a result of YPJ interventions? **(Goal SIR 3.2.3)**
What key factors have led to changes in the services and opportunities available for youth?
Are the changes made to the services and opportunities available for youth as a result of JYP interventions likely to be sustained? If yes, what are key factors contribute to their sustainability? If no, why not?

L.Q: What are the development differences between youth not participating in USAID activities, youth participating in a singular activity, and youth benefiting from multiple activities from different DOs? **(Goal SIR 3.2.3)**
What are the key factors that explain the difference between each of the youth groups?
Do variances in the services and opportunities provided for youth exist? If so, why and how can they be addressed in Jordan and possibly beyond?

Context Indicators :

- % of youth reporting disagreement that 'lots of bored youth is a problem in [their] community'. **(Goal SIR 3.2.3)**
- % of youth reporting agreement that 'the people who work hardest are never rewarded the most'. **(Goal SIR 3.2.3)**
- % of youth reporting disagreement that '[they] do not feel part of [their] community'. **(Goal SIR 3.2.3)**
- # of youth with increased higher-order thinking skills at the conclusion of training/programming. **(Sub-Result 3)**
- % of youth who report living in a society with balanced and fair gender norms. **(Cross-cutting)**
- % of youth reporting positive beliefs about their own future at the conclusion of training/programming. **(Goal SIR 3.2.3)**
- % of community stakeholders reporting openness to girls' employment. **(Sub-Result 1)**



Cross-cutting Indicators:

- CT1: Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities (F GNDR-4)
- CT2: Percentage of participants with increased level of knowledge and understanding of gender equality principles and women's rights as a result of USG interventions
- CT3: Number of USG-supported community meetings and educational events that expand social dialogue on gender equality

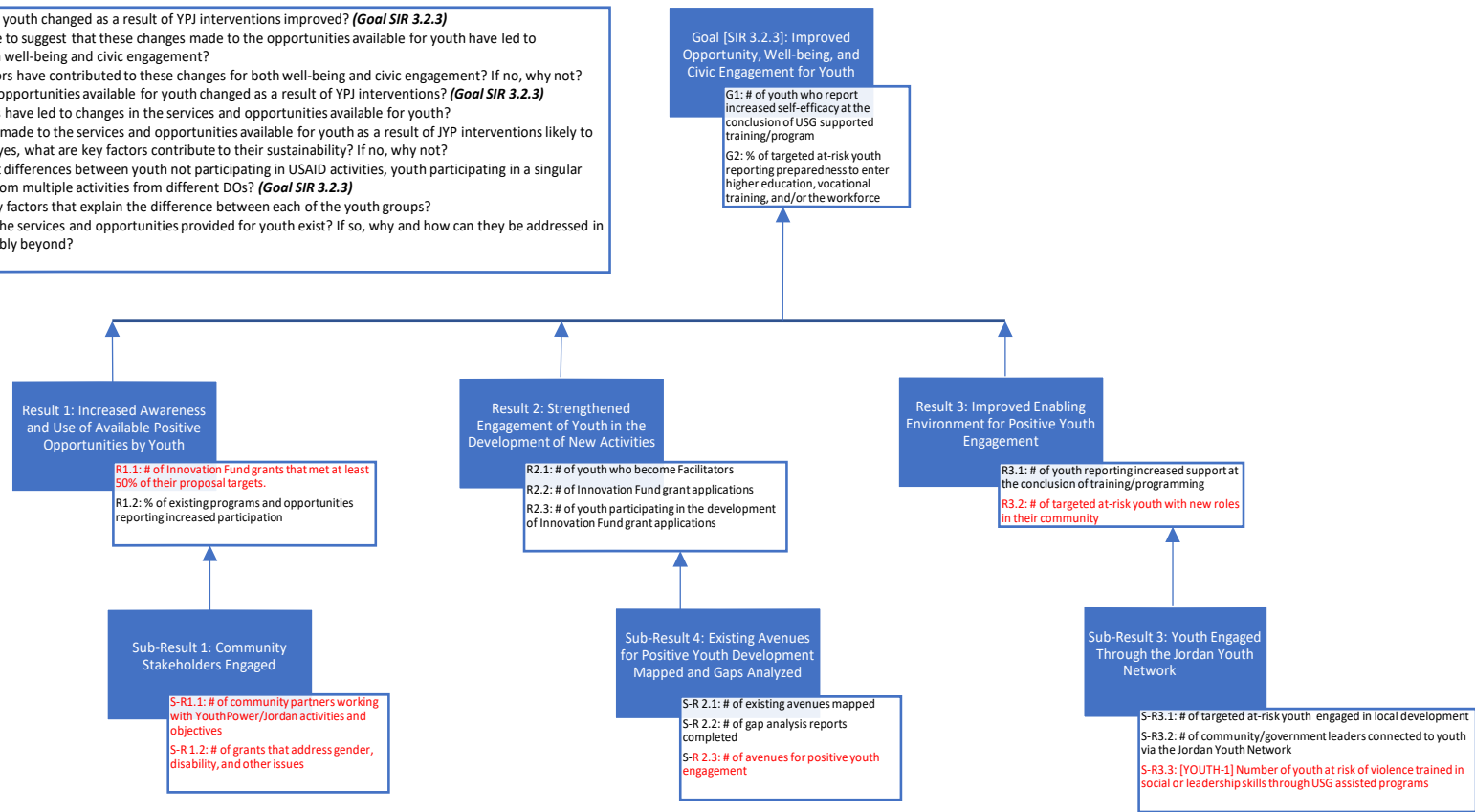
LOGIC MODEL CHANGES - UPDATED

Learning Questions:

LQ: How have opportunities for youth changed as a result of YPJ interventions improved? **(Goal SIR 3.2.3)**
 Is there evidence to suggest that these changes made to the opportunities available for youth have led to improvements in well-being and civic engagement?
 If yes, what factors have contributed to these changes for both well-being and civic engagement? If no, why not?

LQ: How have the services and opportunities available for youth changed as a result of YPJ interventions? **(Goal SIR 3.2.3)**
 What key factors have led to changes in the services and opportunities available for youth?
 Are the changes made to the services and opportunities available for youth as a result of JYP interventions likely to be sustained? If yes, what are key factors contribute to their sustainability? If no, why not?

L.Q: What are the development differences between youth not participating in USAID activities, youth participating in a singular activity, and youth benefiting from multiple activities from different DOs? **(Goal SIR 3.2.3)**
 What are the key factors that explain the difference between each of the youth groups?
 Do variances in the services and opportunities provided for youth exist? If so, why and how can they be addressed in Jordan and possibly beyond?



Cross-cutting Indicators:

CT1: Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities (F GNDR-4)
 CT2: Percentage of participants with increased level of knowledge and understanding of gender equality principles and women's rights as a result of USG interventions
 CT3: Number of USG-supported community meetings and educational events that expand social dialogue on gender equality

ANNEX G: UPDATED INDICATOR LIST

Type	Status	Old Number	Current LOP Target	Indicator
PMP 3.c	Keep		NA	G1: # of youth who report increased self-efficacy at the conclusion of USG supported training/program
PMP 3.2.3.c	Keep		20,000	G2: % of targeted at-risk youth reporting preparedness to enter higher education, vocational training, and/or the workforce
	Remove		NA	G3: % of targeted at-risk youth reporting increased opportunities for prosocial involvement in the community at the conclusion of training/programming
	Remove		NA	R 1.1: % of targeted at-risk youth reporting increased awareness of existing avenues for positive youth engagement
	Add	Old R2.1	TBD	R 1.1: # of Innovation Fund grants that met at least 50% of their proposed targets
	Keep		NA	R 1.2: % of existing programs and opportunities reporting increased participation
	Remove		60	R2.1: # of Innovation Fund grants that improve an existing avenue for positive youth engagement
	Remove		NA	R2.2: % of youth reporting increased utility of existing avenues for positive youth engagement
	Keep	Old R3.1	360	R 2.1: # of youth who become Facilitators
	Keep	Old R3.2	300	R 2.2: # of Innovation Fund grant applications
	Keep	Old R3.3	1,500	R 2.3: # of youth participating in the development of Innovation Fund grant applications
PMP 3.2.3.b	Remove		188	R4.1: # of avenues for positive youth engagement
	Remove		NA	R5.1: % of youth reporting positive value and/or recognition by adults at the conclusion of training/programming
	Keep (but could be removed)	Old R5.2	1,500	R 3.1: # of youth reporting increased support at the conclusion of training/programming
	Add	Old R3.4	TBD	R 3.2: # of targeted at-risk youth with new roles in their community
	Remove		3,500	R5.3: # of youth who participate in civil society activities following social or leadership skills training or initiatives from USG assisted programs
	Remove		NA	S-R1.1: % of community stakeholders reporting awareness of YouthPower/Jordan activities and objectives
	Add		NA	S-R1.1: # of community partners working with YouthPower/Jordan activities and objectives
	Add	Old S-R.5.2	NA	S-R 1.2 # of grants that address gender, disability, and other issues
	Remove		210	S-R2.1: # of targeted at-risk youth with leadership roles in new activities
F YOUTH-I	Remove		10,000	S-R3.1: # of youth at risk of violence trained in social or leadership skills through USG assisted programs
	Keep	Old S-R.4.1	600	S-R 2.1: # of existing avenues mapped
	Keep	Old S-R.4.2	60	S-R 2.2: # of gap analysis reports completed
PMP 3.2.3.b	Add	Old R4.1	188	S-R 2.3: # of avenues for positive youth engagement
	Remove	Revised and moved to R 2.1	NA	S-R5.1: % of grants that meet all objectives
	Remove	Moved to sub-result 1	NA	S-R5.2: # of grants that address gender, disability, and other issues
PMP 3.2.3.a	Keep	Old S-R6.1	10,000	S-R 3.1: # of targeted at-risk youth engaged in local development
	Remove		NA	S-R6.2: % of content generated by youth
YOUTH I	Add	Old S-R6.2	10,000	S-R 3.2: # of youth at risk of violence trained in social or leadership skills through USG assisted programs
	Keep	Old S-R6.3	120	S-R 3.3: # of community/government leaders connected to youth via the Jordan Youth Network
FGNDR-4, PMP 4.a	Keep		50%	CT1: Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities (F GND-4)
PMP 3.2.3.a	Keep (but could be removed)		60%	CT2: Percentage of participants with increased level of knowledge and understanding of gender equality principles and women's rights as a result of USG interventions
PMP 3.2.3.a	Keep (but could be removed)		105	CT3: Number of USG-supported community meetings and educational events that expand social dialogue on gender equality
	Remove		NA	Goal SIR 3.2.3 - % of youth reporting disagreement that 'lots of bored youth is a problem in [their] community'.
	Remove		NA	Goal SIR 3.2.3 - % of youth reporting disagreement that '[they] do not feel part of [their] community'.
	Remove		NA	Sub-Result 3 - # of youth with increased higher-order thinking skills at the conclusion of training/programming.
	Remove		NA	Cross-cutting - % of youth who report living in a society with balanced and fair gender norms.
	Remove		NA	Goal SIR 3.2.3 - % of youth reporting positive beliefs about their own future at the conclusion of training/programming.
	Remove		NA	Sub-Result 1 - % of community stakeholders reporting openness to girls' employment

ANNEX H: DATA COLLECTION PROTOCOLS - ENGLISH

List of Interview Guides & Focus Group Discussion Protocols in English and Arabic):

1. KII USAID YouthPower COR
2. KII Relevant Projects (USAID and other)
3. KII GOJ Ministry representative
4. KII YP Team Members (including Program and M&E teams)
5. KII Youth Participants (including TL, TtF, YAC and internship participants)
6. FGD Youth Beneficiaries
7. FGD Community Members

USAID YouthPower Rapid Assessment 2019

KEY INFORMANT INTERVIEW INTRODUCTION AND PROTECTIONS STATEMENT

TO BE USED FOR ALL KIIs (USAID, other projects, GOJ, youth)

[Internal Note: Evaluators must read this form as written with all informants before the interview and be sure that they understand it clearly before obtaining their verbal consent.]

Thank you for taking the time to speak with me today. My name is _____ and I am working with Social Impact, a US-based research organization working for the USAID Middle East Bureau and Jordan Mission to conduct a Rapid Assessment of USAID's YouthPower activity. Social Impact is an independent evaluation firm, not directly associated with Global Communities or any other implementing partner for YP, so we are completely independent. You have been chosen to participate in this interview, along with 120 other people who we randomly selected from a list of all the individuals who are engaged in YouthPower, based on your past involvement with the YouthPower project, your knowledge and experience with the project and its activities. Your participation in this research in no way impacts your participation in the project, or the support you or anyone else may receive from the project in the future.

This Rapid Assessment evaluation aims to examine how YouthPower has implemented activities to date and provide recommendations to USAID to ensure those activities achieve the intended outcomes by the end of the project. Research questions include: (1) Is YP on track to achieve its objectives; (2) In what ways is the activity measured and should additional measures be added; (3) To what extent has the activity varied across implementation sites; (4) How does the activity utilize existing data to meet its objectives; and (5) How sustainable and scalable is the current project model? The information we gather through this evaluation will inform development of a report for USAID and the YouthPower team.

The discussion will last about one hour and your participation is voluntary. You are under no obligation to participate. You do not have to answer any question you do not wish to and please ask for clarification if there is any question that you do not understand. You can also choose to end the interview at any time you wish to, without any consequences to you or anyone else involved in the project. Your answers will be combined with others' responses and reported in the aggregate in the final report with general identifiers like respondent group and sex. Any information you provide that might identify you, will be kept confidential to the fullest extent under local law and U.S. Government policy.

To ensure we capture everything shared we will take notes and record the discussion on an audio recorder if you agree to this. If you do not wish to be audio recorded, we can take notes by hand and you can still participate in the study. These recordings will be kept confidential and will only be used for finalizing our notes and will be destroyed after the report is finalized. Only the research team will know your identity and we will not share any identifiable information to USAID or anyone else. If you have any concerns, you may contact Luai Ahmaro at 79 0921572 or luai.ahmaro@hotmail.com, or the Social Impact Institutional Review Board at irb@socialimpact.com or +1 703 465 1884 with questions about the study or results. This report will be available on USAID's Development Activity Clearinghouse site by the end of the year if you are interested to read the findings of the study. I will leave a copy of this form with you. Do you have any questions about this information?

[ALLOW RESPONDENT TO ASK FOR CLARIFICATION]

If respondent declines to be audio recorded, Lead Interviewer must work with the respondent to determine an acceptable method of documenting their data (e.g., only take notes) or end the interview.]

Are you willing to participate in this interview?

[ALLOW RESPONDENT TO AGREE OR END THE MEETING. IF RESPONDENT AGREES, RECORD CONSENT ON DEMOGRAPHIC SHEET PROVIDED BELOW, SEPARATE FROM THE INTERVIEW NOTES. SUBMIT ALL DEMOGRAPHIC INFORMATION SHEETS TO YOUR GROUP LEADER (SARAH OR AMY)].

**USAID YOUTHPower
KEY INFORMANT INTERVIEW
DOCUMENTATION OF CONSENT AND DEMOGRAPHIC DATA FORM**

THIS TABLE TO BE COMPLETED BY THE RESEARCHER AFTER READING THE PROTECTIONS SCRIPT INCLUDED ABOVE. THIS FORM WILL BE KEPT SEPARATE FROM ANY INTERVIEW DATA COLLECTED, TO BE TURNED IN TO THE TEAM LEADER OR SENIOR RESEARCHER AT THE END OF EACH DAY AND STORED IN A SECURE LOCATION THAT IS ONLY ACCESSIBLE BY THE SENIOR RESEARCH TEAM.

COMPLETE THIS TABLE IMMEDIATELY AFTER CONSENT IS OBTAINED. PROVIDE EACH RESPONDENT WITH A COPY OF THE INTRODUCTORY PROTECTIONS STATEMENT TO TAKE WITH THEM FOR REFERENCE.

Key Informant Interview (KII) Consent and Personal Identifying Information (PII) Form

Respondent has been read the consent form and provides verbal consent to participate in the discussion:	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
Respondent has agreed to be audio recorded:	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
Participant Initials:	
Date:	Time:
Lead Interviewer Name:	Notetaker:
Age range: <input type="checkbox"/> 10 – 17 years (01) <input type="checkbox"/> 18 – 29 years (02) <input type="checkbox"/> 30+ years (03)	
Sex: <input type="checkbox"/> Male (01) <input type="checkbox"/> Female (02)	
Are you disabled: <input type="checkbox"/> Yes (01) <input type="checkbox"/> No (02) <input type="checkbox"/> No answer/not applicable (03)	
Education level: <input type="checkbox"/> Not yet graduated from secondary school (01)	
<input type="checkbox"/> Graduated from secondary school (02)	
<input type="checkbox"/> Graduated from university (03)	
<input type="checkbox"/> Other (please specify) _____ (04)	
Occupation:	

COMMUNITY NAME:

COMMUNITY TYPE: ☐ Urban ☐ Peri-urban ☐ Rural

USAID YouthPower

Rapid Assessment 2019

KEY INFORMANT INTERVIEW GUIDE

USAID YP COR

INTERVIEW QUESTIONS

1. Please give a general overview of the design and implementation of YP to date?
2. Do you feel that the recent realignment of YP will help the activity achieve its intended objectives? Why or why not?
 - a. Do you see areas for improvement in this process?
3. What are some of the main challenges that YP has faced to date?
 - a. (probes: implementing environment, program management, financial management)
4. From your perspective, what do you understand to be the key objectives of YP?
 - a. To what extent do you feel that the objectives of YP are valid and relevant to the needs of the target beneficiaries and their communities?
 - b. Which activities (outputs) are best aligned to these objectives?
 - c. Are there activities (outputs) that are not aligned with program's goals and/or do not move the program toward meeting programmatic objectives?
5. What do you understand to be the key benefits that will come with this program?
 - a. For individuals who participate in YP?
 - b. For communities in which the program is implemented?
6. Please describe YP's M&E systems and methods, and how they have changed as a result of the realignment?
 - a. Have you observed these tools being implemented in the field? Have you reviewed the data that have been gathered and processed as a result of these systems?
 - i. If so, were there any unanticipated data?
 - ii. Any unexpected results?
 - iii. If so, were changes made?
 - b. Do you see areas for improvement in the M&E systems?
 - c. Have you seen evidence that YP staff utilize existing data sources and guidance on best practices to inform strategic planning and monitoring systems?
 - i. If so, which ones?
 - ii. If not, what guidance could USAID offer to support the utilization of these resources?
7. Can you provide any examples of how YP has coordinated with other relevant USAID activities and/or other relevant local organizations' activities?

- a. How could this coordination be more effective?
- 8. To what extent do you feel that the activity's realignment will enhance its scalability? Its strategic approach to promoting sustainability?
 - a. What barriers or challenges do you anticipate YP could face for the remaining life of project?
 - i. Do you feel that the realignment presents an effective approach to anticipating and overcoming these barriers/challenges? Why or why not?
- 9. In what ways does YP endeavor to be equitably inclusive of all types of youth: females, males, youth with disabilities, youth from rural communities, etc.?
 - a. Can you provide any examples of program design or activities that promote the inclusion of marginalized youth?
 - b. Are there ways that inclusiveness could be enhanced?
- 10. Is there anything else that you'd like to share that we didn't ask you?

Closing Statement: Thank you for your participation in this meeting!

USAID YouthPower

Rapid Assessment 2019

KEY INFORMANT INTERVIEW GUIDE GOJ MINISTRY REPRESENTATIVE

Are you familiar with the USAID YouthPower activity? Would it be helpful if I provide an overview of its objectives?

[IF YES, READ OBJECTIVES STATEMENT. IF NO, PROCEED TO QUESTION 1.]

OBJECTIVES STATEMENT: USAID YouthPower works to promote the capacity of disadvantaged youth ages 10-29 in Jordan to identify and engage with community resources to further their own empowerment. Grounded in the principles of Positive Youth Development (PYD) strategies and the 6 Cs (competencies, confidence, connection, character, caring, and contribution), USAID YouthPower is organized around three primary components: (1) Youth Engagement and Training; (2) Youth-led Community Mapping in local Communities; and (3) Youth involvement in selection of Innovation Fund Recipients.

INTERVIEW QUESTIONS

1. Has the Ministry collaborated directly with YP?
 - a. Probe: If so, in what way?
 - b. Probe: If not, do you feel that the Ministry's work supports YP directly?
2. Do you feel that the Ministry has a good working partnership with USAID?
 - a. Probe: Why or why not?
3. How does the Ministry support different types of marginalized youth: females, males, youth with disabilities, youth from rural communities, etc.?
 - a. Probe: What are some key youth initiatives that the Ministry is engaged in?
4. How does the Ministry track participation and outcomes of youth initiatives?
 - a. Are you able to access data on youth programs at the district and national levels?
 - b. Have you made any changes to programming based on these data?
5. Do you feel that YP helps youth to address needs in their communities?
 - a. Probe: Why or why not?

- b. Probe: Are there other needs do you see that could be addressed by a project like YP?
 - c. Are there other projects or programs that are currently working to improve these needs?
- 6. [For District Officials only] What are the characteristics of youth and communities that your district considers to be the most marginalized within your district?
 - a. Does your office have resources or programs in place to address the needs of these marginalized communities?
- 7. Is there effective coordination between national and district-level Ministry staff?
 - a. Does this impact youth empowerment efforts at the community level?
- 8. Is there anything else that you'd like to share that we didn't ask you?

Closing Statement: Thank you for your participation in this meeting!

USAID YouthPower
Rapid Assessment 2019

KEY INFORMANT INTERVIEW GUIDE
YP TEAM MEMBER(S)

INTERVIEW QUESTIONS

1. Please give a general description of your duties in your position with YP?
2. To what extent do you feel that YP has been implemented as planned?
 - a. What are some of the challenges that you have faced in your work implementing YP?
 - i. How did these challenges limit the activity so far?
 - ii. Is the recent the program realignment has addressed these challenges sufficiently? Why or why not? How could this be improved?
 - b. What do you understand to be the objectives of YP?
 - i. Have these shifted with the redesign?
 - ii. Are the original program objectives still valid?
3. Do you collaborate with other USAID activities or other organization (e.g., Ministry of Youth, community-based organizations, etc.) through your work on YP?
 - a. If yes, in what way?
 - i. Is this collaboration beneficial to YP? If yes, in what way?
 - ii. Will this collaboration will be expanded as implementation of YP moves forward? If so, how?
 - b. If not, why not?
4. Is YP effective in reaching communities that you believe are the most marginalized?
 - a. Why or why not?
 - b. How could this be improved?
5. Who is participating? What motivates individuals to participate?
 - a. Does participation vary across different types of individuals: male/female, disabilities, rural/urban, low income, out of school, etc.?
6. Is the level of engagement the same among all participants?
 - b. Across all types of activities: youth advisory council, internships, training, mapping, etc.

7. In what ways does YP endeavor to be equitably inclusive to all types of youth: females, males, youth with disabilities, youth from rural communities, youth with different years of schooling, etc.?
 - a. Can you provide examples of program design or activities that equally (or ideally equitably) favor the inclusion of youth that are often marginalized?
 - a. How could inclusiveness of YP be improved?
8. Do you expect that YP will be successful in reaching its targets for:
 - a. # of youth served?
 - b. # of communities reached?
 - c. # of youth-led initiatives developed and funded?
9. Is YP sustainable (or even scalable) after USAID funding ends?
 - a. What aspects of the programmatic approach support sustainability?
 - b. What aspects of the programmatic approach support scalability?
 - c. Do any of the above coordination efforts with USAID or other organizations (assuming some were noted) support scalability or sustainability of the program in this community (or in communities with the YP program in general)?

Program Team

10. How did the program realignment affect YP's implementation in terms of programmatic content?
 - a. How do you feel these changes will affect YP's ability to achieve its intended targets?
11. How varied is the program's implementation across the various communities?
 - a. What are some of the specific considerations you make for the different communities in which you work?
12. Is there anything else you'd like to share that we didn't ask you?

[END INTERVIEW FOR PROGRAM TEAM]

M&E Team

10. What data collection processes you use for YP?
 - a. How are they aligned to the MEL Framework for the activity?
 - b. How frequently are data collected, and by whom?
11. What data storage processes you use?
12. How do you use the data once they are captured?
13. Do you incorporate data from other sources outside these tools?

14. What are your reporting processes?

15. What kind of support do you receive from:

- a. The USAID M&E Team?
- b. The Global Communities home office?
- c. Do you feel that you need additional support from anyone to do your work effectively?

16. Do you feel that the MEL Framework and various tools provide an effective system to measure YP's outputs and outcomes?

- a. Why or why not?
- b. Are there areas in which it could be improved?

14. Is there anything else you'd like to share that we didn't ask you?

Closing Statement: Thank you for your participation in this meeting

KEY INFORMANT INTERVIEW GUIDE
YOUTH BENEFICIARIES

INTERVIEW QUESTIONS

1. What activities have you participated in through YP?
 - a. Probe: Did you participate in an internship with YP?
 - i. [If no, skip questions 10-11 below]
 - b. Probe: Did you participate in the Youth Action Council?
 - i. [If no, skip question 12 below]
 - c. Probe: Did you participate in the Train the Facilitators training?
 - i. [If no, skip question 13 below]
2. When did you start participating in activities with YP?
3. Why did you decide to participate in this activity?
 - a. Do you think these expectations were met?
 - i. Probe: Why or why not?
4. What are some of the benefits of YP?
 - a. Probe: Specific benefits of the training, internship, YP staff, community support including parents?
 - b. In your experience are the benefits of the program experienced only by those directly participating, or are there benefits to the community in which the program operates?
5. What are some of the challenges of YP?
 - a. Probe: Specific challenges of the training, internship, YP staff, community support including parents?
6. Are there disadvantaged people living in this community?
 - a. If so, in what way are they disadvantaged?
(Probe: economically, socially, refugees, disabled, etc.)
 - i. Do you feel that a project like YP helps to address those needs?
 1. Why or why not?
7. Has YP offered you opportunities to provide feedback on your experiences in the project?

- a. If so, what were they?
 - i. Did you feel they were sufficient to meet your needs?
- 8. Who is participating? Are there many different types of youth in the training? E.g.: male/female, disabilities, rural/urban, low income, out of school, etc.?
 - a. Is the level of engagement the same among all participants?
 - b. Across all types of activities: youth advisory council, internships, training, mapping, etc.
- 9. In what ways does YP endeavor to be equitably inclusive to all types of youth: females, males, youth with disabilities, youth from rural communities, youth with different years of schooling, etc.?
 - a. Can you provide examples of program design or activities that equally (or ideally equitably) favor the inclusion of youth that are often marginalized?
 - b. How could inclusiveness of YP be improved?
- 10. [FOR INTERNS ONLY] Tell me about your internship experience? Was the internship experience beneficial?
 - a. Why or why not?
- 11. [FOR INTERNS ONLY] Could the internship experience be improved?
 - a. Why or why not?
- 12. [FOR YAC MEMBERS ONLY] Tell me about the Youth Action Council. How does the Youth Action Council support YP's work?
 - a. Do you have suggestions to make this support more effective?
- 13. [FOR TtF PARTICIPANTS ONLY] Tell me about the Train the Facilitators training. Was the Train the Facilitators training useful to you?
 - a. Why or why not?
 - b. Do you have suggestions to make the training more effective?
 - c. Have you used the information you learned in TtF training to support other youth?
 - i. If so, in what way?
 - ii. If not, why not?
- 14. Is there anything else you'd like to share that we didn't ask you?

Closing Statement: Thank you for your participation in this meeting.

USAID YouthPower Rapid Assessment 2019

FOCUS GROUP DISCUSSION INTRODUCTION AND PROTECTIONS STATEMENT

[Internal Note: Evaluators must read this form as written for all focus group discussion participants and be sure that they understand it clearly before obtaining their signature. If the informant is illiterate or expresses discomfort signing the form but verbally consents to proceeding with the interview, the evaluator may sign the form to indicate that they received verbal consent.]

Thank you for taking the time to speak with me today. My name is ____ and I am working with Social Impact, a US-based research organization working for the USAID Middle East Bureau and Jordan Mission to conduct a Rapid Assessment of USAID's YouthPower activity. Social Impact is an independent evaluation firm, not directly associated with Global Communities or any other implementing partner for YP, so we are completely independent. You have been chosen to participate in this interview, along with 120 other people who we randomly selected from a list of all the individuals who are engaged in YouthPower, based on your past involvement with the YouthPower project, your knowledge and experience with the project and its activities. Your participation in this research in no way impacts your participation in the project, or the support you or anyone else may receive from the project in the future.

This Rapid Assessment evaluation aims to examine how YouthPower has implemented activities to date and provide recommendations to USAID to ensure those activities achieve the intended outcomes by the end of the project. Research questions include: (1) Is YP on track to achieve its objectives; (2) In what ways is the activity measured and should additional measures be added; (3) To what extent has the activity varied across implementation sites; (4) How does the activity utilize existing data to meet its objectives; and (5) How sustainable and scalable is the current project model? The information we gather through this evaluation will inform development of a report for USAID and the YouthPower team.

The discussion will last about one hour and your participation is voluntary. You are under no obligation to participate. You do not have to answer any question you do not wish to and please ask for clarification if there is any question that you do not understand. You can also choose to end the interview at any time you wish to, without any consequences to you or anyone else involved in the project. Your answers will be combined with others' responses and reported in the aggregate in the final report with general identifiers like respondent group and sex. Any information you provide that might identify you, will be kept confidential to the fullest extent under local law and U.S. Government policy.

To ensure we capture everything shared we will take notes and record the discussion on an audio recorder. These recordings will be kept confidential and will only be used for finalizing our notes, and will be destroyed after the report is finalized. Only the research team will know your identity and we will not share any identifiable information to USAID or anyone else. You are free to decline participation in the discussion if you do not want to be recorded. If you have any concerns, you may contact Luai Ahmaro at 79 0921572 or luai.ahmaro@hotmail.com, or the Social Impact Institutional Review Board at irb@socialimpact.com or +1 703 465 1884 with questions about the study or results. This information is also available to take with you on these consent form copies. [PROVIDE COPIES TO RESPONDENTS]

Do you have any questions about this information?

[ALLOW RESPONDENTS TO ASK FOR CLARIFICATION]

Are you willing to participate in this discussion?

[ALLOW RESPONDENTS TO AGREE OR LEAVE THE FOCUS GROUP]

[Internal Note: If any respondent declines to be audio recorded then kindly tell the participant that they will not be able to take part in the discussion and ask them to leave.]

[HAVE ANY AND ALL RESPONDENTS WHO CONSENT TO PARTICIPATE COMPLETE AN INDIVIDUAL SIGN-IN SHEET, PROVIDED BELOW, AND GIVE ALL ATTENDEES A COPY OF THIS CONSENT FORM DOCUMENT]

FGD GROUND RULES

The moderator should first introduce herself or himself; then, any other team members should introduce themselves including (if present) other researchers, translators/interpreters, etc. Then ask the participants to introduce themselves briefly.

The moderator should read the following ground rules for the discussion:

- Everyone is encouraged to share their ideas and the FGD is stronger if everyone participates.
- There are no wrong answers and everyone's perspective is equally valued.
- The ideas shared during the FGD should not be shared outside the FGD with non-participants in order to respect participants' privacy.
- Disagreements about ideas can be valuable and productive, but personal attacks will not be tolerated.
- Judgements about another's contribution or lack of contributions should not be made.
- Speak one at a time so we can hear all individuals' perspectives equally.

After establishing these ground rules, the moderator should ask if there are any questions or concerns participants have, and these issues should be addressed and consensus reached before moving on.

USAID YouthPower Rapid Assessment 2019

FOCUS GROUP GUIDE YOUTH BENEFICIARIES

DISCUSSION QUESTIONS:

1. Please tell me when you started participating in YP activities and what kinds of activities you've participated in?
2. What do you understand to be the objectives of YP?
 - a. Is the program really identifying what you believe are the key assets and needs/gap in the community?
 - b. Which activities (outputs) are best aligned to these objectives? Are there activities (outputs) that are not aligned with program's goals and/or do not move the program toward meeting programmatic objectives?
3. When did you start participating in activities with YP?
4. Why did you decide to participate in this activity? And, what were your expectations for the activity?
 - a. Do you think these expectations were met?
 - i. Probe: Why or why not?
5. What are some of the benefits of YP?
 - a. Probe: Training, building job skills, supporting community development, networking with adults for jobs, networking with other youth, community and parent support
6. What are some of the challenges of YP?
 - a. Probe: Specific challenges of the training, community support including parents?
7. In what ways does YP endeavor to be equitably inclusive to all types of youth: females, males, youth with disabilities, youth from rural communities, youth with different years of schooling, etc.?
 - a. Can you provide examples of program design or activities that equally (or ideally equitably) favor the inclusion of youth that are often marginalized?
 - b. How could inclusiveness of YP be improved?

Is there anything else you'd like to share that we didn't ask you?

Closing Statement: Thank you for your participation in this meeting!

**USAID YOUTHPower
YOUTH BENEFICIARIES
FOCUS GROUP CONSENT AND PERSONAL INFORMATION FORM**

I am over the age of 18: (if no, please advise the group facilitator for further instructions)

☐ Yes ☐ No

I have been read the consent form and provided with a copy for my reference:

☐ Yes ☐ No

Based on the information in the consent form, I agree to participate in the discussion:

☐ Yes ☐ No

Participant initials:

Date: Time:

Location (name of your community):

Age range: ☐ 1-17 years (01) ☐ 18-29 years (02) ☐ 30+ years (03)

Sex: ☐ Male (01) ☐ Female (02)

Are you disabled: ☐ Yes (01) ☐ No (02) ☐ I prefer not to answer this question (03)

Education level: ☐ Not yet graduated from secondary school (01)

☐ Graduated from secondary school (02)

☐ Graduated from university (03)

☐ Other (please specify) _____ (04)

USAID YOUTHPower

YOUTH BENEFICIARIES – RESPONDENTS UNDER 18 PARENTAL CONSENT AND PERSONAL INFORMATION FORM

PARENT: I am over the age of 18:

☐ Yes ☐ No

PARENT: I have read the consent form and provided with a copy for my reference:

☐ Yes ☐ No

PARENT: Based on the information in the consent form, I agree to allow my child to participate in the discussion:

☐ Yes ☐ No

Parent initials:

Date: Time:

Location (name of your community):

Child's Age range: ☐ 1-17 years (01) ☐ 18-29 years (02) ☐ 30+ years (03)

Child's Sex: ☐ Male (01) ☐ Female (02)

Is your child disabled: ☐ Yes (01) ☐ No (02) ☐ I prefer not to answer this question (03)

Child's Education level: ☐ Not yet graduated from secondary school (01)

☐ Graduated from secondary school (02)

☐ Graduated from university (03)

☐ Other (please specify) _____ (04)

USAID YouthPower

Rapid Assessment 2019

FOCUS GROUP GUIDE

COMMUNITY MEMBERS

Are you familiar with the USAID YouthPower activity? Would it be helpful if I provide an overview of its objectives?

[IF YES, READ OBJECTIVES STATEMENT. IF NO, PROCEED TO QUESTION 1.]

OBJECTIVES STATEMENT: USAID YouthPower works to promote the capacity of disadvantaged youth ages 10-29 in Jordan to identify and engage with community resources to further their own empowerment. Grounded in the principles of Positive Youth Development (PYD) strategies and the 6 Cs (competencies, confidence, connection, character, caring, and contribution), USAID YouthPower is organized around three primary components: (1) Youth Engagement and Training; (2) Youth-led Community Mapping in local Communities; and (3) Youth involvement in selection of Innovation Fund Recipients.

DISCUSSION QUESTIONS:

1. How have you been involved with the YP activity?
 - a. Probe: When did you start doing these activities?
2. What do you understand to be the objectives of YP?
 - a. Is the program really identifying what you believe are the key assets and needs/gap in the community?
3. What do you understand to be the key benefits that will come from this program?
 - a. For individuals who participate in the Youth Power program?
 - b. For communities in which program is implemented?
 - c. Are there areas in which you don't expect YP will be able to achieve its goals?
 - d. Are there changes that could be made to YP to make it more able to achieve its goals?
4. What do you believe that youth in this community need?
5. What other resources exist to support youth in your community?
 - a. Probe: How can YP be better aligned with these other resources to meet the needs of youth?
6. Who do you see participating in YP?
 - a. Does participation vary across different types of individuals: male/female, disabilities, rural/urban, low income, out of school, etc.?

7. In what ways does YP endeavor to be equitably inclusive to all types of youth: females, males, youth with disabilities, youth from rural communities, youth with different levels of schooling, etc.?
 - a. Can you provide examples of program design or activities that equally (or ideally equitably) favor the inclusion of youth that are often marginalized?
 - b. How could inclusiveness of YP be improved?
8. Does YP work well with local government systems like the MOY and MOE?
9. Do you feel that YP will be sustainable after USAID funding ends?
 - a. What elements are more and less sustainable for the community to support?

Closing Statement: Thank you for your participation in this meeting!

**USAID YOUTHPower
COMMUNITY MEMBERS
FOCUS GROUP CONSENT AND PERSONAL INFORMATION FORM**

I am over the age of 18: (if no, please advise the group facilitator for further instructions)

☐ Yes ☐ No

I have been read the consent form and provided with a copy for my reference:

☐ Yes ☐ No

Based on the information in the consent form, I agree to participate in the discussion:

☐ Yes ☐ No

Participant initials:

Date: Time:

Location (name of your community):

Age range: ☐ 1-17 years (01) ☐ 18-29 years (02) ☐ 30+ years (03)

Sex: ☐ Male (01) ☐ Female (02)

Are you disabled: ☐ Yes (01) ☐ No (02) ☐ I prefer not to answer this question (03)

Education level: ☐ Not yet graduated from secondary school (01)

☐ Graduated from secondary school (02)

☐ Graduated from university (03)

☐ Other (please specify) _____ (04)

**USAID YouthPower
Rapid Assessment 2019**

**YOUTH – GENERAL PARTICIPANT
TELEPHONE SURVEY**

Thank you for taking the time to speak with me today. My name is _____ and I am working with Social Impact, a US-based research organization working for the USAID Middle East Bureau and Jordan Mission to conduct an Assessment of USAID's YouthPower activity. Social Impact is an independent evaluation firm, not directly associated with YP: we are completely independent. You have been chosen to participate in this survey, along with approximately 300 other people who were randomly selected from a list of all the individuals who are engaged in YouthPower. Your participation in this research in no way impacts your participation in the project, or the support you or anyone else may receive from the project in the future.

This Assessment examines how YouthPower has implemented activities to date and provide recommendations to USAID to ensure those activities achieve the intended outcomes by the end of the project. The information we gather through this assessment will inform a report for USAID and the YouthPower team.

The survey will take about 10 minutes to complete and your participation is voluntary. You are under no obligation to participate. You do not have to answer any question you do not wish to and please ask for clarification if there is any question that you do not understand. You can also choose to end the survey at any time you wish to, without any consequences to you or anyone else involved in the project. Your answers will be combined with others' responses and reported in the aggregate in the final report with general identifiers like respondent group and sex. Any information you provide that might identify you, will be kept confidential. The report will be available on USAID's Development Activity Clearinghouse site by the end of the year if you are interested to read the findings of the study. Do you have any questions about this information?

[ALLOW RESPONDENT TO ASK FOR CLARIFICATION]

Are you willing to participate in this survey?

[ALLOW RESPONDENT TO AGREE OR END THE PHONE CALL. IF RESPONDENT AGREES, RECORD CONSENT IN SURVEY MONKEY AND BEGIN THE SURVEY.]

- ☐ Respondent consented to participate in the survey
- ☐ The respondent is over 18

1. What year did you participate in YP? (may check all that apply if more than one year)

- ☐ 2017
- ☐ 2018
- ☐ 2019

2. What activities did you participate in? (check all that apply)

- ☐ Community meetings about YouthPower
- ☐ Facilitators' Training
- ☐ Transformational Learning/Foundational Learning (ask question 2a)
- ☐ Community mapping data collection
- ☐ Community mapping focus groups
- ☐ Developing/planning initiatives
- ☐ Practicum activities

3. Have you participated in Life Skills training other than YouthPower?

- ☐ Yes
- ☐ No
- ☐ Don't know

4. Do you think USAID Youth Power training topics have added value to your life?

- ☐ Yes
- ☐ No
- ☐ Don't know

4a. If yes, in what way? _____

5. Which (if any) of the following topics would you like to explore further through YouthPower?
(Check all that apply)

- ☐ problem solving
- ☐ negotiation skills
- ☐ stress management
- ☐ effective communication
- ☐ Managing volunteers
- ☐ Self-awareness
- ☐ Other (please list) _____

6. Are you interested in participating in communities of practice in those topics?

- ☐ Yes
- ☐ No

Specifically: _____

7. Do you volunteer in your community (other than YP activities)?

- ☐ Yes
- ☐ No

8. Do you participate in activities in your local youth club, a sporting club, or other community activities?

- ☐ Yes
- ☐ No

9. To what extent do you agree with the following statements:

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
a. I have the required support from my community to be a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I feel comfortable organizing a group of my peers to take on projects to better my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have sufficient access to resources and information to enable me to organize community development activities with my peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have direct communication with decision-makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Safe, friendly spaces are available for youth in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel comfortable to engage with youth-serving organizations in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Community-based organizations serving youth are cooperative in supporting youth-led community service activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Community-based organizations' working hours are suitable for my schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Community-based organizations charge fees I cannot afford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Community-based organizations have useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

programs to support youth					
k. I wish to inspire change in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I have strong connections in my community through which I mobilize to inspire change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I have the capacity to overcome obstacles that limit my ability to inspire change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. In your experience, are any of the following barriers to inspire social change in your community? (check all that apply)

- ☐ Parents
- ☐ Peers
- ☐ Local politicians
- ☐ Religious leaders
- ☐ Social leaders
- ☐ Lack of resources
- ☐ Lack of supporting partners
- ☐ Other _____

11. The skills I want to develop in order to increase my capacity to inspire change are: (check all that apply)

- ☐ Problem solving
- ☐ Negotiation skills
- ☐ Stress management
- ☐ Effective communication
- ☐ Managing volunteers
- ☐ Self-awareness
- ☐ Other (please specify) _____

12. If you wanted to organize a meeting with youth other YouthPower participants, to what degree would the following barriers be a challenge to this goal?

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
a. Finding an appropriate meeting space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Having the means to publicize the meeting (calls, texts, social media, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Women not able to attend a meeting with mixed gender peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Paying for transportation to/from meeting location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Determining a meeting time that would not conflict with my other commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Not knowing how to organize a meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Getting my peers to participate without offering incentives to attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I prefer to meet with peers only if someone from YouthPower organizes the meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. What are the opportunities and strengths available for YP to build on in order to ensure that activities are youth led? _____

14. Do you have any other suggestions for changes that YouthPower could make that would enable you and other youth in your community to take more ownership of the project and its activities?

Demographic Questions

15. Gender

- ☐ Female
- ☐ Male

16. Education level:

- ☐ Not yet graduated from secondary school (01)
- ☐ Graduated from secondary school (02)
- ☐ Graduated from university (03)
- ☐ Other (please specify) _____ (04)

ANNEX I: DATA COLLECTION PROTOCOLS - ARABIC

مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)

تقييم سريع 2019

المقابلات المتعمقة مع المستجيبين الرئيسيين

المقدمة وتفاصيل الحماية

تستخدم في جميع المقابلات المتعمقة (USAID، المشاريع الأخرى، الحكومة الأردنية، الشباب)

[ملاحظة داخلية: يجب على المقيمين قراءة هذا النموذج لجميع المستجيبين كما هو مكتوب وقبل بدء المقابلة. كما يجب عليهم التأكد من أن المستجيبين قد استوعبوا جميع المعلومات المذكورة في هذا النموذج بشكل كامل قبل الحصول على موافقتهم الشفهية.]

شكراً لموافقتك على التحدث إلي اليوم. اسمي _____ وأنا أعمل في سوشال إمباكت، وهي منظمة أبحاث أمريكية تعمل مع مكتب الوكالة الأمريكية للتنمية الدولية USAID في الشرق الأوسط والبعثة الأردنية من أجل إجراء تقييم سريع لنشاطات مشروع شبابنا قوة الممول من قبل USAID. تعمل سوشال إمباكت كشركة تقييم مستقلة وغير مرتبطة بشكل مباشر بجلوبال كومينيتيز أو أي من الشركاء المنفذين الآخرين العاملين مع مشروع شبابنا قوة، لذا فنحن مستقلون تماماً. لقد تم اختيارك للمشاركة في هذه المقابلة، إلى جانب 120 شخصاً آخر قمنا باختيارهم عشوائياً من قائمة بجميع الأفراد المشاركين في مشروع شبابنا قوة، بناءً على مشاركتك السابقة في مشروع شبابنا قوة ومعرفتك وتجربتك مع المشروع وأنشطته. إن مشاركتك في هذا البحث لن تؤثر بأي شكل من الأشكال على مشاركتك في المشروع أو الدعم الذي قد تتلقاه أنت أو أي شخص آخر من المشروع في المستقبل.

يهدف هذا التقييم السريع إلى النظر في كيفية قيام مشروع شبابنا قوة بتنفيذ نشاطاته حتى الآن، ثم الخروج بتوصيات موجهة للوكالة الأمريكية للتنمية الدولية USAID من أجل التأكد من تحقيق هذه النشاطات للنتائج والغايات المرجوة مع نهاية المشروع. تشمل أسئلة البحث ما يلي: (1) هل يسير مشروع شبابنا قوة على المسار الصحيح الذي سيقوده إلى تحقيق أهدافه؟ (2) ما هي الطرق المستخدمة لقياس النشاطات وهل ينبغي إضافة تدابير إضافية؟ (3) إلى أي مدى تتباين النشاطات عبر مواقع التنفيذ؟ (4) كيف تستخدم النشاطات البيانات الموجودة لتحقيق أهدافها؟ (5) ما مدى قابلية التوسع والإستدامة في نموذج المشروع الحالي؟ إن المعلومات التي نقوم بجمعها من خلال هذا التقييم ستستخدم في تغذية تقرير للوكالة الأمريكية للتنمية الدولية وفريق شبابنا قوة.

سوف يستغرق اجتماعنا حوالي ساعة واحدة، وستكون مشاركتك فيه طوعية بالطبع، أي أنك غير ملزم بالمشاركة، ولا يتوجب عليك الإجابة على أي سؤال لا ترغب بالإجابة عنه. يمكنك أن تطلب منا التوضيح أكثر إذا طرحنا عليك سؤالاً غير واضح بالنسبة لك. كما ويمكنك أيضاً اختيار إنهاء المقابلة في أي وقت دون أي عواقب عليك أو على أي شخص آخر مشارك في المشروع. سيتم استعمال إجاباتك وإجابات الآخرين لتغذية التقرير النهائي الذي سيتضمن معلومات تعريفية عامة، مثل مجموعة المشاركين والجنس. هذا وسنلتزم بالحفاظ على سرية أي معلومات تقدمها لنا من شأنها الإشارة إلى هويتك، وذلك إلى أقصى حد ممكن بموجب القانون المحلي وسياسة حكومة الولايات المتحدة.

ولضمان تدوين كل ما سيتم طرحه اليوم، سنقوم بتدوين الملاحظات وتسجيل المناقشة باستخدام مسجل الصوت إذا كنت لا تمانع. أما إذا كنت لا ترغب بأن نقوم بتسجيل المحادثة صوتياً، فيمكننا أن نقوم بتدوين الملاحظات يدوياً ولا يزال بإمكانك المشاركة في الدراسة. نود إعلامك أولاً أن هذه التسجيلات ستكون سرية ولن تُستخدم إلا لوضع اللمسات الأخيرة على ملاحظتنا، وسيتم إتلافها بعد الانتهاء من إعداد التقرير. نود إخبارك أن فريق البحث هو وحده الذي سيعرف هويتك، ولكننا لن نشارك أي معلومات تشير إلى هويتك مع الوكالة الأمريكية للتنمية الدولية أو أي شخص آخر. وإذا كانت لديك أي مخاوف بهذا الخصوص، فيمكنك الاتصال بـ "لوي أحمر" على الرقم 0780921572 أو التواصل معه عبر البريد الإلكتروني التالي: luai.ahmaro@hotmail.com، كما ويمكنك الاتصال مع مجلس المراجعة المؤسسية لسوشال إمباكت على irb@socialimpact.com أو على الرقم 17034651884+ إذا كان لديك أسئلة حول الدراسة أو النتائج. سيكون هذا التقرير متاحاً على الموقع الإلكتروني لمركز تبادل المعلومات حول نشاطات التنمية الخاص بالوكالة الأمريكية للتنمية الدولية USAID مع نهاية العام، إذا كنت مهتماً بقراءة نتائج الدراسة.

سأترك نسخة من هذا النموذج معك. هل لديك أي أسئلة عن أي من هذه المعلومات؟

[اسمح للمشارك بطرح الأسئلة والإستيضاح]

إذا رفض المشارك استخدام التسجيل الصوتي، فيجب على المقابل الرئيسي التحدث مع المشارك للإتفاق على طريقة مقبولة لتوثيق بياناته (مثل تدوين الملاحظات فقط) أو إنهاء المقابلة.

هل أنت على استعداد للمشاركة في هذه المقابلة؟

[اسمح للمشارك بالموافقة أو اختيار انتهاء الاجتماع. إذا وافق المشارك على الاستمرار، سجل موافقته على ورقة البيانات الديموغرافية أدناه والمنفصلة عن ملاحظات المقابلة، ثم أرسل جميع صفحات المعلومات الديموغرافية لقائد مجموعتك (سارة أو إيمي).

شبابنا قوة USAID

المقابلات المتعمقة مع المستجيبين الرئيسيين
وثيقة الموافقة ونموذج البيانات الديموغرافية

يجب على الباحث تعبئة هذا الجدول بعد قراءة تفاصيل الحماية المدرجة أعلاه. سيتم الاحتفاظ بهذا النموذج بشكل منفصل عن أي من بيانات المقابلات التي يتم جمعها، ليتم إرساله إلى قائد الفريق أو الباحث الرئيسي في نهاية كل يوم، وتخزينه في مكان آمن لا يمكن إلا لفريق البحث الرئيسي الوصول إليه.

قم بتعبئة هذا الجدول مباشرة بعد الحصول على موافقة المستجيب. وأعط كل مستجيب نسخة من نموذج الموافقة ليحتفظ بها كمرجع؟

نموذج الموافقة للمقابلات المتعمقة والمعلومات المعروفة الشخصية

لقد قرأ المستجيب نموذج الموافقة وقدم موافقته الشفهية على المشاركة بهذه المقابلة:		
• نعم	• لا	
هل وافق المستجيب على استخدام التسجيل الصوتي؟		
<input type="checkbox"/> نعم	<input type="checkbox"/> لا	
الأحرف الأولى من اسم المستجيب (الحرف الأول من اسم المستجيب متبوعاً بالحرف الأول من اسم العائلة):		
التاريخ: الوقت:		
اسم المقابل الرئيسي:		
الفئة العمرية: <input type="checkbox"/> 0 - 17 عاماً (01) <input type="checkbox"/> 18 - 29 عاماً (02) <input type="checkbox"/> أكثر من 30 عاماً (03)		
الجنس: <input type="checkbox"/> ذكر (01) <input type="checkbox"/> أنثى (02)		
هل لديك أي إعاقة؟ <input type="checkbox"/> نعم (01) <input type="checkbox"/> لا (02) <input type="checkbox"/> لا إجابة / لا ينطبق (03)		
المستوى التعليمي:		
<ul style="list-style-type: none"> • لم أخرج بعد من الدراسة الثانوية (01) • تخرجت من الدراسة الثانوية (02) • تخرجت من الجامعة (03) • غير ذلك (يرجى التحديد) _____ (04) 		
المهنة:		

اسم المجتمع:

نوع المجتمع: ☐ حضري ☐ شبه حضري ☐ ريفي/قروي

مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)
تقييم سريع 2019

دليل المقابلات المعمقة مع المستجيبين الرئيسيين
المسؤول الممثل لمشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)

أسئلة المقابلة

1. يرجى إعطاء لمحة عامة عن تصميم وتنفيذ مشروع شبابنا قوة حتى الآن؟
2. هل تشعر أن إعادة التنظيم الأخيرة لمشروع شبابنا قوة ستساعد النشاطات على تحقيق أهدافها المقصودة؟ علل اجابتك.
1. هل ترى مجالات للتحسين في هذه العملية؟
3. ما هي بعض التحديات الرئيسية التي واجهها مشروع شبابنا قوة حتى الآن؟
 1. (نقاط استقصائية: البيئة التنفيذية، إدارة البرامج، الإدارة المالية)
4. ما هي الأهداف الرئيسية لمشروع شبابنا قوة من وجهة نظرك؟
 1. إلى أي مدى تشعر أن أهداف مشروع شبابنا قوة منطقية وواقعية وذات صلة باحتياجات المستفيدين المستهدفين ومجتمعاتهم؟
 2. ما هي الأنشطة (المخرجات) التي تتوافق بشكل أفضل مع هذه الأهداف؟
 3. هل هناك أنشطة (مخرجات) لا تتوافق مع أهداف البرنامج و / أو لا تدفع البرنامج نحو تحقيق الأهداف البرنامجية؟
5. ما هي برأيك الفوائد الرئيسية التي ستنتج عن هذا البرنامج؟
 1. بالنسبة للأفراد الذين يشاركون في مشروع شبابنا قوة؟
 2. بالنسبة للمجتمعات التي يتم تنفيذ البرنامج ضمنها؟
6. يرجى وصف أنظمة وأساليب الرصد والتقييم في مشروع شبابنا قوة، وكيف تغيرت هذه الأنظمة نتيجة عملية إعادة التنظيم؟
 1. هل لاحظت أن هذه الأدوات يتم تنفيذها في الميدان؟ هل راجعت البيانات التي تم جمعها ومعالجتها نتيجة لهذه الأنظمة؟
 - I. إذا كانت الإجابة نعم، هل لاحظت وجود أي بيانات غير متوقعة؟
 - II. هل لاحظت وجود أي نتائج غير متوقعة؟
 - III. إذا كانت الإجابة نعم، فهل تم إجراء تغييرات؟
 2. هل ترى مجالات للتحسين في نظم الرصد والتقييم؟
 3. هل رأيت أدلة تشير إلى أن موظفي مشروع شبابنا قوة يستخدمون مصادر البيانات والتوجيهات الحالية المتعلقة بالممارسات الفضلى لتغذية نظم التخطيط والمراقبة الاستراتيجية؟
 - I. إذا كانت الإجابة نعم، فما هي مصادر البيانات والتوجيهات المستخدمة؟
 - II. إذا كانت الإجابة لا، فما التوجيه الذي يمكن أن تقدمه الوكالة الأمريكية للتنمية الدولية (USAID) لدعم استخدام هذه المصادر؟
7. هل يمكنك تقديم أي أمثلة على الطريقة التي يقوم من خلالها مشروع شبابنا قوة بالتنسيق مع أنشطة الوكالة الأمريكية للتنمية الدولية الأخرى و / أو أنشطة المنظمات المحلية الأخرى ذات الصلة؟
 1. كيف يمكن أن يكون هذا التنسيق أكثر فعالية؟
8. إلى أي مدى تشعر أن إعادة تنظيم النشاط ستعزز قابلية تطويره وتوسعه ونهجه الاستراتيجي الرامي لتعزيز الاستدامة؟
 1. ما هي الحواجز أو التحديات التي تتوقع أن يواجهها مشروع شبابنا قوة خلال فترة المشروع المتبقية؟

I. هل تشعر أن عملية إعادة التنظيم تقدم مقاربة فعالة لتوقع هذه الحواجز / التحديات والتغلب عليها؟ علل اجابتك.

9. ما هي الطرق التي يسعى مشروع شبابنا قوة من خلالها إلى أن يكون شاملاً بشكل عادل لجميع فئات الشباب: الإناث والذكور والشباب ذوي الإعاقة والشباب من المجتمعات الريفية وغيرهم؟

1. هل يمكنك تقديم أي أمثلة على جوانب تصميمية للبرنامج أو الأنشطة تشجع على إدماج الشباب المهمشين؟

2. هل هناك طرق لتعزيز الشمولية؟

10. هل هناك شيء آخر لم نتحدث عنه وترغب بمشاركته معنا؟

الجملة الختامية: شكرًا لك على مشاركتك في هذا الاجتماع!

مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)
تقييم سريع 2019

دليل المقابلات المعمقة مع المستجيبين الرئيسيين
ممثلي الوزارات الأردنية

هل أنت على دراية بنشاط مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)؟ هل تفضل أن أقدم لك لمحة عامة عن أهداف المشروع؟
[إذا كانت الإجابة نعم، اقرأ أهداف المشروع، أما إذا كانت الإجابة لا، فانقل إلى السؤال 1.]

بيان الأهداف: يعمل مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID) على تعزيز قدرة الشباب الذين ينتمون إلى فئات محرومة/مهمشة، والذين تتراوح أعمارهم بين 10 و 29 عامًا في الأردن، على تحديد موارد المجتمع والاستفادة منها لتعزيز تمكينهم. يركز هذا المشروع على مبادئ استراتيجيات تنمية الشباب الإيجابي (PYD) والعناصر الستة المتمثلة بـ (الكفاءة والثقة والارتباط والشخصية والرعاية والمشاركة)، وعليه، فإن مشروع شبابنا قوة قد تم تنظيمه وهيكلمته حول ثلاثة عناصر أساسية: (1) إشراك الشباب وتدريبهم (2) رسم خرائط مجتمعية يقودها الشباب في المجتمعات المحلية (3) ومشاركة الشباب في اختيار منلقي تمويل الابتكار.

أسئلة المقابلة

1. هل تعاونت الوزارة مباشرة مع مشروع شبابنا قوة؟
 1. أسئلة استقصائية: إذا كانت الإجابة نعم، كيف تم هذا التعاون؟
 2. أسئلة استقصائية: إذا كانت الإجابة لا، هل تشعر أن عمل الوزارة يدعم مشروع شبابنا قوة بشكل مباشر؟
2. هل تشعر أن الوزارة لديها شراكة عمل جيدة مع الوكالة الأمريكية للتنمية الدولية؟
 1. أسئلة استقصائية: ما سر وجود علاقة جيدة /أو/ ما سر عدم وجودها؟
3. كيف تدعم الوزارة مختلف أنواع الشباب المهمشين: الإناث والذكور والشباب ذوي الإعاقة والشباب من المجتمعات الريفية وغيرهم؟
 1. أسئلة استقصائية: ما هي بعض المبادرات الشبابية الرئيسية التي تشارك فيها الوزارة؟
 4. كيف تتبّع الوزارة نتائج مبادرات الشباب وعمليات المشاركة فيها؟
 1. هل تستطيع الوصول إلى البيانات الخاصة ببرامج الشباب على مستوى اللواء وعلى المستوى الوطني؟
 2. هل قمت بإجراء أي تغييرات على تصميم البرامج بناءً على هذه البيانات؟
 5. هل تشعر أن مشروع شبابنا قوة يساعد الشباب على تلبية احتياجات مجتمعاتهم؟
 1. نقطة استقصائية: علل اجابتك.
 2. أسئلة استقصائية: هل هناك احتياجات أخرى ترى أنه يمكن معالجتها بواسطة مشروع مثل مشروع شبابنا قوة؟
 3. هل هناك مشاريع أو برامج أخرى تعمل حاليًا لتحسين هذه الاحتياجات؟
 6. [بالنسبة لمسؤولي الأولوية فقط] ما هي خصائص الشباب والمجتمعات التي يعتبرها لوانك الأكثر تهميشًا في المنطقة؟
 1. هل لدى مكتبك موارد أو برامج قائمة لتلبية احتياجات هذه المجتمعات المهمشة؟
 7. هل هناك تنسيق فعال بين موظفي الوزارة على المستوى الوطني وعلى مستوى الأولوية؟
 1. هل يؤثر هذا على جهود تمكين الشباب على مستوى المجتمع؟
 8. هل هناك أي شيء آخر لم نتطرق له ولكن ترغب في مشاركته معنا؟

الجملة الختامية: شكرًا لك على مشاركتك في هذا الاجتماع!

مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)
تقييم سريع 2019

دليل المقابلات المعمقة مع المستجيبين الرئيسيين
عضو (أعضاء) فريق مشروع شبابنا قوة

أسئلة المقابلة

1. يرجى تقديم وصف عام لواجباتك ضمن منصبك مع مشروع شبابنا قوة؟
2. إلى أي مدى تشعر أنه قد تم تنفيذ مشروع شبابنا قوة كما هو مخطط له؟
 1. ما هي بعض التحديات التي واجهتك في عملك لتنفيذ مشروع شبابنا قوة؟
 - I. كيف تحد هذه التحديات من النشاطات حتى الآن؟
 - II. هل قامت عملية إعادة تنظيم البرنامج التي حصلت مؤخراً بتناول هذه التحديات بشكل وافٍ؟ علل اجابتك. كيف يمكن تحسين هذا الأمر؟
 2. ما هي برأيك أهداف مشروع شبابنا قوة؟
 - I. هل تغيرت هذه الأهداف بعد عملية إعادة التصميم؟
 - II. هل لا تزال أهداف البرنامج الأصلية مناسبة ومنطقية؟
3. هل تتعاون مع الأنشطة التي تقوم بها الوكالة الأمريكية للتنمية الدولية أو غيرها من الجهات والمنظمات (مثل وزارة الشباب، والمنظمات المجتمعية، وما إلى ذلك) خلال عملك في مشروع شبابنا قوة؟
 1. إذا كانت الإجابة نعم، كيف يتم هذا التعاون؟
 - I. هل هذا التعاون مفيد لمشروع شبابنا قوة؟ إذا كانت الإجابة نعم، كيف يستفيد مشروع شبابنا قوة من هذا التعاون برأيك؟
 - II. هل سيتم توسيع هذا التعاون مع تقدم تنفيذ مشروع شبابنا قوة؟ إذا كانت الإجابة نعم، كيف؟
 2. إذا كانت الإجابة لا، لم لا؟
4. هل مشروع شبابنا قوة فعال في الوصول إلى المجتمعات التي تعتقد أنها الأكثر تهميشاً؟
 1. علل اجابتك
 2. كيف يمكن تحسين هذه الجزئية؟
5. من يشارك في النشاطات؟ ما الذي يحفز الأفراد على المشاركة؟
 1. هل تختلف المشاركة باختلاف فئات الأفراد: ذكور / إناث، أشخاص ذوي إعاقات، سكان الريف / الحضر، ذوي الدخل المنخفض، المتسربين من المدرسة، إلخ؟
 2. هل مستوى المشاركة هو نفسه بين جميع المشاركين؟
6. في جميع أنواع الأنشطة: المجلس الاستشاري للشباب، والتدريب الداخلي، والتدريب، ورسم الخرائط (المسح)، إلخ.
 1. ما هي الطرق التي يسعى من خلالها مشروع شبابنا قوة إلى أن يكون شاملاً لجميع فئات الشباب بشكل عادل: الإناث والذكور والشباب ذوي الإعاقة والشباب من المجتمعات الريفية والشباب الذين يتمتعون بسنوات متفاوتة من التعليم وغيرهم؟
7. هل يمكنك تقديم أمثلة من تصميم البرنامج أو الأنشطة التي يتم فيها تفضيل الإدماج المتساوي للشباب المهمشين غالباً (أو بشكل عادل)؟
 2. كيف يمكن تحسين شمولية مشروع شبابنا قوة؟
8. هل تتوقع أن ينجح مشروع شبابنا قوة في تحقيق أهدافه من حيث:
 1. عدد الشباب المستفيدين من المشروع؟
 2. عدد المجتمعات التي وصل إليها المشروع؟
 3. عدد المبادرات التي تم تطويرها وتمويلها (المبادرات التي يقودها الشباب)؟

9. هل تعتقد أن مشروع شبابنا قوة مشروع مستدام (أو قابل للتطوير والتوسع) بعد انتهاء تمويل الوكالة الأمريكية للتنمية الدولية؟

1. ما هي جوانب النهج البرامجي التي تدعم الاستدامة؟
2. ما هي جوانب النهج البرامجي التي تدعم قابلية التوسع والتطوير؟
3. هل تدعم أي من جهود التنسيق المذكورة أعلاه مع الوكالة الأمريكية للتنمية الدولية (USAID) أو غيرها من المنظمات (على افتراض أنه قد تم ذكر بعض هذه الجهود) قابلية التوسع أو استدامة البرنامج في هذا المجتمع (أو في المجتمعات التي تم تنفيذ مشروع شبابنا قوة فيها بشكل عام)؟

فريق البرنامج

10. كيف أثرت إعادة تنظيم البرنامج على تنفيذ مشروع شبابنا قوة من حيث المحتوى البرامجي؟
 1. كيف تشعر أن هذه التغييرات ستؤثر على قدرة مشروع شبابنا قوة على تحقيق أهدافه المرجوة؟
 11. ما مدى اختلاف تنفيذ البرنامج في مختلف المجتمعات؟
 1. ما هي بعض الاعتبارات المحددة التي تأخذها بعين الاعتبار في المجتمعات المختلفة التي تعمل فيها؟
 12. هل هناك أي شيء آخر لم نتطرق إليه ولكن ترغب في مشاركته معنا؟
- [نهاية المقابلة مع فريق البرنامج]

فريق الرصد والتقييم

10. ما هي عمليات جمع البيانات التي تستخدمها في مشروع شبابنا قوة؟
1. كيف تتماشى هذه العمليات مع إطار عمل المتابعة والتقييم والتعلم الخاصة بالنشاط؟
2. كم عدد المرات التي يتم فيها جمع البيانات ومن يقوم بجمعها؟
11. ما هي عمليات تخزين البيانات التي تستخدمها؟
12. كيف تستخدم البيانات بمجرد جمعها؟
13. هل تقوم بإضافة بيانات من مصادر أخرى خارج هذه الأدوات؟
14. ما هي عمليات الإبلاغ التي تستخدمها؟
15. ما نوع الدعم الذي تتلقاه من:
1. فريق الرصد والتقييم التابع للوكالة الأمريكية للتنمية الدولية؟
2. مكتب جلوبال كومونيوتيز؟
3. هل تشعر أنك بحاجة إلى دعم إضافي من أي شخص لأداء عملك بفعالية؟
16. هل تشعر أن إطار عمل المتابعة والتقييم والتعلم والأدوات المختلفة توفر نظاماً فعالاً لقياس مخرجات ونتائج مشروع شبابنا قوة؟
1. علل اجابتك
2. هل هناك جزئيات يمكن تحسينها؟
17. هل هناك أي شيء آخر لم نتطرق إليه ولكن ترغب في مشاركته معنا؟

الجملة الختامية: شكرًا لك على مشاركتك في هذا الاجتماع
مشروع شباننا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)
تقييم سريع 2019

دليل المقابلات المعمقة مع المستجيبين الرئيسيين
المستفيدون الشباب

أسئلة المقابلة

1. ما هي الأنشطة التي شاركت فيها من ضمن مشروع شباننا قوة؟
 1. أسئلة استقصائية: هل شاركت في تدريب داخلي مع مشروع شباننا قوة؟
 - I. [إذا كانت الإجابة لا، فتجاوز الأسئلة من 10 إلى 11 أدناه]
 2. أسئلة استقصائية: هل شاركت في مجلس العمل الشبابي؟
 - II. [إذا كانت الإجابة لا، فتجاوز السؤال 12 أدناه]
 3. أسئلة استقصائية: هل شاركت في "تدريب الميسرين"؟
 - III. [إذا كانت الإجابة لا، فتجاوز السؤال 13 أدناه]
 2. متى بدأت بالمشاركة في أنشطة مشروع شباننا قوة؟
 3. لماذا قررت المشاركة في هذا النشاط؟
 1. هل تعتقد أنه قد تم تلبية توقعاتك؟
 - I. أسئلة استقصائية: لماذا نعم أو لم لا؟ (علل اجابتك)
 4. ما هي بعض فوائد مشروع شباننا قوة؟
 1. أسئلة استقصائية: فوائد محددة للتدريب، والتدريب الداخلي، وموظفي مشروع شباننا قوة، ودعم المجتمع، بما في ذلك الأهالي؟
 2. هل تعتقد من تجربتك أن فوائد البرنامج تلمس المشاركين المباشرين فقط، أم أن هنالك فوائد للمجتمع الذي يعمل فيه البرنامج؟
 5. ما هي بعض التحديات التي يواجهها مشروع شباننا قوة؟
 1. أسئلة استقصائية: التحديات الخاصة بالتدريب، أو التدريب الداخلي، أو موظفي مشروع شباننا قوة، أو دعم المجتمع بما في ذلك الأهالي؟
 6. هل هناك أشخاص محرومون/مهمشون يعيشون في هذا المجتمع؟
 1. إذا كانت الإجابة نعم، ما هو وجه الحرمان/التهميش الذي يعانون منه؟
 - (أسئلة استقصائية: هل هو اقتصادي أم اجتماعي؟ أم هل هم لاجئون أو أشخاص ذوي إعاقة، إلخ.)
 - I. هل تشعر أن مشروعًا مثل مشروع شباننا قوة يساعد في تلبية هذه الاحتياجات؟
 - 1 (علل اجابتك)
 7. هل قدم مشروع شباننا قوة لك فرصًا لطرح تعليقاتك وآرائك حول تجاربك في المشروع؟
 1. إذا كانت الإجابة نعم، ما هي هذه الفرص؟
 - I. هل شعرت أنها كافية لتلبية احتياجاتك؟
 8. من الذي يشارك؟ هل هناك مشاركة من فئات مختلفة من الشباب في التدريب؟ مثل: ذكور / إناث ، أشخاص من ذوي الإعاقة، سكان الريف / الحضر، ذوي دخل منخفض، المتسربون من الدراسة، إلخ؟
 1. هل مستوى المشاركة هو نفسه بين جميع المشاركين؟
 2. هل هناك مشاركة في جميع أنواع الأنشطة: المجلس الاستشاري للشباب، والتدريب الداخلي، والتدريب، ورسم الخرائط (المسح)، إلخ.

9. ما هي الطرق التي يسعى من خلالها مشروع شبابنا قوة إلى أن يكون شاملاً لجميع فئات الشباب بشكل عادل: الإناث والذكور والشباب ذوي الإعاقة والشباب من المجتمعات الريفية والشباب الذين يتمتعون بسنوات متفاوتة من التعليم وغيرهم؟

1. هل يمكنك تقديم أمثلة من تصميم البرنامج أو الأنشطة التي يتم فيها تفضيل الإدماج المتساوي للشباب المهمشين غالباً (أو بشكل عادل)؟

2. كيف يمكن تحسين شمولية مشروع شبابنا قوة؟

10. [للمدربين الداخليين فقط] أخبرني عن تجربتك التدريبية؟ هل كانت تجربة التدريب الداخلية مفيدة؟

1. علل اجابتك

11. [للمدربين الداخليين فقط] هل يمكن تحسين تجربة التدريب الداخلي؟

1. علل اجابتك

12. [لأعضاء مجلس العمل الشبابي فقط] أخبرني عن مجلس العمل الشبابي؟ كيف يدعم مجلس العمل الشبابي عمل مشروع شبابنا قوة؟

1. هل لديك اقتراحات لجعل هذا الدعم أكثر فعالية؟

13. [بالنسبة إلى المشاركين في تدريب الميسرين فقط] أخبرني عن تدريب الميسرين. هل كان تدريب الميسرين مفيداً لك؟

1. علل اجابتك

2. هل لديك اقتراحات لجعل التدريب أكثر فعالية؟

3. هل استخدمت المعلومات التي تعلمتها في تدريب الميسرين لدعم الشباب الآخرين؟

I. إذا كانت الإجابة نعم، كيف فعلت ذلك؟

II. إذا كانت الإجابة لا، لم لا؟

14. هل هناك أي شيء آخر لم نتطرق إليه ولكن ترغب في مشاركته معنا؟

الجملة الختامية: شكرًا لك على مشاركتك في هذا الاجتماع.

[ملاحظة داخلية: يجب على المقيمين قراءة هذا النموذج كما هو مكتوب لجميع المستجيبين في مجموعة النقاش المركزة والتأكد من فهمهم لكافة التفاصيل قبل الحصول على توقيعهم. إذا كان المستجيب أمياً أو أعرب عن عدم رغبته بالتوقيع على النموذج، ولكنه وافق لفظياً على متابعة المقابلة، فيجوز للمقيم التوقيع على النموذج للإشارة إلى تلقيه موافقة شفوية من المستجيب.]

شكراً لموافقتكم على التحدث إلي اليوم. اسمي _____ وأنا أعمل في سوشال إمباكت، وهي منظمة أبحاث أمريكية تعمل مع مكتب الوكالة الأمريكية للتنمية الدولية USAID في الشرق الأوسط والبعثة الأردنية من أجل عقد تقييم سريع لنشاطات مشروع شبابنا قوة الممول من قبل USAID. تعمل سوشال إمباكت كشركة تقييم مستقلة وغير مرتبطة بشكل مباشر بجلوبال كومينيتيز أو أي من الشركاء المنفذين الآخرين العاملين مع مشروع شبابنا قوة، لذا فنحن مستقلون تماماً. لقد تم اختياركم للمشاركة في هذه المقابلة، إلى جانب 120 شخصاً آخر قمنا باختيارهم عشوائياً من قائمة بجميع الأفراد المشاركين في مشروع شبابنا قوة، بناءً على مشاركتكم السابقة في مشروع شبابنا قوة ومعرفتكم وتجربتكم مع المشروع وأنشطته. إن مشاركتكم في هذا البحث لن تؤثر بأي شكل من الأشكال على مشاركتكم في المشروع أو الدعم الذي قد تتلقونه أنتم أو أي شخص آخر من المشروع في المستقبل.

يهدف هذا التقييم السريع إلى النظر في كيفية قيام مشروع شبابنا قوة بتنفيذ نشاطاته حتى الآن، ثم الخروج بتوصيات موجهة للوكالة الأمريكية للتنمية الدولية USAID من أجل التأكد من تحقيق هذه النشاطات للنتائج والغايات المرجوة مع نهاية المشروع. تشمل أسئلة البحث ما يلي: (1) هل يسير مشروع شبابنا قوة على المسار الصحيح نحو تحقيق أهدافه؟ (2) ما هي الطرق المستخدمة لقياس النشاطات وهل ينبغي إضافة تدابير إضافية؟ (3) إلى أي مدى تتباين النشاطات عبر مواقع التنفيذ؟ (4) كيف تستخدم النشاطات البيانات الموجودة لتحقيق أهدافه؟ (5) ما مدى قابلية التوسع والاستدامة في نموذج المشروع الحالي؟ إن المعلومات التي نقوم بجمعها من خلال هذا التقييم ستستخدم في تغذية تقرير للوكالة الأمريكية للتنمية الدولية وفريق شبابنا قوة.

سوف يستغرق اجتماعنا حوالي ساعة واحدة، وستكون مشاركتكم فيه طوعية بالطبع، أي أنكم غير ملزمون بالمشاركة، ولا يتوجب عليكم الإجابة على أي سؤال لا ترغب بالإجابة عنه، ويمكنكم أن تطلبوا منا التوضيح أكثر إذا طرحنا عليكم سؤالاً غير واضح بالنسبة لكم. هذا ويمكنكم أيضاً اختيار إنهاء المقابلة في أي وقت ترغبون فيه دون أي عواقب عليكم أو على أي شخص آخر مشارك في المشروع. سيتم استعمال إجاباتكم وإجابات الآخرين لتغذية التقرير النهائي الذي سيتضمن معلومات تعريفية عامة، مثل مجموعة المشاركين والجنس. كما وسنلتزم بالحفاظ على سرية أي معلومات تقدمونها لنا من شأنها الإشارة إلى هويتكم، وذلك إلى أقصى حد ممكن بموجب القانون المحلي وسياسة حكومة الولايات المتحدة.

لضمان تدوين كل ما سيتم طرحه اليوم، سنقوم بتدوين الملاحظات وتسجيل المناقشة باستخدام مسجل الصوت. ستبقى هذه التسجيلات سرية ولن تُستخدم إلا لوضع اللمسات الأخيرة على ملاحظتنا، وسيتم إتلافها بعد الانتهاء من إعداد التقرير. ونود إخباركم أن فريق البحث هو وحده الذي سيعرف هويتكم، ولكننا لن نشارك أي معلومات تشير إلى هويتكم مع الوكالة الأمريكية للتنمية الدولية أو أي شخص آخر. إذا كانت لديكم أي مخاوف بهذا الخصوص، فيمكنكم الاتصال بـ "لوي أحمر" على الرقم 0780921572 أو التواصل معه عبر البريد الإلكتروني التالي: luai.ahmaro@hotmail.com، كما يمكنك الاتصال مع مجلس المراجعة المؤسسية لسوشال إمباكت على irb@socialimpact.com أو على الرقم +17034651884. إذا كان لديكم أسئلة حول الدراسة أو النتائج. سيكون هذا التقرير متاحاً على الموقع الإلكتروني لمركز تبادل المعلومات حول نشاطات التنمية الخاص بالوكالة الأمريكية للتنمية الدولية USAID مع نهاية العام، إذا كنتم مهتمين بقراءة نتائج الدراسة.

سأترك نسخة من هذا النموذج معكم. هل لديكم أي أسئلة عن أي من هذه المعلومات؟

[اسمح للمشاركين بطرح الأسئلة والإستيضاح]

هل أنتم مستعدون للمشاركة في هذا النقاش؟

[اسمح للمشاركين بالموافقة أو ترك المجموعة]

ملاحظة داخلية: إذا رفض أي من المشاركين استخدام التسجيل الصوتي، فاخبره بلطف أنه يتعذر عليه المشاركة في النقاش في هذه الحالة واطلب منه المغادرة.

[اطلب من جميع المشاركين الذين وافقوا على المشاركة تعبئة ورقة المشاركة المرفقة أدناه، ثم اعط جميع المشاركين نسخة من نموذج الموافقة هذا]

قواعد مجموعات النقاش المركزة

يجب على المشرّف تقديم نفسه أولاً، ثم يقوم أي أعضاء آخرين في الفريق بتقديم أنفسهم أيضاً، بما في ذلك أي باحثين آخرين، أو مترجمين / مترجمين فوريين، إلخ إن وجد. وبعد ذلك، يمكنك أن تطلب من المشاركين تقديم أنفسهم بشكل سريع ومختصر.

يجب على المشرّف قراءة القواعد الأساسية التالية للمناقشة:

- Č يتم تشجيع الجميع على مشاركة أفكارهم، حيث سيكون النقاش أكثر فائدة إذا شارك الجميع.
- Č لا توجد إجابات خاطئة، كما أن آراء الجميع مهمة وقيمة.
- Č يجب عدم مشاركة الأفكار التي يتم طرحها خلال هذا النقاش خارج المجموعة مع غير المشاركين، وذلك من أجل احترام خصوصية المشاركين.
- Č يمكن أن تكون الخلافات حول الأفكار مهمة وذات قيمة، ولكننا لن نسمح بأي اعتداءات أو إهانات شخصية.
- Č ينبغي عدم إصدار أحكام بشأن مشاركة شخص ما أو قلة مشاركته.
- Č من المهم أن يتحدث كل شخص على حدا حتى نتمكن من سماع وجهات نظر جميع المشاركين بشكل متساوٍ.

يجب أن يسأل المشرّف، بعد وضع هذه القواعد الأساسية، عما إذا كان هناك أي أسئلة أو تعليقات يرغب المشاركون بطرحها. يجب معالجة أي قضايا أو أسئلة والتوصل إلى اتفاق مرضٍ للجميع قبل المضي قدماً.

أسئلة المناقشة:

1. أخبروني متى بدأتكم بالمشاركة في أنشطة مشروع شبابنا قوة؟ ما هي أنواع الأنشطة التي شاركتكم فيها؟
2. ما هي برأيكم أهداف مشروع شبابنا قوة؟
 1. هل يحدد البرنامج حقاً الأصول والاحتياجات / الفجوات الرئيسية في المجتمع كما تراها أنت؟
 2. ما هي الأنشطة (المخرجات) التي تتوافق بشكل أفضل مع هذه الأهداف؟ هل هناك أنشطة (مخرجات) لا تتوافق مع أهداف البرنامج و / أو لا تدفع البرنامج نحو تحقيق الأهداف البرامجية؟
 3. لماذا قررتم المشاركة في هذا النشاط؟ وماذا كانت توقعاتكم منه؟
 1. هل تمت تلبية توقعاتكم؟
 2. نقطة استقصائية: عللوا اجابتكم
 4. ما هي بعض فوائد مشروع شبابنا قوة؟
 1. نقاط استقصائية: التدريب، بناء المهارات الوظيفية، دعم تنمية المجتمع، التواصل مع البالغين من أجل الحصول على وظائف، التواصل مع الشباب، دعم المجتمع والوالدين
 5. ما هي بعض التحديات التي يواجهها مشروع شبابنا قوة؟
 1. نقاط استقصائية: التحديات الخاصة بالتدريب أو دعم المجتمع بما في ذلك الأهالي؟
 6. ما هي الطرق التي يسعى من خلالها مشروع شبابنا قوة إلى أن يكون شاملاً لجميع فئات الشباب بشكل عادل: الإناث والذكور والشباب ذوي الإعاقة والشباب من المجتمعات الريفية والشباب الذين يتمتعون بسنوات متفاوتة من التعليم وغيرهم؟
 1. هل يمكنكم تقديم أمثلة من تصميم البرنامج أو الأنشطة التي يتم فيها تفضيل الإدماج المتساوي للشباب المهمشين غالباً (أو بشكل عادل)؟
 2. كيف يمكن تحسين شمولية مشروع شبابنا قوة؟
 - هل هناك أي شيء آخر لم نتطرق إليه ولكن تزعجون في مشاركته معنا؟

الجملة الختامية: شكرًا لكم على مشاركتكم في هذا الاجتماع.

مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)
المنتفعون الشباب
نموذج المعلومات الشخصية والموافقة على المشاركة في مجموعة النقاش المركزة

يتجاوز عمري 18 عاماً (إذا كنت أصغر من 18 عاماً، يرجى إعلام ميسر المجموعة حتى يزودك بالتعليمات اللازمة):	
<input type="radio"/> نعم	<input type="radio"/> لا
لقد قرأت نموذج الموافقة وحصلت على نسخة منه تبقى معي كمرجع:	
<input type="radio"/> نعم	<input type="radio"/> لا
بناءً على المعلومات المذكورة في نموذج الموافقة، أوافق على المشاركة في النقاش:	
<input type="radio"/> نعم	<input type="radio"/> لا
الأحرف الأولى من اسم المستجيب (الحرف الأول من اسم المستجيب متبوعاً بالحرف الأول من اسم العائلة):	
التاريخ: الوقت:	
الموقع (اسم مجتمعي):	
الفئة العمرية: <input type="checkbox"/> 1 - 17 عاماً (01) <input type="checkbox"/> 18 - 29 عاماً (02) <input type="checkbox"/> أكثر من 30 عاماً (03)	
الجنس: <input type="checkbox"/> ذكر (01) <input type="checkbox"/> أنثى (02)	
هل لديك أي إعاقة؟ <input type="checkbox"/> نعم (01) <input type="checkbox"/> لا (02) <input type="checkbox"/> أفضل عدم الإجابة (03)	
المستوى التعليمي:	
<input type="radio"/> لم أخرج بعد من الدراسة الثانوية (01) <input type="radio"/> تخرجت من الدراسة الثانوية (02) <input type="radio"/> تخرجت من الجامعة (03) <input type="radio"/> غير ذلك (يرجى التحديد) (04) _____	

مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)
المنتفعون الشباب – المستجيبون دون الـ 18 عاماً
نموذج المعلومات الشخصية وموافقة الأهالي

الأهل: يتجاوز عمري 18 عاماً:	
• نعم	• لا
الأهل: لقد قرأت نموذج الموافقة وحصلت على نسخة منه تبقى معي كمرجع:	
• نعم	• لا
الأهل: بناءً على المعلومات المذكورة في نموذج الموافقة، أوافق على مشاركتي طفلي في النقاش:	
• نعم	• لا
الأحرف الأولى من اسم الأب/الأم (الحرف الأول من اسم الأب/الأم متبوعاً بالحرف الأول من اسم العائلة):	
التاريخ: الوقت:	
الموقع (اسم مجتمعي):	
عمر الطفل: 1 - 17 عاماً (01) 18 - 29 عاماً (02) أكثر من 30 عاماً (03)	
جنس الطفل:	ذكر (01) أنثى (02)
هل لدى طفلك أي إعاقات؟	نعم (01) لا (02) أفضل عدم الإجابة (03)
المستوى التعليمي للطفل:	
<ul style="list-style-type: none"> لم يتخرج بعد من الدراسة الثانوية (01) تخرج من الدراسة الثانوية (02) تخرج من الجامعة (03) غير ذلك (يرجى التحديد) (04) 	

مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)
تقييم سريع 2019

دليل مجموعات التركيز
أعضاء المجتمع

هل أنتم على دراية بنشاط مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)؟ هل تفضلون أن أقدم لكم لمحة عامة عن أهداف المشروع؟
[إذا كانت الإجابة نعم، اقرأ أهداف المشروع، أما إذا كانت الإجابة لا، فانقل إلى السؤال 1.]

بيان الأهداف: يعمل مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID) على تعزيز قدرة الشباب الذين ينتمون إلى فئات محرومة/مهمشة والذين تتراوح أعمارهم بين 10 و 29 عامًا في الأردن على تحديد موارد المجتمع والاستفادة منها لتعزيز تمكينهم. يركز هذا المشروع على مبادئ استراتيجيات تنمية الشباب الإيجابي (PYD) والعناصر الستة المتمثلة بـ (الكفاءة والثقة والارتباط والشخصية والرعاية والمشاركة)، وعليه، فإن مشروع شبابنا قوة قد تم تنظيمه وهيكلة حول ثلاثة عناصر أساسية: (1) إشراك الشباب وتدريبهم (2) رسم خرائط مجتمعية يقودها الشباب في المجتمعات المحلية (3) مشاركة الشباب في اختيار متلقي تمويل الابتكار.

أسئلة النقاش:

1. كيف شاركنم في نشاطات مشروع شبابنا قوة؟
 1. أسئلة استقصائية: متى بدأت بالقيام بهذه الأنشطة؟
 2. ما هي برأيكم أهداف مشروع شبابنا قوة؟
 1. هل يقوم البرنامج حقاً بتحديد الأصول والاحتياجات / الفجوات الرئيسية في المجتمع كما ترونها أنتم؟
 3. ما هي برأيكم الفوائد الرئيسية التي ستجنيها من هذا البرنامج؟
 1. بالنسبة للأفراد الذين يشاركون في برنامج شبابنا قوة؟
 2. بالنسبة للمجتمعات التي يتم تنفيذ البرنامج فيها؟
 3. هل هناك مجالات لا تتوقعون أن يتمكن مشروع شبابنا قوة من تحقيق أهدافه فيها؟
 4. هل هناك تغييرات يمكن إجراؤها على مشروع شبابنا قوة لجعله أكثر قدرة على تحقيق أهدافه؟
 4. ما الذي يحتاجه الشباب في هذا المجتمع برأيكم؟
 5. ما هي الموارد الأخرى الموجودة لدعم الشباب في مجتمعكم؟
 1. أسئلة استقصائية: كيف يمكن أن يكون مشروع شبابنا قوة متوافقاً بشكل أفضل مع هذه الموارد الأخرى من أجل تلبية احتياجات الشباب؟
 6. ما هي الفئات التي تشارك في مشروع شبابنا قوة حسب ما ترون؟
 1. هل تختلف المشاركة باختلاف فئات المشاركين: ذكور / إناث، أشخاص ذوي إعاقة، سكان الريف / الحضر، أصحاب الدخل المنخفض، المتسربون من المدرسة، إلخ؟
 7. ما هي الطرق التي يسعى من خلالها مشروع شبابنا قوة إلى أن يكون شاملاً لجميع فئات الشباب بشكل عادل: الإناث والذكور والشباب ذوي الإعاقة والشباب من المجتمعات الريفية والشباب الذين يتمتعون بسنوات متفاوتة من التعليم وغيرهم؟
 1. هل يمكنك تقديم أمثلة من تصميم البرنامج أو الأنشطة التي يتم فيها تفضيل الإدماج المتساوي للشباب المهمشين غالباً (أو بشكل عادل)؟
 2. كيف يمكن تحسين شمولية مشروع شبابنا قوة؟
 8. هل يعمل مشروع شبابنا قوة بشكل جيد مع أنظمة الحكم المحلي، مثل وزارة الشباب ووزارة التربية والتعليم؟

9. هل تشعر أن مشروع شبابنا قوة سيكون مستدامًا بعد انتهاء تمويل الوكالة الأمريكية للتنمية الدولية؟
1. ما العناصر الأكثر استدامة وما العناصر الأقل استدامة بالنسبة للمجتمع وقدرته على توفير الدعم؟

الجملة الختامية: شكرًا لكم على مشاركتكم في هذا الاجتماع!

مشروع شبابنا قوة الممول من الوكالة الأمريكية للتنمية الدولية (USAID)

أعضاء المجتمع

نموذج المعلومات الشخصية والموافقة على المشاركة في مجموعة النقاش المركزة

يتجاوز عمري 18 عاماً (إذا كنت أصغر من 18 عاماً، يرجى إعلام ميسر المجموعة حتى يزودك بالتعليمات اللازمة):	
<input type="radio"/> نعم	<input type="radio"/> لا
لقد قرأت نموذج الموافقة وحصلت على نسخة منه تبقى معي كمرجع:	
<input type="radio"/> نعم	<input type="radio"/> لا
بناءً على المعلومات المذكورة في نموذج الموافقة، أوافق على المشاركة في النقاش:	
<input type="radio"/> نعم	<input type="radio"/> لا
الأحرف الأولى من اسم المستجيب (الحرف الأول من اسم المستجيب متبوعاً بالحرف الأول من اسم العائلة):	
التاريخ: _____ الوقت: _____	
الموقع (اسم مجتمعي): _____	
الفئة العمرية: <input type="checkbox"/> 1 – 17 عاماً (01) <input type="checkbox"/> 18 – 29 عاماً (02) <input type="checkbox"/> أكثر من 30 عاماً (03)	
الجنس: <input type="checkbox"/> ذكر (01) <input type="checkbox"/> أنثى (02)	
هل لديك أي إعاقة؟ <input type="checkbox"/> نعم (01) <input type="checkbox"/> لا (02) <input type="checkbox"/> أفضل عدم الإجابة (03)	
المستوى التعليمي:	
<input type="radio"/> لم أخرج بعد من الدراسة الثانوية (01) <input type="radio"/> تخرجت من الدراسة الثانوية (02) <input type="radio"/> تخرجت من الجامعة (03) <input type="radio"/> غير ذلك (يرجى التحديد) _____ (04)	

مشروع شبابنا قوة المسح الكمي

شكرا لاعطائنا جزءا من وقتك اليوم. أنا اسمي _____ وأعمل في مؤسسة "سوشال امباكت" و هي مؤسسة امريكية تعنى باعداد الابحاث وتعمل مع مكتب الوكالة الامريكية للتنمية الدولية في الشرق الاوسط و الاردن لعمل تقييم لمشروع شبابنا قوة.

سوشال امباكت" هي مؤسسة مستقلة لتنفيذ ابحاث التقييم و ليس لها علاقة بمشروع شبابنا قوة. لقد تم اختيارك " للمشاركة في هذا المسح الى جانب 300 شخص اخر تم اختيارهم بشكل عشوائي لاعطاء رأيهم بالمشروع. مشاركتك في هذا المسح لن تؤثر على مشاركتك او منصبك بمشروع شبابنا قوة

يبحث هذا التقييم في كيفية قيام مشروع شبابنا قوة بتنفيذ انشطته حتى الان، ومن ثم تقديم توصيات الى الوكالة الامريكية للتنمية الدولية لضمان تحقيق تلك الانشطة للنتائج المرجوة مع حلول نهاية المشروع. سيتم استخدام المعلومات التي تم جمعها من خلال هذا التقييم لانتاج تقرير للوكالة الامريكية للتنمية الدولية ولفريق مشروع شبابنا قوة

ستأخذ المقابلة ما يقارب العشر دقائق من وقتك كما ان مشاركتك بها ستكون طوعية ، اذ انك غير ملزم ان تشارك و بإمكانك ان لا تجيب عن اي سؤال لا ترغب بالاجابه عليه. كما بإمكانك ان تنهي المقابلة عندما ترغب بذلك سيتم الجمع بين إجاباتك وإجابات الآخرين وصياغتها بشكل إجمالي في التقرير النهائي مع محددات عامة مثل عدد المجيبين والجنس (ذكر او انثى).

ان أي معلومات ستقدمها قد تحدد هويتك ستظل سرية. سيكون التقرير متاحًا على موقع الوكالة الأمريكية للتنمية مع حلول نهاية العام إذا كنت مهتمًا بقراءة نتائج الدراسة.

هل لديك أية أسئلة حول هذه المعلومات

(تعليمات للباحث:) اعطاء المجيب فرصة للسؤال عن اي استفسارات

هل انت مستعد للمشاركة في هذه المقابلة

(تعليمات للباحث:) السماح للمجيب باعطاء الموافقة او عدم الموافقة ومن ثم ابدأ بتسجيل المكالمات و ابدأ بالمسح

☐ موافق

☐ هل المجيب فوق 18؟

1. في اي سنة بدأت المشاركة في مشروع شبابنا قوة؟

☐ 2017

☐ 2018

☐ 2019

2. ما هي الانشطة التي كنت قد شاركت بها ؟

☐ حضور اجتماعات عن مشروع شبابنا قوة

☐ تدريب ميسرين

☐ نقل المعرفة و التعليم التأسسي

☐ جمع بيانات و المشاركة بالمسوحات

☐ المشاركة بمجموعات بؤرية

☐ التخطيط لمبادرات

☐ أنشطة عملية

3. هل شاركت في تدريب المهارات الحياتية في مشروع آخرى غير شبابنا قوة؟

☐ نعم

☐ لا

4. هل اضافت مواضيع التدريبات الخاصة بمشروع شبابنا قوة قيمة لحياتك ؟

☐ نعم

☐ لا

☐ لا اعلم

☐ اذا كانت الاجابة نعم ما هي القيم ؟ _____

5. اي من الموضوعات التالية (ان وجدت) ترغب التركيز عليها من خلال مشروع شبابنا قوة ؟

☐ حل المشكلات

☐ مهارات التفاوض

☐ ادارة الضغوطات

☐ التواصل الفعال

☐ ادارة التطوع

☐ الوعي الذاتي

☐ امور اخرى (الرجاء التحديد) _____

6. هل أنت مهتم بالمشاركة في مثل هذه المواضيع في مجتمعك ؟

☐ نعم

☐ لا

على وجه التحديد: _____

7. هل تتطوع في مجتمعك في مشاريع اخرى (اضافة الى أنشطة YP) ؟

☐ نعم

☐ لا

8. هل تشارك في أنشطة شبابية في نادي شبابي محلي ، أو نادي رياضي ، أو أنشطة مجتمعية أخرى؟

☐ نعم

☐ لا

9. الى اي مدى توافق على التصريحات التالية

بشدة				ددة	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	لدي الدعم الكافي من مجتمعي لاكون قائد

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	راحة و الثقة بان اساعد مجموعة من الاقران لتنظيم مبادرات تعنى بمجتمعنا
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	معلومات و الموارد الكافية التي تمكنني من القيام بمبادرات مجتمعية مع اقراني
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	بشكل مباشر مع صناع القرار
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	اكن صديقة وامنه للشباب في مجتمعي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	راحة عندما انخرط بمؤسسات تعنى بالشباب في مجتمعي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تتعاون المنظمات المجتمعية التي تخدم الشباب في دعم أنشطة خدمة المجتمع التي يقودها الشباب
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	المنظمات المجتمعية تفرض رسوما لا تستطيع تحملها
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ساعات عمل المنظمات المجتمعية مناسبة لجدول أعمالي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	لدى المنظمات المجتمعية برامج مفيدة لدعم الشباب
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	لدي روابط قوية في مجتمعي أتحرّك من خلالها لقيادة التغيير
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أود أن اكون ملهما للتغيير في مجتمعي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	لدي القدرة على التغلب على العقبات التي تحد من قدرتي على الالهام وقيادة التغيير

10. من خلال تجربتك، هل تقف اي من العوائق التالية أمام الالهام الذي سيقود الى التغيير الاجتماعي في مجتمعك؟ ((تحقق من كل ما ينطبق

- ☐ الالهام
- ☐ الاصدقاء
- ☐ السياسيين المحليين
- ☐ القادة الدينيين
- ☐ قادة المجتمع المحلي
- ☐ قلة الموارد
- ☐ قلة الشركاء الداعمين
- ☐ أخرى _____

11. المهارات التي ارجب بتطويرها لادعم التغيير هي:

- ☐ مهارة حل المشاكل
- ☐ مهارة التفاوض
- ☐ القدرة على السيطرة على التوتر و الغضب
- ☐ الاتصال الفعال
- ☐ ادارة المتطوعين
- ☐ الوعي الذاتي
- ☐ اخرى الرجاء التحديد: _____

12. اذا اردت ان تنظم لقاء مع مشاركين مشروع شبابنا قوة الى اي مدى تشكل المعوقات التالية تحديا لك:

اوافق بشدة	اوافق	معتدل	اعارض	اعارض بشدة	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ايجاد مكان مناسب
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	القدرة على التواصل (مكالمات, رسائل الوصول الى شبكات التواصل الاجتماعي)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	عدم قدرة النساء على المشاركة بلقاءات مختلطة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تحمل تكاليف المواصلات للوصول الى موقع اللقاء
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تحديد الموعد المناسب للقاء و الذي لا يتعارض مع برنامج اعماله
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	عدم القدرة على تنظيم اجتماع
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	دعوة المشاركين مع عدم وجود حوافز
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	افضل ان التقى بالمشاركين عندما ينسق للقاء احد اطراف مشروع شبابنا قوة

13. ما هي نقاط القوة والفرص التي يوفرها مشروع شبابنا قوة و بالتالي تعطي مجالا للشباب لقيادة التغيير؟

14. هل لديك أي اقتراحات أخرى للتغيير التي يمكن لمشروع شبابنا قوة إجراؤها والتي ستمكنك أنت والشباب الآخرين في مجتمعك من الحصول على مزيد من ملكية المشروع وأنشطته؟

15. معلومات ديمغرافية:

الجنس:

ذكر ☐

انثى ☐

16. المستوى العلمي:

لم اخرج بعد من الثانوية العامة ☐

تخرجت من الثانوية العامة ☐

خريج جامعي ☐

اخرى الرجاء التحديد ☐ _____

ANNEX J: INSTITUTIONAL REVIEW BOARD APPROVAL

Study Approval Form SI Institutional Review Board (IRB)

Version: December 5, 2018



PROJECT TITLE: MEERS Jordan YouthPower

STUDY COORDINATOR: Amy Porter

APPROVAL DATE: June 17, 2019

EXPIRY DATE: June 16, 2020

☒ **APPROVED** **Review type:**
☐ Full Board ☒ Expedited ☐ Exempt

Amanda Stek Digitally signed by Amanda Stek
Date: 2019.06.17 15:59:32 -04'00'

IRB Co-Chair

Please read carefully, as failure to comply with these guidelines may result in automatic revocation of approval.

Reporting Adverse Events

The IRB requires that adverse events be immediately documented and reported to irb@socialimpact.com. Adverse events requiring IRB notification include unanticipated problems involving risks to participants and others that were not covered in the original protocol as well as study-related events that may create reputational risk for Social Impact. This includes general noncompliance with respondent protections outlined in the approved protocol; any cases where research-related procedures result in unanticipated harm to study participants including physical, psychological, social, or economic harm; any incidences requiring mandatory disclosure to clients, local authorities, or government bodies; any breach of data confidentiality including theft of surveys or unencrypted devices, violations of NDA agreements, and reports of PII in publicly disclosed data; complaints involving the research team made by or registered with local authorities that remain unresolved after a reasonable period of time; any suspected cases of respondent abuse or harassment involving the research team and/or any persons claiming to be members or representatives of the project, subcontractor(s), and/or Social Impact. If the study team is uncertain if an event is reportable, contact the IRB.

Protocol Renewal

This approval is valid only through the expiration date stated above. Any research involving human subjects that takes place after the protocol expiration date is not considered approved and as such, represents a violation of SI policy and in many cases of the terms of the client contract. To renew approval for ongoing research, complete the continuing review **form**. For protocols with substantial changes, it is recommended that the original application be revised/appended and re-submitted however it is important to ensure that all sections from the most recent version of application **form** are covered.

Protocol Amendment

This approval is applicable only to those documents that were submitted to the IRB prior to the final approval, including data collection protocols, survey forms, and consent forms/scripts. Any additions or revisions to the study protocol and/or submitted documents must be cleared with IRB prior to commencing data collection. The use of surveys and consent forms that have not been reviewed as part of the submitted protocol is prohibited, and in certain instances may need to be reported as an adverse event. Project teams must submit revised documents with tracked changes to facilitate IRB review. Protocols that underwent full board review should allow for a minimum of 2 weeks for amendment approval if changes are substantive.

Data Dissemination & De-Identification

Project teams must adhere to SI's de-identification **policy**^{*} and carry out de-identification according to SI's de-identification **guidelines**. Any datasets to be released to external parties must be reviewed by the SI IRB, as per SI IRB's data review **protocol**, and must be submitted for review at least two weeks prior to the intended date of release (this includes two weeks prior to submission to the MCC DRB, where applicable). This requirement also applies even if the project met criteria for exemption.

Change in Study Team

Adding members to the research team requires that the IRB be notified and current copy of the person's NIH or CITI training completion certificate be submitted.

^{*}For links to **internal SI documents**, refer to approval email sent to project team from SI IRB.

U.S. Agency for International Development
Middle East Bureau
1300 Pennsylvania Avenue NW
Washington, D.C. 20004