

PD-ABZ-694

UNICEF JORDAN



Adolescents Participation and Empowerment

Progress and Utilisation Report No. 1

United Nations Foundation Inc.

31 January 2004

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

unicef 

1

Adolescents Participation and Empowerment	
Country :	Jordan
Donors' Reference:	CEF-JOR-02-255
PBA Number:	SC/2003/0312-1
Board Approval Ref.	E/ICEF/2002/P/L.15
Total Amount:	\$ 667,800 (total funding of the project over 3 years \$1,800,000)
Administrative and Programme Support Cost (5%)	\$ 31,787.28
Programmable Amount	\$ 636,012.72
Funds used to date	\$ 189,798
Balance of Funds Available:	\$ 446,214.72
Duration of Contribution	June 2003 – May 2006
Period covered by Report	June 2003 – Jan. 2004

January 31, 2004

Introduction

This first progress report to the UN Foundation covers the first seven months of the three year project "Adolescents Participation and Empowerment", funded jointly by USAID and UNF through UNF. The project is part of a programme constituting phase 2 of the original three year project, "Promoting Opportunities for Adolescents in Jordan with a Focus on Girls", funded by UNF for the period May 2000 to April 2003. Therefore the current three year project builds on the foundations of the previous one.

The first phase has increased the knowledge on adolescents, contributed importantly to an increased awareness of youth concerns among adolescents, service providers, and policy makers, and has created opportunities for partner organizations to engage in full-fledged adolescent programmes. Many pilot activities were put to test and can now be replicated on a national scale. The programme is the first of its kind and scale in the Middle East and North Africa region. Its impact does not only significantly affect the development of adolescent programmes within Jordan but also sets an example internationally.

The programme now serves as a regional model within UNICEF. It has also contributed in Jordan to the inclusion of adolescents' issues as one of three key areas for policy development within the UN Development Assistance Framework (UNDAF).

The programme consists of three projects: Adolescent Knowledge and Development; Adolescents at Risk; and National Policy Development and Advocacy. All three projects are critical to the development of adolescents in Jordan. Given the limited resources available, funding from UNF and USAID was received for the first project only. Hence this report is basically covering the first project – Adolescent Knowledge and Development. The other two projects still suffer from lack of funding. Identification of additional resources is high on UNICEF Jordan's 2004 priority list.

This project is implemented with the overall goal of 'contributing to the development and adoption of national youth strategies and programmes to promote adolescents' development, participation and leadership and build the capacity of adolescents aged 10-18 in leadership, participation and life skills. This is done with an overrepresentation of girls compared to boys at a 60:40 ratio, and with special attention to at-risk and disadvantaged adolescents. UNICEF's role is envisaged as catalytic in mobilising awareness, and building the capacity in handling the needs and rights of adolescent girls and boys in the country.

The programme largely focuses on capacity building for the adolescents themselves and for organizations in direct contact with them, mainly the Ministries of Education, Health, and Social Development, the Higher Council for Youth and selected NGOs. The programme will also focus on service delivery and improvement of the physical learning and participation environment in identified centers affiliated to their ministries and organizations.

Overall objectives of the project:

- Ensure that the percentage of adolescent boys and girls having knowledge of

at least 10 key areas of basic life skills and healthy life styles, and those actively involved in participation structures, will increase from less than 10 to at least 20%.

- Ensure that the percentage of service providers, including the media, working with adolescents who are equipped with the knowledge and skills to organize and implement participatory and gender sensitive youth programs increases from less than 10% to 30%.
- Ensure that the percentage of trained young girls and young boys actively involved in participation structures and the percentage of youth participating in the media as producers and consumers increase from less than 10% to 20% by the end of the project.

The 2003 project objective:

- Ensure that modules and criteria for adolescents and service providers are adopted by ministries and training institutions in Jordan.
- Ensure the empowerment of 420 youth facilitators and reaching out to 20,000 adolescents with Basic Life Skills and Healthy Life Styles.

Activities during 2003:

The year 2003 witnessed the closure of a three-year project including full documentation through special funds. It also witnessed the launch of the next phase of an Adolescents Programme, with minimal regular resources and extensive joint funding by UNF and USAID.

1. Dissemination of data and advocacy.

Based on the National Youth Survey results, action oriented interventions are planned on specific themes. These include intergenerational dialogue and gender relations. In this context a first visit by 2 Columbia University students was conducted to launch a joint project whereby students will work on the themes as part of their course work and 8 Jordanian students will have the chance to train on participatory research methods, get involved in community activities and develop their interest in the two themes and their relation to adolescents' life.

2. Monitoring and Evaluation

The transition phase between project phase one and two included a participatory evaluation. Two adolescents were among the members of the evaluation team. The evaluation highlighted that the project instigated a process of brain picking, question raising, evaluation of current practices and revision of concepts for all stakeholders involved in youth issues. These processes made it possible for the project to meet its goal of creating interest and commitment to improving the situation of adolescents in the country.

The main strength of the project is that its work is on a variety of levels. The project activities reached out to adolescents, parents and adolescents' direct environment, i.e. youth workers, programme designers, teachers and community workers. In so doing, the project affected a number of levels starting from the individual level that covered empowering adolescents with skills and building the capacity of service providers to building the organisational capacity to institutional development of governmental organisations, promoting policy dialogue.

In all of this, the project addressed attitudes towards adolescents' development, supported

concerned stakeholders with skills to implement participatory positive youth development programming, and provided the needed knowledge base.

WHO Geneva conducted a mission to Jordan supporting the work on developing indicators for the assessment of adolescents' participation. One MOE staff member was supported to participate in a workshop in USA organised by WHO and Family Health International on Measuring Adolescents Participation.

3. Training Modules

Both modules produced during phase I of the project are being widely used and promoted in counterparts' programmes. At the same time, the different stakeholders started to develop life skills modules addressing specific issues and concerns, such as smoking, violence, reproductive health and intergenerational dialogue. While for the service providers, work is done on reviewing instructions and setting indicators to assess how participatory the youth programmes are or can be, and then develop the training content for specific service providers groups.

The development process of the modules on Reproductive Health and HIV prevention involved continuous consultation with adolescents and young facilitators. The first draft was presented to them and copies of it were field tested by adolescents in different parts of Jordan. The feedback on the field testing and their comments on the content and design of the material was taken into consideration in producing the first edition of the modules

The first edition is now subject to field testing in Jordan as well as in four other Arab countries in co-ordination with the UNICEF Regional Advisors on Youth and on HIV/AIDS. A first training of trainers workshop was conducted to equip adult facilitators from the Health Education Programme of both Ministries of Health and Education, and youth centre supervisors with the content, attitudes and skills promoted in the modules. The outcome of the workshop is a plan to equip 25 peer educators with needed skills to launch and support Reproductive Health awareness programmes in schools, some youth centres and programmes.

4. Capacity Building

To ensure systematic capacity building for the main ministries involved, an agreement was signed with each of Ministry of Education (MOE), Ministry of Health (MOH) and the Higher Council for Youth (HCY) to work on three levels.

- The institutionalisation of the Adolescents' Project vision processes, strategies and activities. In this process, each of the ministries worked on reviewing guidelines and regulations related to adolescents' participation and reviewing other projects implemented by the Ministry to identify possible overlap and complementarities with the Adolescents Project.
- Continuous field work on promoting the generic approach to BLS and HLS in extracurricular activities, and the attitudinal change to working on adolescents' development, health and participation.
- Refinement of modules and indicators to address specific issues and settings.

MOE and UNICEF held 4 technical meetings to agree on the process by which the review of curriculum that is currently taking place, could be life skills based. An international consultant is recruited to support the ministry to develop the curriculum assessment framework into a life skill based one.

Meetings were organised with the Higher Council for Youth to see through the adoption of adolescents' participation. It was agreed to place a national consultant at the Council to look

into structural development, and institution building processes. UNICEF also supported a training of trainers workshop on youth to youth approaches organised by Haya Cultural Centre. Thirty counterparts benefited from the training.

One of the main findings of the evaluation was related to the impact the 'youth to youth' approach had on adolescents. By their own assessment, the lives of the facilitators were all changed to the better. Adolescents participating in peer education activities enjoyed the setting, thought of their peers as models and learned from them much more than learning from adults. The project works on promoting the youth to youth approach in all planning and programming for and with youth in the country.

4. Field work and outreach

Twenty schools that were involved in the implementation of the project during 2003 are now working on promoting Basic Life Skills in 100 schools all through Jordan. This means that 40 adolescent leaders are working with 200 leaders to be, reaching out to 5000 adolescents, and developing their Basic Life Skills (BLS). The same generic approach to BLS and Healthy Life Styles is followed with sensitisation of all school staff and parents to issues of adolescents' participation and development. By February 2004, 2000 parents and 2500 teachers will be reached.

52 centre supervisors from the Higher Council for Youth were trained on participatory gender sensitive approaches to adolescents' development. It was also agreed to place someone at the HCY to look into structural developments that need to take place to ensure institution building.

The MOE launched a competition on youth led initiative. The process involved training of 20 focal persons on the concept and then working out criteria with the trained people. The competition was then launched in 100 schools. 500 students developed their own initiatives and presented them in the competition. Some of them include environment camps, peer education in life skills, girls clubs at school, community voluntary work, and helping poor people by collecting donations. The results of the competition will be published mid February and selected initiatives will be supported.

2000 adolescents were trained on BLS during the summer camps organised by the HCY in 2003. They became a place where young people are able to learn, express their concerns, develop their initiatives and lead their own activities. However, further work needs to be done in terms of adopting packages for summer camp activities, and producing training packages and guidelines for the centre supervisors to ensure larger numbers of the youth centres become Model Centres.

Work with MOH during 2003 focused on producing communication packages for the cessation clinic, supporting the global tobacco survey, and supporting a number of workshops on tobacco prevention, involving about 100 service providers. By mid year, the focus shifted to the development and implementation of the strategies for handling youth health, with a focus on preventing smoking, sexually transmitted infections and violence.

Main constraints

The main constraints relate to the fact that most of the year was used to accomplish activities of the first 3 year project, before there was any time left to start activities as planned for the second batch of money received by UNF-USAID starting June 2003. The finalisation of publications and training modules was more time and energy consuming than foreseen.

The change in the approach of the next programme into a life cycle approach, with no health program, led to difficulties in defining the relation with the MOH.

MOE involvement in a number of huge funded projects, including the World Bank supported Education Reform for Knowledge Economy (ERfKE) and the World Economic Forum supported e-learning project, affected the time needed to develop the action plan and implementation.

The changes in the management of key partners, for example the Secretary General of the Higher Council for Youth, meant that extra effort and advocacy was needed to get new key staff oriented about the joint projects.

Implementation Rate

In the first 6 months of the new project, approximately one third of the funds were spent. As explained above, there was a backlog of activities related to the old project that had to be finalized, in particular activities related to a thorough documentation of Phase 1. This fact, combined with the investment of staff time in planning implementation details with a range of counterparts, in particular government partners, led to a delay in expenditure. The foundation is laid and it is expected that the expenditure rate will be back on plan before the end of the first year, in June 2004.

Future Workplan and Priority Actions for 2004

Now that main ministries are on board, there is a need to focus more on institutional development and capacity building. In addition, there is a need to ensure that the relation established between UNICEF and NGOs is not a donor/receiver relation. When discussing NGO proposals, UNICEF needs to emphasize the capacity building and the specialisation component that would ensure that NGOs coordinate and complement each others work. Research has been done and Terms of Reference are being drafted to put the content of the Reproductive Health modules into a computer programme/game.

Work will focus on governmental counterparts, ensuring that they develop objectives and strategies of work for the different departments and directorates, while strengthening their institutional capacity.

Linkages within UNICEF - a multi-sectoral approach

UNICEF Jordan had a multi-sectoral approach to adolescents' issues. All JCO programmes are in some way involved with aspects of work with adolescents, for example in communication, in protection and in community development. Adolescents now feature very prominently in UNICEF and in the country. Several UNICEF Regional Advisers supported different aspects of the programme, ranging from youth policy, education, HIV/AIDS to monitoring and evaluation. This has helped ensure that JCO has been able to draw on lessons learned from the region and globally. It has also enabled JCO to tap into global and regional resources and thus strengthen or supplement what was already planned. One such example of value added can be found related to the HIV/AIDS/Reproductive Health manual described above.

Linkages with other UN organisations:

All UN agencies are mobilised and adolescence was highlighted through the CCA. WHO is involved in measuring the impact of adolescent girls' projects, in addition to a potential collaboration with on measurement and working with at risk adolescents. UNDP is a main partner on the work in national policy development and institutional development of the Higher Council of Youth.

Outputs/Products which can be shared with other offices:

- A concept paper on LSBE presented to the MOE curriculum department
- The participatory evaluation report

Implementing Partner:
Project Title:
Duration:
Start Date:
Fund Code:

UNICEF Jordan Country Office
Adolescent Knowledge & Development in Jordan
June-December 2003
01/06/2003
SC030312

Project Number: CEF-JOR-02-256

Revision:

MIS CODES		Project Expenditure										
Object Class	Object Codes	Object of Expenditure	I Total		II Year 1 2003		III Year 2		IV Year 3		V Year 4	
			Work-months	US\$	Work-months	US\$	Work-months	US\$	Work-months	US\$	Work-months	US\$
		1 Salaries										
301	0021 a	International Professionals	0	0								
	0014 d	National Professionals	0	0	89,412							
	0111 c	International Consultants	0	0								
	0112 d	National Consultants	0	0								
0005	0121 e	UN Volunteers	0	0								
	0015 f	Administrative assistants	0	0								
		Total	0	0	0	89,412	0	0	0	0	0	0
		2 Travel				7,507						
308	2302	Total	0	0	7,507	0	0	0	0	0	0	0
		3 Contractual services										
322	3070	International	0	0	1,295		0					
	0051	National	0	0	109,991							
		Total	0	0	111,286	0	0	0	0	0	0	0
		4 Operating Expenses				1,502						
318	4707	Total	0	0	1,502	0	0	0	0	0	0	0
		5 Acquisitions										
317	5201 a	Communication Equipment	0	0			0					
315	5042 b	EDP Equipment	0	0			0					
	5132 c	Vehicles	0	0			0					
	5361 d	Other equipment - specify	0	0								
		Total	0	0	0	0	0	0	0	0	0	0
		6 Grants										
7302		Total	0	0	0	0	0	0	0	0	0	0
		7 Training										
311	6100	Total	0	0	0	0	0	0	0	0	0	0
		8 Monitoring and Evaluation										
322		Total	0	0	0	0	0	0	0	0	0	0
		9 Total Project Cost	0	0	189,798	0	0	0	0	0	0	0
		10 Support Cost @ 5%	0	0	9,490	0	0	0	0	0	0	0
		11 Grand Total	0	0	199,287	0	0	0	0	0	0	0
		12 Cost Sharing	0	0	0	0	0	0	0	0	0	0
		13 Total	0	0	199,287	0	0	0	0	0	0	0

Notes:

- All line items should be rounded off to the nearest hundred dollars.
- This amount must be a function of line 8.
- Each line item should have detailed supporting justification/information.