



# **Building a New Generation of Leaders in the West Bank and Gaza: Findings and Potential Interventions**

## **Executive Summary And Full Report**

**Submitted to the  
USAID West Bank/Gaza Mission**

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**EQUIP3 / Youth Trust  
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## **Executive Summary**

In response to the needs of USAID/West Bank and Gaza (USAID/WBG) to address their Strategic Objective of “Building a New Generation of Leaders,” the Education Development Center fielded a team of international and local specialists to conduct a Rapid Appraisal. The team focused on assessing the socio-demographics of the environment in which Palestinian youth live, examining the strengths of, and identifying gaps in, already existing programs, determining what both youth and adult stakeholders viewed as youth's most pressing needs, and considering what potential interventions best could engage youth and develop positive youth leaders, ages 14 to 24. This *strength- or asset- based* approach to assessing the needs and priorities of both young people and the institutions that serve them respected the many ways in which young Palestinians already contribute to family and community well being, and recognized that new programming supported by this initiative should not attempt to re-invent the wheel, but rather should build on the excellent foundation already in place at an institutional level among lead youth serving organizations and it should make strategic, catalytic investments in capacity building, the scaling up of existing effective practices, and the articulation of common standards of excellence across the sector.

Another important focus of the Rapid Appraisal Mission was to determine the best ways to further engage government structures at both the national and local level in the design and execution of programming for youth. While many Ministries within the PNA are still in their early formation and face many capacity building challenges of their own, it is understood that they need to be central actors in creating the enabling environment for programs that are relevant, scalable and sustainable across the Palestinian Territories. Similarly, while local government structures lack access to significant funding streams they have been key actors to date in the development of sustainable, community- rooted programming for youth, and need to play a central advisory and resource matching role in ongoing services for youth.

This Appraisal Report contains the findings from the Rapid Appraisal, and describes recommended potential program interventions. It is intended to guide USAID/WBG as it designs and implements an integrated package of community-based interventions that will engage significant numbers of youth, and provide them with needed skills to become positive leaders.

The full impact of such an integrated youth development program can be measured at the community level in terms of how many new sustainable environments have been created, and at the individual level in terms of the numbers of new youth leaders positively engaged at both local and national levels.

The Appraisal Team accepted and tested USAID's suggested term, “Ruwwad” (from the Arabic, translating as “pioneers” or “leaders”), to embody this new strategic effort. After youth gave the term a strong positive response during focus group discussions, the team began to add positive implications and nuances to the term as members spoke to both youth and adults about a new youth effort.

To shape the standards around which current and future programs would be evaluated, the team developed and adopted what became known as the Ruwwad Principles, based on proven youth development approaches. Programs would involve strong youth

participation, with hands-on, experiential activities. Programs would produce substantial impact and tangible outcomes. Programs would be vigorous in efforts to engage women and girls, and would include a solid learning strategy. Programs would be monitored for accountability, with efforts frequently evaluated and modified. A comprehensive youth development framework would be designed, adopted and promoted to guide sustainable youth efforts across West Bank and Gaza.

The Ruwwad program would build on and extend USAID's successful interventions in construction, health, and democracy and governance, and would cooperate with the new efforts of the Office of Transitional Initiatives.

USAID/WBG has been carrying out a construction and refurbishment program that has built hundreds of new classrooms and schools, and established playgrounds. Its health program has been successful in reaching more than 200,000 Palestinians with important psychosocial support. The Democracy and Governance office has been focused on strategic capacity building of municipalities and other governance efforts. The new Office of Transitional Initiatives is well-positioned to make quick and strategic small investments to undergird local democracy efforts. In supplementing these interventions, the Ruwwad Youth Empowerment Program can be a connector, cooperator and extender for existing efforts, future efforts, and those that are in their concluding implementation stages.

While engaging youth and developing new leaders, the Ruwwad Youth Empowerment Program also can foster cooperation and a shared vision through a variety of sub-grants and partnerships with existing USAID partners and new actors who might have unique skills and competencies to bring into the program. It can promote research and development in key areas of youth development, community service, and the capacity-building of youth serving organizations. It can provide input into skills building approaches for youth, both technical and abstract, such as critical thinking and communication.

Education Development Center is poised to undertake the overall technical and management responsibility for the design and implementation of the Ruwwad Youth Empowerment Program. It is committed to work in close coordination with USAID/West Bank and Gaza, and will be responsible for achieving mutually-agreed-upon program results. EDC will work in close collaboration with partners through sub-agreements to form an integrated implementation team, will cooperate and coordinate with existing USAID efforts, will respond to the communication needs of USAID and frequently will review options and modify the work plan as appropriate in the dynamic environment of the area.

Contributors to this document included Rapid Appraisal team members: International - Service Learning Specialist and Team Leader, Jim Kielsmeier; Youth Livelihoods Specialist, David James-Wilson; Local - Complementary Education Specialist, Khalid Nabris; Gender Specialist, Sama Fayez Aweidah; Youth Programs Specialist (and a youth), Sana Abu Bakr; and Data Management and Research Coordinator, Tamara Tamimi; Facilitator (and a youth) Inas Rafidi; and Logistics & Facilitation Coordinator (and a youth) Mutaz Abu Fakhou. Other contributors included: Chief of Party, Hisham Jabi; Project Associate, Jacob Korenblum; Director of Programs for the International Youth Foundation, Patricia Langan; and EQUIP3 Project Director, Paul Sully. EDC

home office support included Mela Boyer, Terri Elders, Adam Livingston, Chuck Wattles, and Tracey Hatcher.

Important contributions to the process and report were made by Roberta Hilbruner and Clare Ignatowski of EGAT/USAID/Washington and are hereby gratefully acknowledged.

## **Findings**

The Rapid Appraisal team conducted 29 youth focus groups throughout the West Bank and Gaza, among males and females, in urban, rural, and refugee camp settings, and among both in- and out-of-school youth, including marginalized youth. The team also conducted individual interviews with youth, representatives from youth serving organizations and other adult key informants.

In brief, youth identified these as their priority needs:

1. Practical training/real work experience/job opportunities.
2. Support for talents and creative initiatives.
3. Support for girls to reduce their sense of isolation and contribute to their personal development.

Adults from organizations that worked with youth listed these as youth's priority needs:

- Job opportunities/job placements.
- Long-term hands-on vocational and employability skills training/apprenticeships.
- Support for psychosocial damage (stress, frustration, and sense of hopelessness).

The appraisal found a youth development environment characterized by:

Pockets of good work with some innovations that contributed to many of the needs of youth.

Fragmented and uncoordinated services reaching low numbers of youth.

Lack of a broad framework or youth policy to guide a long term approach.

## **Ruwwad Proposed Program**

The appraisal team considered findings, looked at promising responses, and analyzed key gaps and opportunities to construct scenario-building interventions. They established a list of 13 potential interventions under four thematic areas: Formal and Complementary Education, Livelihood Preparation, Social and Civic Engagement and Sustainability. The first three categories were established in a preliminary assessment in February 2005, and the last, Sustainability, was added when the Rapid Appraisal unveiled the lack of a supportive policy, a youth development framework, or an advisory body, or a systematic method to invite and directly put to use input from youth in the areas of life that most affect them, which could provide guidance and establish priority to programs and activities that address youth's needs.

The following Ruwwad Proposed Program Diagram graphically represents the connections between the potential intervention activities and USAID WBG's strategic Objective, "Building a New Generation of Leaders."

### **Goal, Outcomes, Objectives**

The following goal, outcomes and objectives represent a framework for addressing USAID's leadership objective, as well as the Mission's articulated priority, to engage significant numbers of youth in positive activities.

#### **Ruwwad Goal**

To prepare and engage male and female Palestinian youth to contribute to civil society, economic development, and family and community life.

#### **Outcome 1**

Development of 5,000 male and female Palestinian youth leaders at the local and national levels.

#### **Outcome 2**

Creation of sustainable environments for 100,000 Palestinian male and female youth to engage in positive educational, economic, social, and civic activities.

#### **Objective 1**

Enhanced capacity of Palestinian youth to contribute to civil society at a local and national level.

#### **Objective 2**

Enhanced capacity of Palestinian youth with employability and workplace-relevant skills to access livelihood/job opportunities.

#### **Objective 3**

Enhanced capacity of Palestinian government and non-government organizations to meet the needs of Palestinian youth.

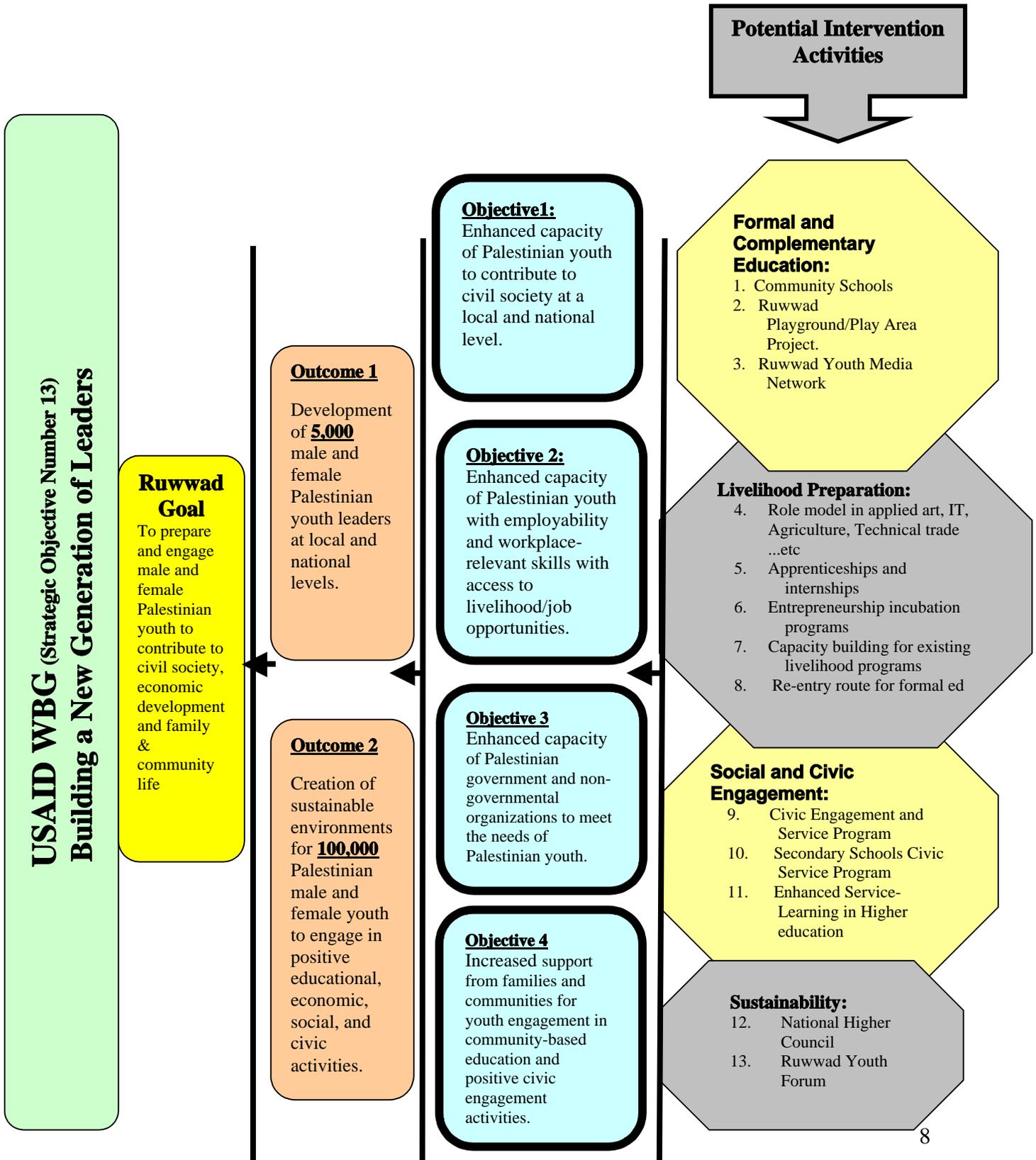
#### **Objective 4**

Increased support from families and communities for youth engagement in community-based education and positive civic engagement activities.

### **Potential Interventions**

In the brief time allotted to the Rapid Appraisal and home office teams, team members developed the following potential interventions, including some projections about the numbers of youth that could be engaged in particular scenario-building exercises.

## Ruwwad Proposed Program Diagram



These potential interventions represent the team's best informed opinions adhering to these considerations. They address real needs. They are programmatic interventions that respond directly to the voices of youth and address what youth have identified as their interests. They respect and respond to knowledgeable adult advice, and local cultural considerations. They represent solid youth development principles for good practice, and follow the priorities that USAID staff previously indicated in discussion.

Given the multiple year project length, the number of participating donor, government and nongovernmental actors, and the available time for this Appraisal, this list has not yet been prioritized or consolidated. In the coming application phase and during the delineation of a work plan, the team continuously will work to tighten the focus, distill the proper mix and scale of activities, and refine priorities.

These potential interventions at this time are to be considered illustrative. The 13 potential interventions fall under four thematic areas: Formal and Complementary Education, Livelihood Preparation, Social and Civic Engagement and Sustainability.

### **Formal and Complementary Education**

- Community Schools  
This intervention will increase the capacity of 50 schools to remain open after hours of formal instruction for implementation of after-school programming and of sport and recreation activities for youth and children.  
**Youth Leaders Involved: 760 Youth Directly Involved: 36,000**
- Ruwwad Playground/Play Area Project  
This intervention will result in the construction of 50 outdoor playgrounds/play area facilities built by young people, in partnership with municipalities, vocational schools/and or NGOs.  
**Youth Leaders Involved: 290 Youth Directly Involved: 1,000**
- Ruwwad Youth Media Network  
A practical training and internship placement program for youth at various media outlets (radio, television, print, web-based) and the development of youth-led and youth-targeted radio and television programs, a website for Palestinian youth, and a "Youth Page" in one of the major local newspapers.  
**Youth Leaders Involved: 30 Youth Directly Involved: 120**

### **Livelihood Development**

4. Development of Youth Livelihood Role Models/Change Agents in 4 Key Economic Sectors (Applied Arts, IT, Agriculture and Technical Trades)  
An integrated sustainable livelihood program that includes training secondary school teachers in core livelihood-related skill development areas, the development of print and electronic guidance materials for secondary school students, work study placements for higher education students, and the development of new polytechnic level courses for post-secondary education level students.  
**Youth Leaders Involved: 2,060**

5. School to Work Transitions Through Apprenticeships and Internships in the Private and Public Sectors  
This program will result in the creation of 200 internships/apprenticeships per year for graduates from higher education programs across the Palestinian Territories. Ruwwad interns/apprentices will be required to provide career mentoring support to students in schools in their local communities.  
**Youth Leaders Involved:** 2,000
  
6. Self Employment Incubators for Young Entrepreneurs Micro finance and business development services for young people who have successfully completed post secondary education or an intensive internship. Services include access to loans and to focused business development services including technical support and coaching.  
**Youth Leaders Involved:** 5,000
  
7. Improve Coordination of Services in the Youth Livelihood Development Sector  
The creation of common standards for Palestinian Youth livelihood programs, the application of which will be assessed by a series of self appraisal/peer review activities. A Ruwwad prize will be awarded annually to five organizations who have demonstrated a commitment to excellence in youth livelihood programming. A series of relationship-building activities will be carried out to improve relations between key government Ministries and other lead actors in the youth livelihood sector.  
**Youth Leaders Involved:** 4,000 **Youth Directly Involved:** 200
  
8. Flexible Re-Entry Route into Formal Education  
This program will engage the Ministry of Education and local youth serving NGOs in the exploration of community and school-based alternative routes to the existing Tawjihi-based secondary school graduation route through course development, and the exploration of alternative certification. An annual Ruwwad Prize for Determination in Education will be awarded to young men and women who have returned to education after a period of absence.  
**Youth Directly Involved:** 2,000

### **Social and Civic Engagement**

9. Ruwwad Civic Engagement and Service Program  
The creation of a one-year service program option for out-of-school youth or university graduates with placements in school, NGO and government settings. Participants would produce measurable services outcomes for their community.  
**Youth Leaders Involved:** 150 **Youth Directly Involved:** 600
  
10. Civic Service Program in Secondary Schools  
Implementation of a civic service program in secondary schools in the West Bank and Gaza. This includes practical service experiences outside of the classroom with linkage to grade-level curricula.  
**Youth Leaders Involved:** 3,150 **Youth Directly Involved:** 63,000
  
11. Enhanced Service-Learning in Higher Education Institutions

Capacity building of higher educational service learning through hiring coordinators where there are none, training and technical assistance to Student Council Voluntary work committees and University Voluntary Work Office staff. Also recommended that a National University Center be established on one campus to provide research, evaluation and clearinghouse functions for the overall program.

**Youth Leaders Involved:** 720 **Youth Directly Involved:** 12,000

## **Sustainability**

### 12. Ruwwad National Higher Council

The establishment of a director and advisory committee to offer guidance and continuity for Palestinian youth programming. The committee will also be responsible for hosting an annual conference focusing on youth issues. Furthermore, the committee will be responsible for the capacity building and organization of select NGO/PVO's who will work directly with youth.

**Youth Leaders Involved:** 10

#### ▪ Ruwwad Youth Forum

The creation of a consultative, non-official body comprised of youth who display exceptional leadership qualities to offer first-hand youth input on various aspects of the Ruwwad project. The Youth Forum will be comprised of youth from various socio-economic backgrounds and religions from across the West Bank and Gaza, aged 14-24.

**Youth Leaders Involved:** 500

## **Implementation**

The team envisions several key steps to move the integrated program from concept to implementation. It is recommended that the Ruwwad project would be led by a US based lead agency to serve as the Management Entity (ME) with sub-agreements and appropriate staff for the aspects that would be implemented by them.

The ME would ensure that it has the required staffing, programmatic, and business processes in place to administer a large scope multi-year program. Given its coordinating role, this same entity would be best positioned to implement the sustainability aspect of this program.

The ME would have the overall technical and management responsibility for the design and implementation of the Ruwwad Youth Empowerment Program. The ME would develop guidance to conduct a brief and focused request for applications (RFA) among an invited list of international development organizations that have a substantiated record of US government contracting work.

The RFA would use the USAID Program Description and this report as main background documents.

The ME would select and combine those applications and submit one unified plan to USAID/West Bank Gaza.

Criteria for selection include:

- Use of the potential interventions as guiding scenarios for program development.
- Programmatic and administrative technical competence of the entity.
- A sectoral area balance (environment, technical trade skills, health, sports, arts and culture, entrepreneurship and social entrepreneurship).
- Willingness to cooperate and collaborate with USAID efforts and other members of the implementation team.
- Involvement and/or commitment to involvement of such local implementing partners as NGOs, universities and colleges, and the private sector, and a commitment to engage and work with cooperating partners who would include the PNA, schools and municipalities.
- A geographical and beneficiary balance to ensure all parts of the West Bank and Gaza will be reached.

After the project launch, it is recommended that a design and work plan workshop of several days length would be held with USAID and all implementing and cooperating partners, to review cooperative agreement obligations, operational issues and establish parameters for communications protocols and decision-making. The unified work plan would be reviewed in light of new information, and details on sub-granting, partnering and site selection would be discussed to ensure coordination and efficient allocation of resources and efforts. A new work plan would be submitted to USAID as a result, and sub-contracting agreements readied for sign-off between the ME and the implementers.

Regular meetings would be scheduled throughout the life of the project to review programmatic progress and to hone cross-team operational issues.

## **Management Structure**

The ME would build its staffing to reflect the responsibilities of an implementing organization that would provide coordination and expertise to ensure that appropriate levels of cooperation and team work are taking place, plus offer technical assistance and capacity building to staff, NGOs, and GOs. It would also be accountable to engage the private sector and to track progress to meet the ad hoc as well as standard reporting requirements. Illustrative programming positions include: Livelihood Specialist, Civic Engagement Specialist, Service Learning Specialist, Sports and Recreation Specialist, Complementary Education Specialist.

The Ruwwad project will require a high level of managerial and administrative expertise. Responsibilities include: 1) general administration; 2) finance, accounting and internal control; 3) compliance / monitoring; 4) contracting and grant disbursement; 5) communications and outreach; 6) IT and knowledge management; 7) security and general logistics and operations; and 8) facilities acquisition/logistics.

Illustrative positions for the management entity include: Chief of Party, Chief Operations Officer, Contract and Grants Manager, Monitoring and Evaluation Specialist, Knowledge Management and Communications Specialist: Public Relations, Media and Outreach

Specialist, Information Technology Specialist.

It is recommended that the ME make maximum use of Palestinian expertise as much as possible for staffing the operations.

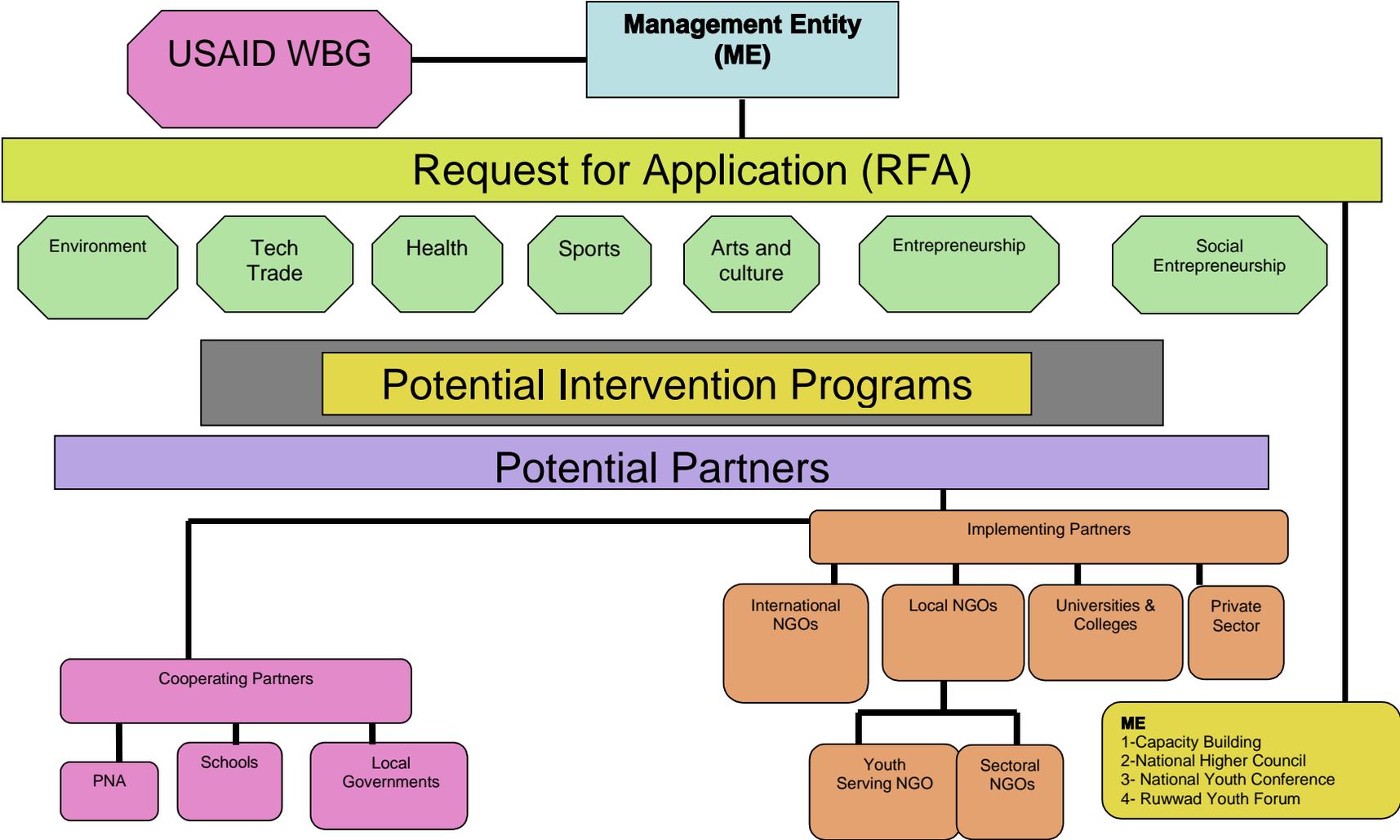
Because of travel difficulties, it is important that staff be located in various parts of West Bank and Gaza. Small branch offices should be established for Gaza and the Northern and Southern parts of the West Bank.

## **Monitoring and Evaluation**

In order for this project to accomplish its overall goal, to reach its two targeted outcomes, and to realize its four central objectives, a dynamic monitoring and evaluation process will be put in place. This M&E framework is designed to ensure maximum impact, to promote mutual accountability, to assure the overall efficiency of investments, and to promote an overarching culture of knowledge management and best practice sharing. This framework will build upon the important participatory assessment and analysis work carried out as part of the Rapid Appraisal Mission, and will draw on the many specialists in university, government and NGO settings who contributed to the findings of the Rapid Appraisal process.

Broadly speaking the youth and community development outcomes at the heart of this 5 year initiative will be tracked at three levels: 1. reach, 2. depth, 3. quality. The overall *reach* of the project will be captured in terms of numbers of youth engaged, percentages of youth participating from various targeted sub-groups, numbers of government and non-government actors engaged, and numbers of communities served. The overall *depth* of development impacts will be measured in terms of the leadership skills and the positive youth development assets cultivated through the initiative's 13 proposed activities. These outcomes will be tracked with existing instruments that measure young people's livelihood assets, their level of resiliency and social cohesion, their life skills repertoire, along with targeted education and health achievement indicators. Finally, the overall *quality* of development impacts will be measured in terms of the level of ownership and authorship exercised by youth leaders and local youth serving actors in the ongoing operation of initiatives catalyzed by this project. This can be captured in terms of the project's ongoing ability to adopt, adapt and appropriate new models and approaches, along with its ability to create sustainable environments for positive youth development.

### Implementation Diagram



## **I. Introduction**

*The USAID West Bank/Gaza Youth Empowerment Program, which aims to provide a positive mental schema for Palestinian youth, carries the name Ruwwad, an Arabic word that translates to “pioneer,” but implies leadership. In the program context, Ruwwad refers to those who have the capacity and will to be positive agents of change in their society, to take responsibility to meet the needs for self, family, community and country.*

Youth are the present and the future in West Bank and Gaza, as clearly illustrated by population figures. While one million Palestinians fall between 12 and 24 years of age, about 27 percent of the population, when children under age 12 are added to this total, the number increases to 62 percent of the entire population under the age of 24.

This Rapid Appraisal study contains an overview, a summary of appraisal methodologies and findings, a summary of program opportunities, and recommendations for future action, with particular emphasis on the role of the Ruwwad Youth Empowerment Program and the issue of long-term sustainability.

### **Report Sections:**

#### **Overview**

The initial section of this report provides a socio-demographic profile of Palestinian youth today, including an analysis of the impact of recent political events on youth, as well as important statistical information related to education and employment. EQUIP3 's approach to preparing young people for their roles in work, civil society and family life additionally is described. The EQUIP3 positive youth development framework is applied to the Palestinian context, including a description of three clusters of investments that must be made in order to achieve USAID's Strategic Objective, as well as the values that inform them and the methodologies that can serve to bring them to reality.

The atmosphere in which Palestinian youth currently live deprives them of the security within which to lead a normal life. This adversely impacts their ability to develop their future through opportunities to improve their skills and knowledge, to express themselves creatively, and to contribute to society. The transition from childhood to full adulthood and its accompanying responsibility, has lengthened, and is marked by accelerating challenges, such as inability to play useful roles in society, high unemployment rates, and a rise in personal and social negative behaviors.

For Palestinian youth, the added uncertainty and psychosocial stress caused by the occupation and its related limits on personal freedoms has created special concern. The majority of youth, especially young women, face extremely limited employment opportunities. This large cohort of disaffected youth has the potential to become a socially and politically destabilizing force. The Ruwwad youth program will empower and capacitate youth and prepare them for leadership roles in family, community and work.

#### **Appraisal and Findings**

This section describes the underlying philosophy of the Rapid Appraisal research methodology, a vision of young Palestinian women and men with great untapped potential to contribute to their society while they become capable citizens, family members and workers. An essential feature of the appraisal methodology was to approach youth directly, as well as the adults who work with them and listen to them. In the course of four weeks, the EDA Rapid Appraisal team worked in urban, rural and refugee camp communities within the following districts: Bethlehem, East Jerusalem, Gaza Middle, Gaza North, Hebron, Jenin, Jericho, Nablus, Ramallah and Qalqilia/Tulkarem.

The team conducted participatory workshops and focus group and individual discussions with 350 youth. It also conducted 45 interviews with adults, including many at site visits with youth-serving organizations, local government and educational institutions, as well as discussions with local private sector representatives, and individuals within the international donor community.

The section includes a summary of the findings of these, from both the adult and the youth perspective. It also includes a reflection on the potential of Palestinian youth to address their own identified needs, based on self-identified external and internal assets. It also includes a review of existing youth policies and programs under each thematic area.

### **Program Opportunities and Recommendations for Future Actions**

This section details program values, emphasizing the need to invest in youth, and describes the benefits of investment in these areas: formal and complementary education, livelihood development, social and civil engagement and sustainability. It introduces a new vision of youth and youth programs, where youth are regarded as assets, and youth diversity becomes a key consideration.

Though the educational system, both formal and non-formal, carries the potential to play an active role in improving the quality of life for youth, and to prepare them for becoming productive citizens, informants highlight a number of limitations and problems in secondary and tertiary education. A review of several school-connected activities and support programs reveals the need for much more effort in this area.

For investment in formal and complementary education, several proposed Ruwwad Education Intervention Programs are described in detail, including a community schools project for after-school activities, a playground/sports field project, and a youth media network.

“Livelihood Development: A Step by Step Approach” introduces the concept of Accompanied Livelihood Development (ALD), a progressive process beginning in childhood, continuing throughout adolescence and into young adulthood, where youth can be provided by families and communities with a range of opportunities to develop assets and capabilities and explore how they will best find a rewarding place in the world of work.

This section also addresses how service and service learning can demonstrate a real impact on youth, preparing them for their eventual role in social and civic engagement. A few already existing schools and universities are examined as potential sources from which to draw inspiration and ideas. Some potential Ruwwad civic engagement and service learning programs are described.

Issues of long term sustainability, especially the need for a sustainable framework to guide youth programming and to ensure the continuity of youth programs are addressed in this section. A potential intervention, the Ruwwad National Higher Council, is outlined, accompanied by suggestions for implementation.

## **Implementation of the Ruwwad Project**

This final section also presents a management and staffing plan, which involves creating an independent and legal Management Entity in the West Bank and Gaza to oversee the planning and implementation of the Ruwwad project. The plan includes recommended program specialists, regional programmatic staff, and Ruwwad administrative and managerial staff. It also features an illustrative model of the Ruwwad Project management structure, time line, a proposed program diagram, an objectives/activities matrix, and a monitoring and evaluation plan.

## **II. Overview**

### **A. Profile of Palestinian Youth Today**

#### **A.1. Impact of Recent Political Events on Youth**

Palestinian history describes a most difficult situation. Citizens have never experienced independence, and so have not been able to practice full control over their lands, their future or their destiny. Their history, however, has had both positive and negative impacts. Though Palestinians have been prevented from practicing their rights, and deprived of meeting their basic needs, it also can be claimed that this situation has created a strong, determined people who continue to struggle for their independence and a better future.

The ongoing violence in West Bank and the Gaza Strip during the second Intifada and continuing occupation, which included mass punishment actions, has had great negative impact on quality of life. Palestinians have experienced material losses, including destruction of homes, confiscation of land, burning of possessions, even uprooting of trees. Additionally, they have suffered physical losses, including fatal injuries and permanent disabilities. Finally, losses of such basic rights as liberty, because of restricted mobility, and the pursuit of a better life, through upward mobility, have caused enormous spiritual loss, as well.

This is the atmosphere in which Palestinian youth currently live, in a setting that deprives them of the security within which to lead a normal life. They are unable to develop their future through opportunities to improve their skills and knowledge, to express themselves creatively, and to contribute to their society. The transition from childhood to full adulthood and its accompanying responsibility has lengthened, and is marked by accelerating challenges, such as inability to play useful roles in society, high unemployment rates, and a rise in personal and social negative behaviors.

For Palestinian youth, the added uncertainty and psychosocial stress caused by the occupation and related limits on personal freedoms has created special concern. The majority of youth, especially young women, face extremely limited employment opportunities. This large cohort of disaffected youth has the potential to become a socially and politically destabilizing force.

World history has proven that women and girls were and are the most abused and affected at times of conflict. In addition to the effects of conflict and direct violations of human rights against Palestinian society in general, women and girls also experience the setbacks of living in a traditional and conservative society where their rights are limited.

Youth who participated in the Rapid Appraisal interviews described their situation in phrases that reflected pervasive feelings of helplessness and hopelessness. They lamented the lack of opportunity to develop their capacity to make decisions and develop skills in their daily lives, "If I was left in the city alone, I would not be able to go back home," and "We do live in a big prison." They longed for a chance to explore the outside world, "I don't know anything outside my town," and "I wish I could travel and see how life is going in other places in the world."

They explained why they foresaw a bleak future, "I'm not a regular university student, as I can't afford paying the university fees every semester because my father is unemployed as a result of the closure," and "I have to leave school from one time to another so as to work and help my parents."

These poignant statements reflect the huge affect of the political situation on youth. These young people are developing their personality, beliefs, values, and skills within an unhealthy

negative environment. Youth too are most impacted by the deteriorating economy, as they typically need more resources than other age groups to maintain access to education, sports, hobbies, and skill development. Moreover, attitudes and values, which develop as defensive reactions in a context of violence and war, may in the long run affect the society's norms.

## **A.2. Demographic Indicators**

### **Population**

According to the “Palestinian Central Bureau of Statistics” (unpublished data), the average percentage of adolescents and youth aged 12-24 years account for 27% of the total population. This percentage holds across gender and location.

**Table 1. Distribution of Palestinian Population and Youth According to Age, Gender and Location<sup>1</sup>**

<b>Area</b>	<b>12-14 years</b>		<b>15-18 years</b>		<b>19-24 years</b>		<b>TOTAL Youth</b>	<b>TOTAL Palestinian Population</b>	<b>Percentage of Total Population</b>
<b>West Bank</b>									
Males	88,035	7.3	103,131	8.6	129,880	10.8	321,062	1,202,110	26.7
Females	85,091	7.3	99,225	8.5	123,191	10.5	307,522	1,170,106	26.3
<b>TOTAL</b>	173,126	7.3	202,385	8.5	253,070	10.7	628,568	2,372,216	26.5
<b>Gaza Strip</b>									
Males	56,232	8.0	64,510	9.2	75,464	10.7	196,232	703,532	27.9
Females	54,858	8.0	62,474	9.1	72,013	10.5	189,362	686,527	27.6
<b>TOTAL</b>	111,090	8.0	126,993	9.1	147,477	10.6	385,577	1,389,789	27.7
<b>Palestina n Territory</b>									
Males	144,267	7.6	167,650	8.8	205,344	10.8	517,277	1,905,642	27.1
Females	139,949	7.5	161,699	8.7	195,203	10.5	496,867	1,856,636	26.8
<b>TOTAL</b>	284,216	7.6	329,349	8.8	400,547	10.6	1,014,128	3,762,005	27.0

<sup>1</sup>

## Education

Data from the same source also indicate that the percentage of youth in school is relatively high for those 12-14 years old (97.2% for males and 98.1% for females), but decreases to 76.4% among males and 86.2% among females for those 15-18. Another dramatic decrease occurs among 19-24 year olds, dwindling to about 34% for both genders. Possible explanations for the decreases could include:

- the age of college graduates ranges between 21-23;
- expense of higher education in the OPT;
- limited opportunity for post-graduate education;
- high levels of unemployment and poverty in families (especially for girls, as priority for education is given to males in the traditional Palestinian family); and
- early marriage, especially for females.

Table 2 below demonstrates the distribution of youth according to gender, age and school enrollment. There does not appear to be a significant gender gap in education, as percentages for both males and females are nearly equal, although there is a ten percent split in the 15-18 age group, with more females remaining in school at these ages.

There does not appear to be a significant gender gap in education, as percentages for both males and females are nearly equal, although there is a ten percent split in the 15-18 age group, with more females remaining in school at these ages.

Several studies have highlighted the general decline in the quality of education and the poor academic achievements of students, especially in areas where youth experienced high exposure to violence.<sup>2,3,4</sup>

It is difficult to estimate the effects of the prolonged exposure of youth to violence. A number of studies, however, have revealed alarming increases of such negative symptoms as low achievement, restlessness, aggressive behaviors, fear and anxiety, communication difficulties, bed-wetting and reduced ability to concentrate on studies.<sup>5,6</sup>

Although quantitative indicators are important in assessing educational status, other types of indicators should be taken into consideration as well when assessing the quality of educational services provided.

During Rapid Appraisal fieldwork, a number of concerns were raised about quality of education in several areas. Students complained that access to schools is difficult for students from distant locales, because of lack of transportation. They described the school infrastructure as very poor. Many schools do not have adequate lavatories, heating systems during winter, facilities for students with disabilities. They lack computer and science labs, libraries and playgrounds. Girls' schools are particularly limited, both in terms of technology, lacking computer labs, and in recreational opportunities, lacking playgrounds.

Some teachers, informants claimed, are not fully trained and qualified, and rely on outdated

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<sup>2</sup> Arafat, Cairo, and Boothby, Neil, NPA-secretariat and SCF-US, *A Psychosocial Assessment of Palestinian Children*, (July 2003), p. 20, 28, 34-35

<sup>3</sup> Giacaman, Rita et al, ICPH, Birzeit University, *Schooling at Gunpoint: Children's Learning Environment in War like conditions – the Ramallah/al-Bireh/Beituna Urban Center*, (December 2002), p. 11

<sup>4</sup> United Nations-Occupied Palestinian Territory, International Children's Day-Fact Sheet, June 2004.

<sup>5</sup> UNRWA, Department of Education West Bank, *Emergency Appeal 6 June – December 2003*, (2003), p. 3-6

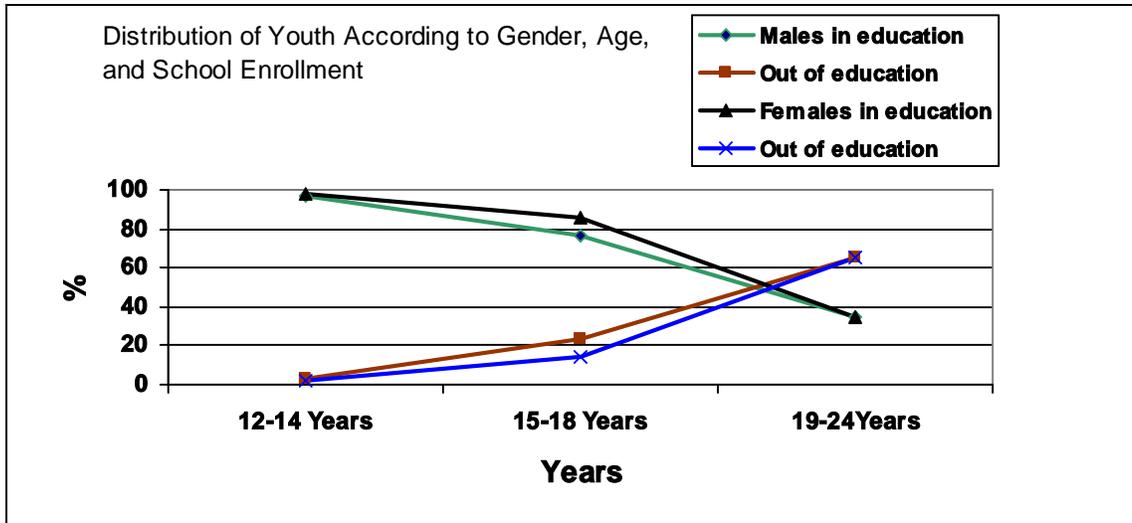
<sup>6</sup> Arafat, Cairo and Boothby, Neil, NPA-secretariat and SCF-US, *A Psychosocial Assessment of Palestinian Children*, (July 2003), p.20

didactic methodologies. The ratio of students to teachers is too high, perhaps one of the factors that contributes to the increase of violence at schools.

The vocational education system features limited specialties that do not match market needs, and few vocational schools exist for girls.

At the higher education level, students again describe a lack of available specialties, and that the education system does not prepare them for available job opportunities. Students graduate without being prepared to fulfill occupational demands.

**Table 2. Distribution of Youth According to Gender, Age, and School Enrollment**



Data Source: Unpublished data provided by the Palestinian Central Bureau of Statistics to the Rapid Appraisal Mission.

**Employment**

The following table breaks down the distribution of the Palestinian population and youth according to age, gender, educational status and employment. Although it indicates that the percentages of employed youth between ages 12-14 is low, these statistics do not include street workers. As a result of a policy of closure, which is leading to an increased economic deterioration and increased poverty, many younger adolescents are leaving school to work in the streets to aid their families.

The statistics relating to older youth, those between ages 19-25, is around 37.6% for males, but 47.8% for females, illustrating the gender gap in employment options. The statistics also reflect a relatively high percentage of unemployed youth, since most in this age category are either out of school or are fresh graduates.

**Table 3. Distribution of the Palestinian Population and Youth According to Age, Gender, Educational Status and Employment.<sup>7</sup>**

Area	Age Group
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<sup>7</sup> ibid

	12-14	15-18	19-24
<b>Educational Status</b>			
Males in Education	97.2	76.4	34.4
Male out of education	2.8	23.6	65.6
Female in education	98.1	86.2	34.3
Female out of education	1.9	13.8	65.7
<b>Employment</b>			
<b>In Labor Force</b>			
Male	1.7	18.3	60.8
Female	0.1	0.4	11.3
<b>Employed</b>			
Male	73.8	50.4	62.4
Female	-	-	52.2
<b>Unemployed</b>			
Male	26.2	49.6	37.6
Female	-	-	47.8

During the appraisal it became apparent that one of the major problems faced by youth aged 19-24 is the lack of job opportunity. Reasons for unemployment most often mentioned included the closure, economic decline, graduates lacking skills to meet market needs, a need for further training, and too many graduates for the work market to absorb. Youth also raised the issue of traditional societal mores which restrict choices and access for girls in education, negatively affecting their opportunities to work. The distribution of employed boys and girls is demonstrated below in Table 4.

**Table 4. Distribution of Youth According to Gender and Employment**



Data Source: Unpublished data provided by the Palestinian Central Bureau of Statistics to the Rapid Appraisal Mission.

### **A.3 Analysis**

It appears that the absence of national policies and plans for higher education, vocational training and the non-formal education sector has reduced the potential impact of these important systems on young people. No national policies or mechanisms exist to provide youth with opportunities to participate in national planning or legislation, or to express their views in matters that concern them. Women and girls, in particular, continue to be systematically disadvantaged, particularly in areas of education and employment.

However, even though youth perceptions and statistical evidence reflect poor education and economic opportunities, one analyst, Khalid Nabris, in a recent unpublished review of youth and youth policies, indicated that the educational sector has made some marked improvements within the past decade, building new schools, improving teacher training, introducing some new curricula, maintaining a high level of gross and net enrollment rates, and reducing school dropout rates, particularly among younger students. He additionally credits it with increasing the overall literacy rate and the number of students in higher education institutions.

The Ministry of Education and Higher Education initiated several projects and programs aimed at achieving “Education for All,” improving the environmental conditions in schools, providing students with counseling and support. These include a five-year-plan for school education, an “Education for All,” plan, a national strategy for vocational and technical training and a school dropout strategy.

Finally, the Ministry of Education and Higher Education implemented several small scale projects aimed at improving the educational process and outputs, addressing such issues as inclusive education, remedial education, mental health and school health.

## **III. Rapid Appraisal**

### **A. Research Methods**

#### **A.1. Methodology**

The primary approach to youth assessment research was to foster a fully participatory appraisal process by ensuring that key stakeholders, including youth, youth-serving organizations (YSOs), government actors, and adult community members were actively involved in the design, delivery, and analysis phases of work. Youth and adult key informants were also engaged in building scenarios based on preliminary findings, and provided feedback to the Rapid Appraisal team on the initial analysis.

The status of Palestinian children and youth has been summarized in many authoritative national reports. The Rapid Appraisal team reviewed a sampling of these studies, conducted youth focus groups throughout the West Bank and Gaza Strip, interviewed knowledgeable adults, and visited a sampling of youth and education organizations. In one month the eight-member team used literature review, focus group discussions, individual interviews and site visits to determine the current and potential capacity within the West Bank and Gaza Strip to support an enabling environment for engagement and empowerment of youth and to recommend promising interventions to USAID for increasing capacity. These methods are detailed below.

## **Ruwwad Principles**

In order to explain the idea of Ruwwad to the many people they encountered and to shape the standards around which current and future programs would be evaluated, a set of defining principles were established at the outset of the Rapid Appraisal.

## **Youth Participation**

Positive outcomes for community youth development and service-learning require authentic investment by youth at every stage. Similarly, young people need to be invested in decisions around employment preparation.

## **Hands-on, Active and Experiential**

Programs must involve direct action on real projects that benefit civil society through service or yield a product related to vocational skills that are tangible. Key is the development of on the ground experience with real projects that apply classroom skills in the real world.

## **Consequential, Real Impact and Tangible Outcomes**

Young people are involved in creating products related to service and community development (service-learning) or work (internships, apprenticeships or hands-on vocational training) that are valued and measureable. Impact on communities is valued and can be measured.

## **Intentional Engagement of Women and Girls**

Special effort must be made at every level for full participation of women and girls. Disaggregation of data collection by gender should be the norm.

## **Intentional Learning Strategy**

Whether as part of formal or complementary education, clear learning outcomes are identified. For schools and higher education, service with a learning dimension can be linked to any discipline. Guiding leadership and civic engagement skills can also be planned outcomes for CBO's or schools/higher education.

## **Accountability, Evaluation and Continuous Improvement**

Critical self assessment should be ongoing for the purpose of continuous improvement. Accountability and formal review should be ongoing. Self examination and adjustment are keys to growth and sustainability.

## **Sustainability Framework**

Sustainability plans beyond program implementation should be formally adopted at time of program initiation and monitored throughout.

## **Literature/Statistical Review<sup>8</sup>**

Reports, case studies and published demographic statistics pertaining to youth were reviewed at the onset of field research activities. Key "indicators of need" for Palestinian youth in the areas of livelihood preparation, education, and complementary education were collected and

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<sup>8</sup> See Annex B for listing of relevant documents reviewed

summarized. Findings from the literature informed the work of the field research teams as they engaged in gathering primary source data. Other relevant information pulled from the literature review has been used throughout the report.

**Participatory Workshops/Focus Group Discussions with Youth**

(see Annexes F and G)

Few researchers previously have asked young people themselves about their needs, hopes and concerns for the future. The Rapid Appraisal depended heavily on hearing from youth about their personal aspirations and the organizations and policies that engage and empower them as active citizens. The Rapid Appraisal solicited views of young people from urban, rural and refugee camp settings

Method	Number of Interviews
Focus Group Discussions with Youth	29 (total of 342 participants)
Individual Interviews with Youth	8
Individual Interviews with YSO representatives	23
Individual Interviews with Key Informants	22

from across the West Bank and Gaza Strip. Both young men and young women were included, sometimes together, sometimes separately, to ensure that the very real impacts of gender were understood and taken into consideration. The Rapid Appraisal team met with youth both in and out of school and with those working and unemployed, so that all experiences and perspectives might be included. Findings then were cross-referenced with other sources to arrive at conclusions and form recommendations for interventions, retaining the voice of youth as a major influence in the recommendations.

Field research teams conducted participatory workshops and focus group discussions with youth<sup>9</sup>. Facilitators employed several tools to engage youth in mapping and ranking exercises to obtain information. The interactive, participatory method selected for youth mapping involved using such facilitation items as a squeezable ball (“koosh”), a stretchy ball, a toy chicken and a toy lizard. Each item's use was explained to participants at the onset, to encourage interaction among them. So that youth would not feel inhibited by being limited solely to verbal or written responses, the youth mapping and ranking method called upon them to draw, sketch, number and place stickers, and express thoughts and feelings in sayings or proverbs.

Issues addressed included places in the community where youth spend the most time, youth activities and organizations, youth perspectives on their ability to contribute to addressing community needs, youth assessment of the ways families and community institutions contribute to meeting their needs, and support the development of their ability to be change agents, and gender perspectives on specific needs and practical strategies.

Interviews and focus groups with youth were arranged on the basis of the following five sample parameters:

- Geographic (rural/urban/refugee)
- Age (14-18, 19-24)
- In/out of education and employed/unemployed
- Gender
- Especially vulnerable groups

**Individual Interviews**

Individual interviews were also conducted with young people to gain an understanding of their perspective of youth needs, their perceived potential to address these needs, and necessary

<sup>9</sup> See Annexes C and D for details on focus groups and individual interviews with youth

resources and support.

Adult leaders and representatives of youth serving organizations were interviewed in to learn about their programs and services. Using a “modified Delphi method”<sup>10</sup>, interviews were also conducted with key informants in local and national government sectors, community organizations, the education sector, the private sector, and international donor sectors.

### **Site Visits with Youth Serving Organizations**<sup>11</sup>

(See Annex A)

Along with the interviews, site visits to a sampling of YSO institutions allowed the Rapid Appraisal team to assess the strengths and weaknesses of the sector as a whole and identify gaps and opportunities for building upon current work in the West Bank and Gaza Strip<sup>12</sup>.

Five sampling clusters were developed for Youth Serving Organizations:

1. Educational Programs
2. Youth Centers
3. Seasonal Camps
4. Livelihood Programs
5. Cultural/Recreational Programs/ Environmental

### **A.2. Location (See Annex H)**

Field research was conducted in urban, rural and refugee camp communities within the following districts:

- Bethlehem
- East Jerusalem
- Gaza Middle
- Gaza North
- Hebron
- Jenin
- Jericho
- Nablus
- Qalqilia/Tulkarem
- Ramallah

### **A.3. Analysis**

Field research teams developed field reports summarizing the findings of each focus group, interview, or site visit. The reports were analyzed for content by pulling key issues and tracking frequencies. Content analysis was then fed back to team leaders on a continuous basis as they proceeded with field research, to inform them of gaps and key issues that were appearing with the highest frequency.

## **B. Findings**

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<sup>10</sup> Key informants were identified through a chain sampling method (i.e. speaking to key actors in various sectors and obtaining information from them on other key informants regarding the various issues investigated)

<sup>11</sup> See Annex E for an index of interviews with key informants including YSO representatives, government actors, education sector actors, international actors and private sector actors.

<sup>12</sup> See Annex A for a listing of YSO programs visited

## **B.1. Adult Perspectives**

(See Annex I)

The Rapid Appraisal team conducted 45 interviews with adults representing youth serving organizations, local government and private sector, educational institutions, and the international donor community. In semi-structured interviews, adult respondents were asked questions pertaining to their perspective of the “situation” and “needs” of youth in general, proposed solutions to the problems faced by youth, and ways in which youth can contribute to the community. Table 5 summarizes their responses.

The interviewed adults primarily expressed concern for older youth and the challenges they face in securing long term employment. Young people often are trapped in a “Catch-22” situation where potential employers seek individuals with practical experience, but universities and polytechnic institutes do not provide sufficient opportunities for students to obtain this experience. To help alleviate this problem, the adults suggested increasing apprenticeship, internship and job placement opportunities for young graduates.

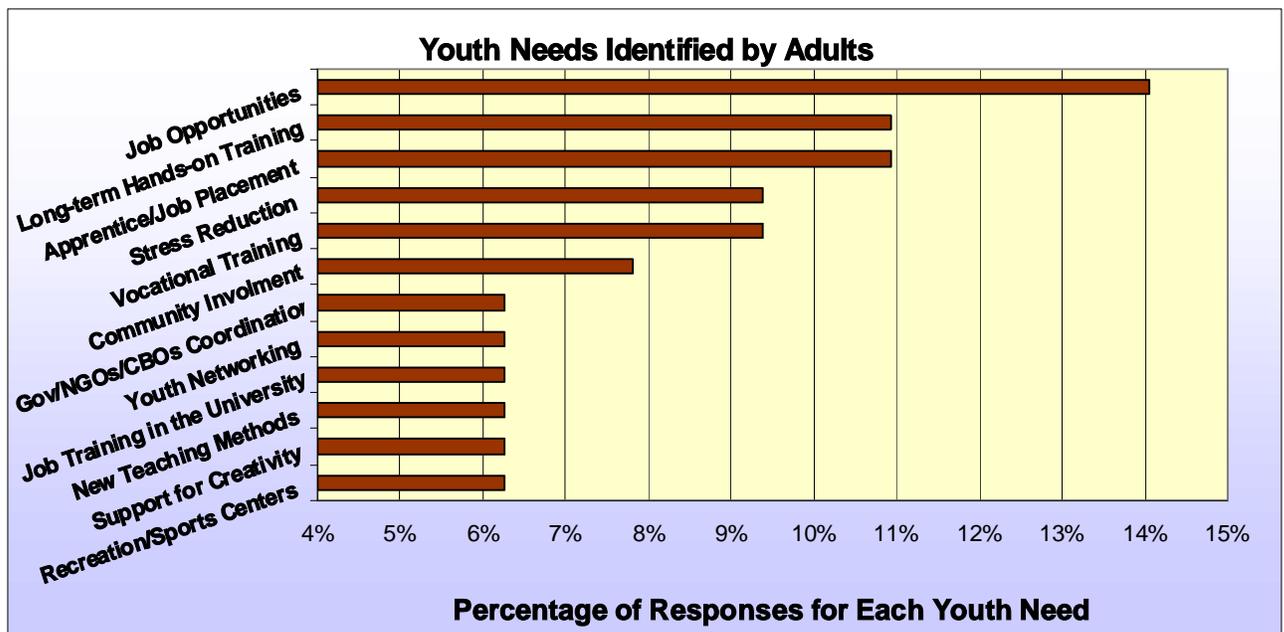
Adults also expressed the need for more practical, useful and continuous youth programming to replace the short-term training course model that currently is most prevalent among youth YSOs. Such programming would provide greater opportunity for young people to build their skills and experience in a manner that is sustainable and could provide the means for youth to make meaningful and enduring contributions to their community. One informant reported that workshops lack follow-up, so people are tired of these training courses. Another believed that short term trainings provided few lasting effects, adding, “There are no efficient consequences that come from workshops.”

Adults highlighted the need for vocational training for youth. According to many of the adults and youth interviewed, secondary schools and universities offer a limited selection of fields and courses especially in technical fields such as computer repair and maintenance, automobile diagnostics, or agriculture. Increasing youth access to such training would support their efforts towards building a sustainable livelihood.

Finally, many of the adults were deeply concerned about psychological stress, frustration and depression among young people, which they attribute to the lack of productive social and work opportunities for youth. Both young people and adults described how unemployed youth have too much free time and how they spend a great deal of it either asleep, in billiard halls, or in Internet cafes, when available and affordable, looking at inappropriate sites. With few job opportunities and minimal support available for them to build self-confidence, leadership, and positive risk-taking skills, young people find it difficult to maintain a positive outlook or sense of hope for their futures.

Adults did not mention educational needs for youth in terms other than as preparation for the world of work, and made no comments about schools providing opportunities for preparation for healthy family lives or for social and civic engagement.

### **Table 5. Youth Needs in the West Bank As Identified By Adults**



Data Source: Adult Interviews, Rapid Appraisal Mission, (N=64)<sup>13</sup>

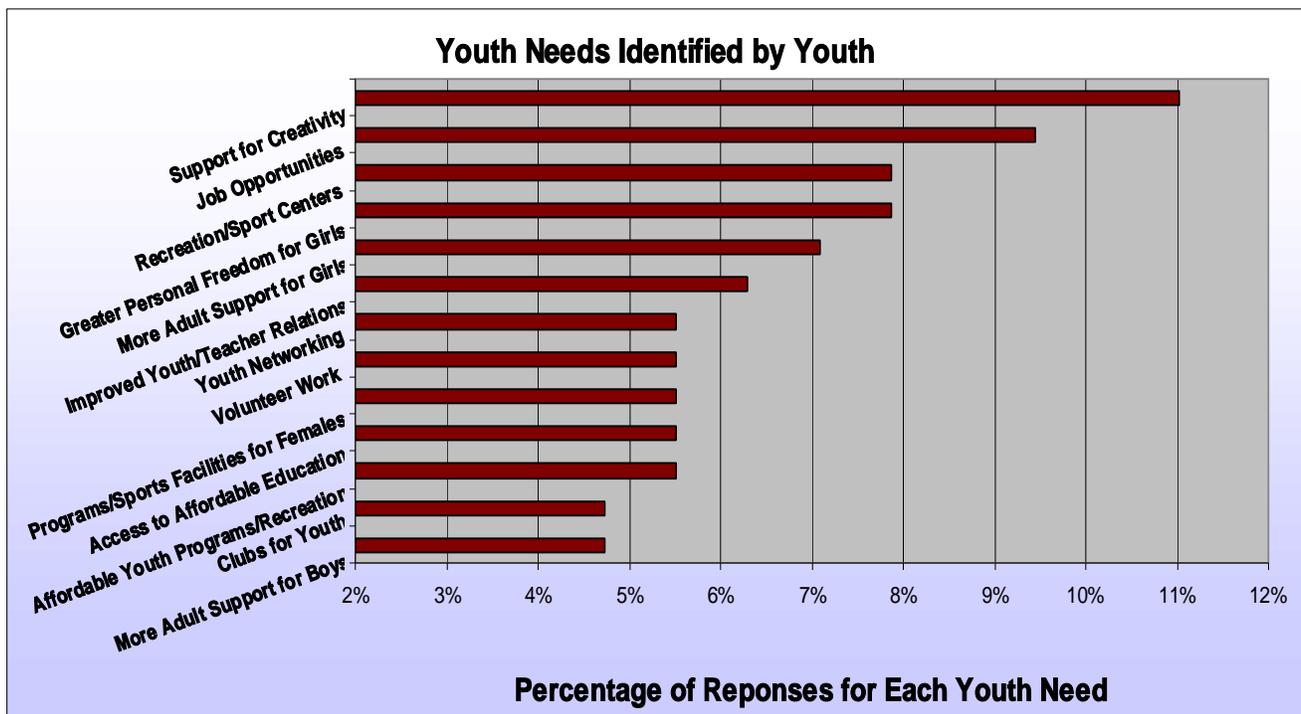
## **B.2. Youth Perspectives on Their Own Needs**

During focus group discussions and individual interviews, youth were asked to analyze the situation of youth, identify and rank youth needs for development and meaningful engagement in their communities, and assess challenges and obstacles that limit their engagement and empowerment. The table below represents their responses.

Youth representing all of the various group parameters (geographic region, age, sex, in or out of school, employed or unemployed) stated very clearly that they wished to see more support from their schools, from their parents and families, and from YSOs for their education, creative talents, interests, and abilities. Both male and female youth raised the issue of lack of recreational facilities for youth, although this need is greatest among those living in refugee camps and rural settings. Males were more concerned with their inability to secure employment than were females. Females were most concerned with the need they have to develop their leadership skills and for adult support for the development of their sense of competency. Both males and females reported that there are social restrictions placed on females, preventing them from participating in community activities, especially if these activities are co-educational.

**Table 6. Youth Needs in the West Bank As Identified By Youth**

<sup>13</sup> Responses given by three respondents or less were removed from the data set for the purposes of this chart (originally 122 responses given).



**Data Source: Youth focus groups, Rapid Appraisal Mission (N=127)<sup>14</sup>**

### **Closure and Limited Mobility**

Youth highlighted the high levels of frustration and stress they experience as a result of strict closures and restricted mobility. *“This is the first time in five years that I have come from Thahrieh to Hebron. “I went to Ramallah when I was a five year old child.” “If we could only buy Freedom.”* Youth indicated that their confinement within a limited geographical area reduces their interaction with other peers, decreases their communication with the external world and limits their knowledge of their surroundings. In addition, youth emphasized the lack of sufficient support around them and lack of understanding of their needs and aspirations by adults, including teachers and neighbors, as well as parents and relatives. A significant number of youth spoke about the role of the *“widening cultural divide”* between them and the older generation, intergenerational misunderstanding, in reducing their potential for development.

### **Poor Infrastructure**

Youth highlighted the limited and poor services and facilities available to them. The limited available community services suffer from poor infrastructure, deteriorating equipment and undemocratic, authoritarian management. Use of public and private community Information Technology (IT) facilities, one of the most attractive activities for youth, is limited as a result of high fees and old or dilapidated equipment. School buildings and facilities are not appropriate

<sup>14</sup> Responses given by five respondents or less were removed from the data set for the purpose of this chart (originally 221 responses given)

for students' needs. Classrooms are small, shabby, and crowded, and the schools lack heating systems and hygienic lavatories, and have poor playgrounds and insufficient equipment for sports or arts and cultural activities. Libraries lack current books, periodicals and electronic equipment.

## **Formal/Complementary Education**

### **Limited Participation in Schools and Community Organizations**

Youth indicated that the teaching process is teacher-centered, heavily dependent on rote teaching methods with limited opportunities for creativity, discovery and practical applications. Participation from students in the education process is minimal. Extracurricular activities are limited in number and quality. Most of the schools lack the democratic environment to engage youth in their education, having no student council, no creative and effective mechanism for a healthy dialog between teachers and students, and treating students as recipients rather than actors. Moreover, students indicate that violence is becoming a phenomenon as a result of the political situation, *"Teachers hit us violently with a personal grudge."* *"If my teacher is oppressed outside, why should he take it out on me?"*

Youth also indicated that youth-serving organizations lack vision and effective strategies for youth engagement. Others spoke about being used by such groups. *"We are being used by organizations. We plow the ground, take care of the trees, and the organizations pick the fruits."*

### **Limited Choices**

Youth indicated that their participation in youth programs is low for several reasons, including a lack of diversity in activities. Most YSOs focus on sports activities, mainly soccer. YSOs give more attention to athletically talented youth who might join the teams of the youth center and represent the club in national competitions, while less talented youth receive little attention. Other attractive activities, such as computer and Internet use, are not optimal because they are not affordable.

Choices are even more limited for females. Girls indicated that as a result of strict traditions, women's organizations are the only available place for them. However, most of these organizations do not have specific programs for youth, so girls have to be integrated into programs that actually target older women. They are not represented on a decision-making level in these organizations, so are unable to influence policies and programs.

### **Lack of Planning and Monitoring/Evaluation**

Youth indicated that most YSOs operate without a vision or plans. Monitoring and evaluation is almost absent and coordination among youth-serving organizations is extremely limited.

## **Summary**

Youth believe there is a strong need for strengthening school and community-based non-formal educational projects to help them reduce levels of stress and trauma, to equip them with skills to

face life challenges, and to engage them in developing themselves and their communities. Effective youth engagement and empowerment are key to both community development and youth development. Through engagement of young people, youth become more informed, so decision-making within the organization is more creative, leading to the emergence of a new generation of skilled community leaders.

## **Livelihood Development**

Young people engaged on the topic of livelihood development via extensive focus group discussions and individual interviews,<sup>15</sup> speaking with clarity and insight into the profound challenges they face, and with the grounded determination they bring to the search for dynamic new opportunities to become pioneers in a range of livelihood pathways. Key findings from focus group discussions and individual interviews are summarized below.

## **Recognition and Cultivation of Talents**

Youth desire to be viewed as innately talented with the potential to make creative and innovative contributions to family and community well-being, though they find themselves regularly faced with barriers to developing their talents and creativity at school and at home. As one young person from Nablus remarked, *“We have a nation that kills talent. We cannot find encouragement for our hobbies. The organizations we go to don’t listen, they neglect our interests.”*

## **Need For More Choice and Better Guidance**

Youth are frustrated with the lack of choice and guidance across their schooling experience. A common disappointment aired during interviews and focus group discussions was with the lack of flexibility regarding class selection at the high school level, along with the absence of a full range of choices at the post secondary level – especially in employment/self employment oriented polytechnical training in information technology, new vocational areas, innovative agricultural practices, and applied arts. Youth also reported that they and their families needed better career guidance resources, for while families still fund the majority of the costs of post secondary education they are often ill informed regarding the choices available to their children. As a young man in the Deheisheh Refugee Camp said, *“We need to know about new areas of education. The universities also need to have more specializations so as to have a wider range of choice.”*

## **Desire for Practical Training**

Youth are eager for meaningful opportunities to translate theoretical studies into practical applications, including opportunities for work-study placements and volunteer/service learning positions. Youth spoke consistently of the need for integrated or stand alone six to twelve month practica linked to their areas of study in vocational and traditional university areas of study. As a young agriculture graduate from Salfit reported, *“This training [a nine-month practical placement] was more important than my university. I never did practical things or used*

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<sup>15</sup> see Annex C for complete list

*my hands at university.”*

### **Real World Work Experience**

Youth are aware of the need for intensive hands-on preparation within real world employment situations across all fields of livelihood -- including options for apprenticeships and long term internships in the private sector. Young people spoke of constantly being told they lack the practical experience to compete for new jobs in the private sector, and rural youth spoke eloquently about the lack of social capital they have when they look for their first job in neighboring cities. The appraisal team met with youth who had participated in six to twelve month paid apprenticeships/internships and spoke of the immense benefits they had received. Conversely, youth expressed immense dissatisfaction with “workshop” style short term training interventions that they perceive to offer no real contribution to the sustainable livelihood development process.

### **Barriers Faced By Young Women**

Youth understand the many barriers faced by young women as they try to develop their livelihood capabilities and assets, including a lack of access to personal development opportunities in their adolescent years, in after-school and community sport and recreation programs, and restrictions to their mobility before marriage because of traditional views on the public life of girls. Young women spoke of the need for a deliberate step-by-step process of engagement, encouragement and support, for both themselves and their parents that respects traditional values while at the same time opened up new opportunities for personal and professional growth and development.

The values of local societies concerning gender issues must be addressed, and awareness programs launched in advance. Location is important, as girls are not allowed to go far from homes. Sometimes the name of a location is important. For instance, in some cases girls said that they were not allowed to go to specific centers just because the name gave the impression of male rather than female youth, *shabab* versus *shabbat*. Young women recommended using girl’s school facilities for activities as these buildings are accepted by parents. Timing is another factor that must be addressed, as girls are not allowed to leave homes at any time they wish.

Young women indicated a need to be empowered to be able to challenge the gender norms and values, while their families need to be trained on gender awareness to allow their daughters the right to choose. A young woman from Jenin observed, *“Boys have more things and opportunities. When girls do new things we are judged as doing something wrong. Boys are judged less.”*

### **Re-Entry to Formal Education**

Finally, youth recognize that there is a need for flexible entry and re-entry points into educational and vocational preparation programs for young people whose education and livelihood development pathways are interrupted by family crisis, early marriage, detention, closures, or the need to work to save money for further studies. Young people expressed pride in the contributions they make to household income in times of need, they acknowledged the situations that lead to the deferral of formal education, such as early marriage or detention, and they emphasized the importance of not shutting young people out of returning to their studies when their life situation allows their return. As a participant at a focus group discussion in East

Jerusalem shared, *“I left school in 8<sup>th</sup> grade and worked as a mechanic. When I returned to school they treated me badly. It is hard to return to school after you have started to work.”*<sup>16</sup>

## **Summary**

The above youth perspectives on livelihood development are echoed in two other recent appraisal activities, a study of the contribution young people aged 14 to 24 make to household income and their related micro-finance needs carried out by a USAID-funded team in May 2005<sup>17</sup>, and a rapid appraisal by UNICEF in October 2004 of the economic activities of young people under age 18 in the West Bank and Gaza.<sup>18</sup> These important pieces of existing research, and the Rapid Appraisal team’s extensive engagement of youth and adult stakeholders, form a compelling case for making a series of smart investments in the livelihood development opportunities available to youth in the Palestinian Territories. Investments should recognize youth strengths, build on existing programs that effectively address self-defined needs, and focus on key gaps and strategic opportunities.

## **Social and Civic Engagement**

Throughout the Rapid Appraisal process, youth repeatedly commented on the barriers they saw to their full participation in their society. Key findings from focus group discussions and individual interviews are summarized below.

### **Lack of Youth Voice**

According to youth, adults play the role of gatekeepers with regard to youth involvement in decision-making and participation in designing and implementing their programs. Young people expressed that promoting youth development, through building their skills and talents and supporting their participation in their communities, will require a major change in the attitudes of adults.

### **Lack of Youth Engagement**

Youth indicated that while their participation in political and resistance activities is obvious, many social and structural barriers restrict their participation in society building. They lack the opportunities to harness and develop their natural talents, civic and social awareness, express their views and affect national policies and plans, even those that directly concern them, and actively participate in their communities.

### **Systemic Exclusions**

Youth indicated that some youth are disengaged and sometimes excluded as a result of many factors. Females continue to be systematically disadvantaged compared to males. Female youth are excluded as a result of the limited services available to them and because of social factors that limit their participation in community activities and mobility in general. The constraints faced by women need to be identified and addressed in a strategic manner. Many females, having internalized treatment as inferiors, during the Rapid Appraisal interviews were

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<sup>16</sup> Youth quotes, FG10, FG6, YII5, FG9 ,FG10

<sup>17</sup> USAID (MED) “Microfinance, Youth And Conflict: West Bank Case Study” (2005)

<sup>18</sup> UNICEF “Palestinian Children in the Labor Market” Oct 2004

unable to express their needs or their feelings.

Disabled persons are excluded because most community facilities are physically inaccessible, and because of social barriers which limit their full integration in society. Needs of disabled persons are rarely addressed by most youth organizations, schools or the communities.

Other barriers to youth participation in social and civic activities include favoritism based on political or family affiliation, socioeconomic status, geographical areas (urban versus rural), and age.

## **Summary**

Youth want to be at the involved in all phases of planning, implementation, and evaluation of any projects that target youth in particular. Youth participation means providing opportunities for youth to take on greater responsibilities, and through these experiences build competencies and develop into young adults who can assume leadership roles. Youth ask that systemic inequities and exclusions be acknowledged, and resolutions formulated and implemented.

## **Sustainability**

### **Youth as Resources**

Though youth recommended that sustainability of projects be taken into consideration at the time of program design, they saw themselves as being able to take leadership roles in projects once they were provided with skills training. They asked for specific training in leadership, communication, negotiation, advocacy, project planning and fund raising, to increase their capacity to influence both formal and informal decision-making bodies.

## **Summary**

Development work is said to be sustainable when the community is able to continue on its own without outside support. Sustainable development is a process whereby people learn to build on their own strengths, take charge of their lives, and address their expressed needs. Youth asked for programs that would help youth and adults reduce intergenerational mistrust. They believe that if their abilities and contributions are valued, a new mutual trust will follow. They believe that increased interaction and networking between youth and adults will lead to sustainability of efforts.

### **B.3. Potential of Palestinian Youth to Address Areas of Need**

During this Rapid Appraisal Mission it became increasingly apparent that the concept of youth as dynamic social change agents is well suited to the Palestinian context. In numerous focus groups and individual interviews with youth, youth-serving organizations, and representatives of both government and the private sector, respondents emphasized that in recent years youth have played a prominent role in both addressing impacts of occupation and conflict, and in confronting perceived social injustices.

For example, during periods of school closure, youth led alternative community schools. When curfew made travel difficult, youth established health support networks to get medications to the elderly. When youth perceived inequity or injustice, they staged demonstrations and challenged

authority. So the question, as many respondents put it, is not so much whether youth will be active, but rather where this energy and activity will be focused.

During focus group discussions with young people, facilitators asked participants to list the most important community development needs in their locality, and to offer examples of ways young people could contribute to addressing these needs.

### **Community Development Needs as Identified by Youth**

Like young people anywhere, Palestinian youth hope to have opportunities and options in their lives. They want support, empowerment, and an infrastructure that provides for positive and constructive use of their time. They hope for reasonable boundaries and expectations.

#### **Support**

In the focus groups and individual interviews, youth consistently voiced a strong desire to be valued by family, teachers, and community. They hope for a caring, encouraging environment. They see themselves as capable and competent, and want that self-view reflected by the society in which they live. They suggest a need for awareness programs for family and community, to build trust between youth and society, and to address gender inequities. They ask for support for youth's talents and abilities, for improved school curricula, including the addition of art and music classes, and the adaptation of interactive teaching methods that encourage creativity and participation.

Perhaps in recognition of their stressful circumstances, they identify a need for counseling centers, especially for females and youth with special needs.

#### **Empowerment**

Palestinian youth want to be valued by their communities and given useful roles within it. They aspire to play an increased role in community involvement, with opportunities for networking and participation, including a youth voice in planning projects that especially target young people.

To contribute to their societies, they recognize the need for education. They want access to higher education, with more emphasis on applied rather than theoretical teaching. They want opportunities to receive job training and institutions, particularly for university graduates. They indicate a need for the development of vocational training and vocational education programs, particularly for females. Moreover, they want the establishment of loan plans, to enable students to pay tuition fees.

They also called for the enhancement of existing libraries, including adding more books and periodicals, and developing electronic facilities, a more user-friendly atmosphere, with increased services and expanded hours.

They believe that special emphasis should be given to empower females through programs that help build their self esteem, such as assertiveness skills training and leadership opportunities.

They want help in organizing youth to work together, and training for such specific skills as leadership, communication, negotiation, advocacy, project planning, and fund raising, so that they can increase their capacity to influence both formal and informal decision-making bodies.

#### **Constructive Use of Time**

In general, youth ask for more youth-focused recreational projects and facilities, both at schools and in the community. They would like training centers for English language and computer skills, and more after-school activities, with youth encouraged by parents and teachers to participate. They want options for amusement and recreation, and ask for such facilities as public parks, sports clubs, amusement parks, swimming pools, Internet cafes, football and basketball playgrounds, pool halls and recreation centers.

### **Reasonable Boundaries and Expectations**

Both males and females hope for encouragement from family and community to do well, but because of limited mobility have not had adequate opportunity to model positive, responsible behavior. They want more freedom to do so.

Youth see the media as a tool to motivate other youth, and would like the establishment of school radio programs. Females at one site, Hebron, suggest that the media could change the image of girls within the Palestinian community, but indicate that local radio and TV channels negatively reinforce the traditional image of women in society.

To learn from other societies how youth play roles in civil life, the interviewees ask for the establishment of a youth exchange, at national and international levels.

### **Youth's Role in Meeting Community Needs**

Palestinian youth see themselves as assets to their communities, not simply as recipients of services or problems to be solved. Here are some of their self-identified internal assets that could be leveraged in meeting community needs:

#### **Commitment to Learning**

In all of the interviews and focus groups, youth emphasize their desire to get good educations. In the past students have established alternative schools during periods of closure. Youth could be called upon to help design tutoring and mentoring programs for populations with limited access, such as disabled children and other disadvantaged children. Youth say they could maintain school buildings and gardens during summer vacations, and help with improved appearance of schools and libraries.

#### **Positive Values**

They place a high value on helping other people, and hope for the establishment of organizations that could support them in volunteer efforts. As examples of the kind of volunteering they could do, they listed a wide array of activities, including a desire to provide first aid for the injured, to create and conduct recreation programs for children affected by violence, and to gather donations to help needy families. They are interested in protecting the environment, and would volunteer to assist farmers.

#### **Social Competencies**

Interviewed youth indicated a desire to participate in decision-making bodies, both at the formal and informal levels. To be prepared for such roles, they want to be trained in basic organization and teamwork approaches, and identified specific skill needs, including teamwork, leadership, communication, negotiation, advocacy, project planning, and fund raising.

## **Positive Identity**

Frequently youth mentioned the need for projects that will build youth self esteem and confidence. They want to be involved in addressing gender inequities, and helping to design programs that address the values of local societies, such as discrimination against females and early marriage for girls. They want to be trusted, and would help design projects that would build trust between community and youth, teachers and students.

## **Conclusion**

Palestinian youth revealed their insightfulness and resourcefulness through the process of participating in the focus groups and interviews. They also expressed gratitude that their opinions were being sought and that their input would be taken into consideration. Youth voiced a worry about cost of participation in any new project, mentioning their inability to participate in different ongoing activities because they could not pay even minimal fees. They also expressed a concern about sustainability of any new projects. The youth, themselves, found an answer in suggesting that they be taught various forms of fund raising, which would include learning how to write proposals and conduct fund raising events. In their thoughtful participation in the Rapid Appraisal, youth have demonstrated their potential to address areas of need.

## **IV. Program Opportunities**

### **A. Program Values**

#### **A.1. Investing in Youth**

Youth's contribution to community development can be maximized via a range of smart investments in the development of their individual and collective capabilities. Four broad areas for investing in youth development were explored during the Rapid Appraisal: formal and complementary education; livelihoods; social and civic engagement; and sustainability. While the overall program paradigm is that of youth as assets vs. youth as problems, it is understood that *potential assets* can only be converted into *productive assets* via intentional and catalytic capacity development.

A holistic approach to positive youth development in the Palestinian Territories needs to harness the synergies of these core areas of programming and catalyze them through providing ongoing encouragement, support, hands-on learning environments, and by ensuring continuous access to appropriate resources, inclusive decision making processes, sector wide institutional collaboration, gender equity, and effective policy frameworks. USAID's bold vision of supporting the "building a new generation of leaders" needs all four of these programmatic elements to link together as distinct yet interrelated pieces of a positive youth development jigsaw puzzle.

Investment in Formal/Complementary Education: Formal education is enhanced when it is experiential and applied, and when teachers and parents are partners in guiding students' development. Schools should provide opportunities to harness and develop natural talents, encourage creative expression, and nurture civic responsibility.

The Rapid Appraisal definition of complementary education includes all community-based out-of-school activities for youth aimed at developing social awareness, positive attitudes, skills, and talents, and expanding opportunities for participation in social activities. Such activities might

include cultural, recreational, sports, creative arts, leadership training, volunteer work, and gender awareness training. In addition, linking youth with media and preparing them to use it to voice their issues and lobby for their rights is a means for civic engagement and participation.

**Investment in Livelihood Preparation:** The concept of *Sustainable Livelihood Development* describes the investment over time in the development of the essential livelihood assets (human, social, financial, physical), livelihood capabilities (positive risk taking, innovation, leadership) and livelihood activities (employment, self employment) that young people need to have the means to provide for themselves and others. Livelihood capabilities and assets can be cultivated through focused livelihood capacity development initiatives such as vocational training, job placements and apprenticeships, on the job coaching and continuing education, and access to microfinance products (credit, savings, leasing) and services (business development support, and training in marketing, accounting, management and planning).

**Investments in Social and Civic Engagement:** The U.S. National Youth Leadership Council defines *service-learning* as “Education in action - an educational method that entwines the threads of experiential learning and community service. It meets educational objectives through real world experiences while tapping youth as resources to benefit their own schools and communities.” Integration of service-learning into secondary and higher education offers the Ruwwad Project a means to address the issue raised repeatedly by Palestinian youth that schools are boring and non-engaging, and to respond to their suggestions for more opportunities for community service.

The Rapid Appraisal suggests a thoughtful integration of service-learning through organizations that already employ some service-learning methods in Palestinian schools and higher education, a full and transparent coordination with the Ministry of Education and the creation of working models in schools and colleges that could become the foundation for a national initiative.

**Investment in Sustainability:** Sustainability of projects and activities is achieved when all stakeholders (government, YSOs, communities, parents and youth) are included at the outset of programming and involved through a consensus-building approach in planning, design, and implementation. Standards and policies that guide and regulate youth programs, and require accountability, support the long-term functioning and effectiveness of youth programs.

## **A.2. A New Vision of Youth and Youth Programs**

At the heart of recommendations for preparing young men and young women for their roles within the world of work, civil society and family life, is an overarching belief that youth can be agents for change in society and assets for community development. This positive youth development framework looks at youth not as simply another cohort with problems that need to be addressed by the larger community, but rather as a unique resource that can be involved in addressing the community’s most pressing problems. This view of young people is very much in keeping with USAID’s Strategic Objective (SO) to “support the development of a new generation of young leaders” as the agency focuses on enhancing the capacity of young people in the Palestinian Territories to be change agents, role models and leaders within positive peer networks.

To successfully involve young people as dynamic actors in community development initiatives, core values must be made present and respected via the intentional application of principles of best practice and youth-friendly methodologies.

**Youth as Assets:** Youth must be seen, and perceive that they are being seen, as able to make

significant contributions to community development, to be “assets” to be engaged, and not simply “problems” to be solved. The Rapid Appraisal asked, “What community needs might youth address?” in addition to “What do youth need?” Youth must be both listened to and heard. They need opportunities to provide input at every stage of work. Youth need to be active members of project research teams, planning bodies, and implementation organizations and not just “targets” of activities.

**Youth Diversity:** Youth should not be regarded as a single monolithic cohort. Attention should be given to the diversities that young people bring and the unique contributions each might make to the broader community. Youth face some extraordinary barriers to engagement and empowerment in contemporary Palestinian society, particularly young women, disabled youth, and young people who are outside of the formal education system because of detention, family poverty or early marriage. All youth, and particularly those least often asked to be contributors to society, should be involved and invested in Ruwwad programming. Since there is a male bias and gender roles continue to diminish the situation of women and girls in society, “equal treatment of women and men” is insufficient as a strategy for gender equity if there is no parallel shift in discriminatory attitudes that exist towards women. Gender equity cannot be achieved by merely increasing the numbers of women participating, particularly if they lack access to leadership and decision-making, and if either male or female individuals in high positions lack gender-sensitivity. Gender-balanced interventions will apply a quality-oriented view of women's participation and a strategy of main-streaming and gender awareness training.

**Intentional Learning Strategies:** Whether activities are part of formal or complementary education, clear learning outcomes need to be identified. For schools and higher education, service with a learning dimension can be linked to any discipline. Building leadership and civic engagement skills can also be planned outcomes for community organizations, schools, and higher education.

**Experiential and Consequential:** Activities should involve on-the-ground experience with real projects that apply classroom skills in the real world to benefit civil society through service, and/or benefit youth through enhancing tangible vocational or life skills. Young people should be involved in creating products related to service and community development (service-learning), or work (internships, apprenticeships or hands-on vocational training) that are valued and measurable. Activity managers should measure the value and impact on communities.

**Monitoring and Evaluation:** Self examination and critical assessment must be continuous and formal. Program designs should include evaluation benchmarks at every stage. Monitoring and adjustment are keys to success.

### **A.3. A Framework for Youth Development**

A positive approach to youth development seeks to engage and prepare youth for their roles in family life, the world of work, and active citizenship. In examining program opportunities, Ruwwad would work with already existing entities, such as Ministries, NGOs and Donors, to identify approaches in these three areas. These points are illustrated on the following pages in Diagram 1 and Table 7.

**Family Life:** Activities that involve promoting healthy physical, emotional, and social growth,

including wellness activities that include hygiene, nutrition, and sports; training in communication, relationships, decision making, and goal planning skills; prevention of violence, HIV/AIDS, and pregnancies in young girls.

**World of Work:** Activities that focus on building the skills necessary for participation in the economic life of the family and community: Literacy, numeracy, academic education, art, vocational skills, computer training, self-employment, employability skills training.

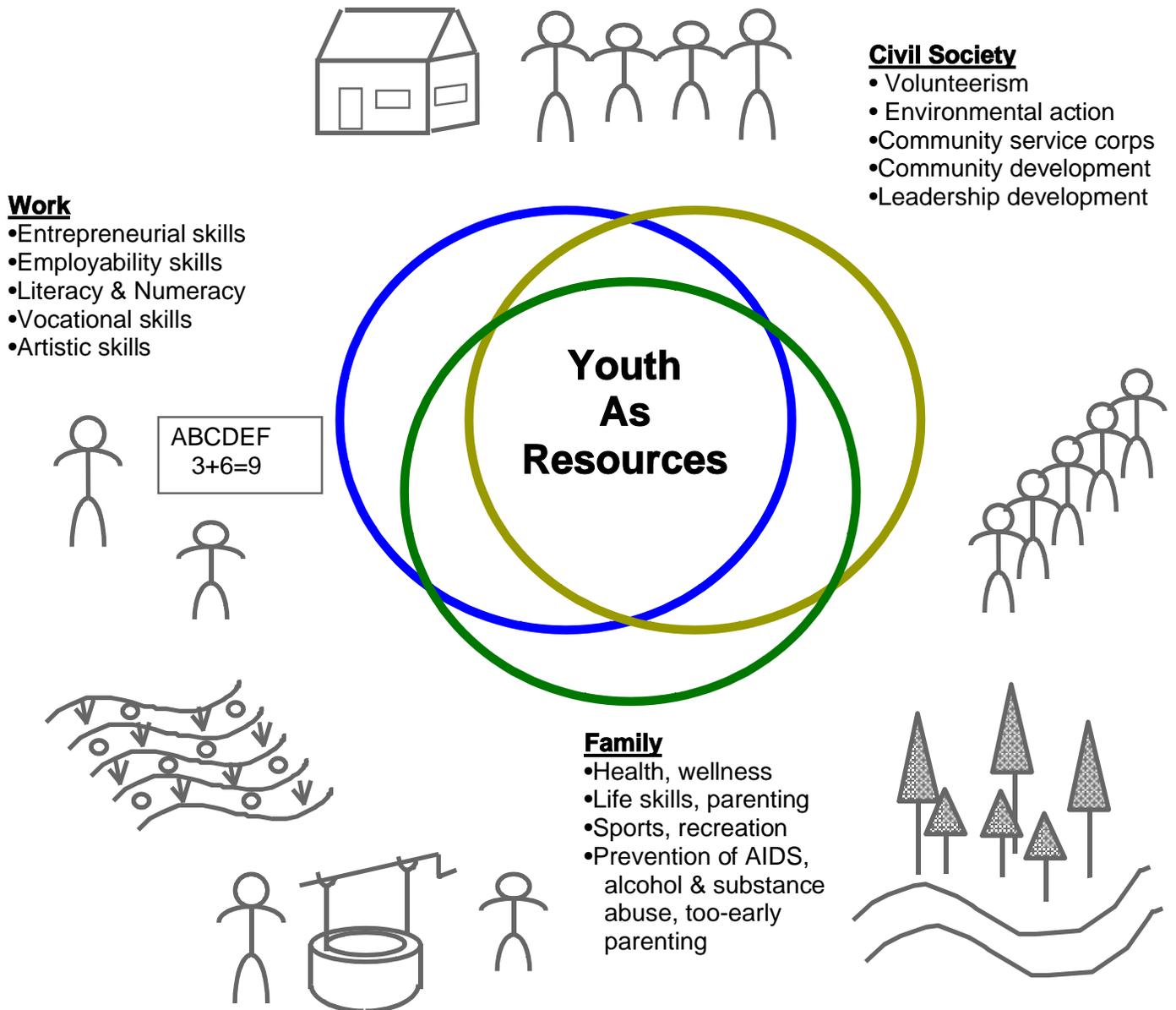
**Active Citizenship:** Activities that encourage leadership and responsible citizenship by involving young people in their communities: Environmental action, leadership training, and community service.

In all of these activities, youth themselves are valued resources, as illustrated here:

### Diagram 1. Framework for Youth Development

**Positive youth development occurs within an array of experiences, education, services, supports, opportunities and relationships that prepare and engage youth for their roles in work, civil society and family.**

***Youth can serve as resources in their own development as well as their families' and communities' development.***



Developed by Paul Sully 2003, adapted from work by Paul Sully and Jim Russell, Peace Corps, 1995.

#### **A.4. An Inventory of Government, NGO and Donor Agencies**

##### **The Government**

<b>Organization Name</b>	<b>Location</b>	<b>Description</b>
Ministry Of Youth & Sport	Ramallah	A PNA body which conducts and coordinates youth programs in cooperation with local and international YSOs and funders.
Ministry of Education and Higher Education	Ramallah	The PNA entity responsible for education policy-making and planning within the West Bank and Gaza; key youth initiatives include a five year plan for school education, an “Education for All plan”, a national strategy for vocational and technical training, and a school-drop out strategy.
Ministry of Health	Ramallah	Implements a range of initiatives aimed at promoting positive youth development—including youth psycho-social support campaigns (in conjunction with UNICEF and the WHO), immunization of students, youth reproductive health education, and in-school counseling for students in need.
Ministry of Culture	Ramallah	Supports cultural centers for young people in the West Bank and Gaza; also organizes region-wide reading campaigns, book fairs, and arts/cultural festivals with youth components.
Ministry of Women’s Affairs	Ramallah	Runs capacity-building activities for young female leaders, and skills training courses for young women in different regions of the West Bank/Gaza. Also leads support campaigns for young female prison detainees
Ministry of Detainee Affairs	Ramallah	Offers support to newly-released youth prison detainees—through vocational training courses, business start-up grants, and school fee subsidies.
Ministry of Social Affairs	Ramallah	Operate facilities for orphaned youth in multiple locations in the West Bank and Gaza.
Palestinian Education Initiative	Ramallah	A joint initiative of the Palestinian Ministry of Education, the World Economic Forum, and international IT providers to launch a new school-based IT initiative, paralleling the work of the UNWRA in schools.

## The NGO Community

<b>Organization Name</b>	<b>Location</b>	<b>Description</b>
Al Ansar Club	Jerusalem	A sports club supporting the urgent needs of youth through social, cultural and sports programs that help them develop and enhance their skills and talents, and use their free time productively.
Al Ein Refugee Camp rehabilitation Center	Nablus	A service center in the camp providing programs to enhance the lives of youth who have special needs.
Aya	Bethlehem	A CBO providing leadership trainings and capacity building programs to youth 16-30; e.g. re-entry to education system for dropouts, vocational training, youth activities & IT training.
Birzeit University	Ramallah	The University has a 120-hour voluntary work (service) graduation requirement for students.
Civic Forum	Jenin	A non-partisan NGO strengthening Palestinian democracy and developing Palestinian civil society organizations.
Deutscher Industrie- Und Handelskammertag/German Industry & Commerce Mission	Ramallah	The vision of the German I&C Mission in Palestine is to serve as a center for economic services between Palestine and Germany. The Mission is part of an international union of the German Union of Commerce Chambers with 85 German chambers and 100 others in over 70 other countries.
International Center of Bethlehem (Dar Annadwa)	Bethlehem	An important Bethlehem cultural center providing art and musical workshops for art teachers, and special vocational training courses in art, hand crafts and e-marketing.
Jenin Camp Services Center	Jenin	PLO founded centers coordinating all refugees affairs among local/international organizations working with Refugees
Jenin Municipality Youth Center "SHAREK"	Jenin	SHAREK is a UNDP/local municipal sponsored Youth Forum adopting youth initiatives and developing Youth participation to improve Palestinian society.
Juhoud for Community & Rural Development	Ramallah/ Birzeit	Identifies needs, provides resources, and establishes mechanisms and programs to increase the level of cooperation among rural communities.
Palestine Wildlife Society	Ramallah	Promotes protection and preservation of Palestinian natural resources and wildlife by conducting such activities as environmental camps & awareness campaigns.

Palestinian Agriculture Relief Committees [PARC]	Jenin	An agricultural relief and development NGO engaging targeted groups in Youth Development, credit, the Arab agronomists association, and rural women development.
Palestinian Society for Regional Studies [Jafra]	Nablus	Jafra focuses on support for women who lost sons or husbands; also promotes human rights through TV and Radio programs.
Palestinian Vision	Jerusalem	A youth-led organization with a large number of volunteers working in small youth projects such as a youth exchange, public achievement, and mural projects.
Palestinian Women Union Center	Qalqilia	A women's organization serving primarily women, but also youth (male & female) through activities such as leadership, human rights, women rights and democracy trainings, and computer courses.
PYALARA	Jerusalem	Palestinian Youth Association for leadership & rights activation, established 1999. main field of work includes specialized Youth Media and Youth Activation
Quaker Services- Palestine	Ramallah	The Quaker Services focuses their work on youth activities through their Public Achievement Project, a replica of a program initiated by university students at the US.
Regional IT Center- IT4Youth	Jenin/ Nablus	Offers IT "play and learn" training courses to Youth aged 10-24. It is a project of the Welfare Association and International Youth Foundation & funded by USAID.
Teacher Creativity Center	Ramallah	The Center promotes and develops civic education and human rights within the Palestinian education system through teacher & principal training, parent involvement, and policy development within units of the Ministry of Education.
UNDP Forum (an independent NGO established by UNDP)		A forum to provide youth with opportunities to express their views and participate in policy development and youth law.
Welfare Association	Jerusalem	A Palestinian NGO funds and implements education, youth and IT programs for Palestinian youth (IT4Youth, Future Kids, Intel Club House) tuition support, building of schools and school facilities all over WB and Gaza.
Wi'am Center	Bethlehem	A grassroots organization working to improve the quality of community relationships, promoting peace and reconciliation, and building a society based on democratic norms and values.

Women Studies Center	Jenin	The Center works to change women's self-perception and community perception of Palestinian women through empowerment programs & advocacy/lobbying campaigns.
YMCA	Jerusalem	The E. Jerusalem YMCA works extensively with and for Palestinian Youth through a variety of Programs directly related to youth needs and hopes
YMCA	Ramallah	The YMCA provides micro-financing in the form of capital goods and ongoing business development coaching to young people who have graduated from a higher level vocational program, and who have successfully completed an apprenticeship.
YOUTH Development Department, Arab Studies Society (Orient House)	Jerusalem	The Department helps reinforce Arab-Palestinian identity among youth in Jerusalem by providing administrative, financial and technical assistance to youth and youth organizations.
Youth Resources Center	Ramallah	An NGO funded by the French Foreign Ministry to build a network between Palestinian Youth NGOs and to improve coordination, consultation and to solidify the role of youth in community development and civil society.

### The Donor Community

Donor	Activity
GTZ	With UNRWA and the UNDP developing new vocational training options for 14-18 year olds.
ILO	Provides funding for the creation of apprenticeships for recent graduates of higher education level vocational training programs and centers <sup>19</sup> .
UNDP	With UNRWA and the GTZ developing of new vocational training options for 14-18 year olds.
UNICEF	Conducting survey of school youth clubs. Sponsoring a review of the situation and policies related to adolescents and youth in West Bank and Gaza
UNRWA	With GTZ and the UNDP developing of new vocational training options for 14-18 year olds.
EC (European Commission)	Organizes and oversees EuroMed youth

<sup>19</sup> Some of these are funded/licensed by the Ministry of Labor, others by the Ministry of Education and Higher Education

	exchange program; also gives grants to youth in the areas of human rights and democracy, and runs youth cultural activities in the West Bank and Gaza.
SDC (Swiss Agency for Development Cooperation)	Run workshops, seminars, and training courses for youth in connection with the Geneva Peace Initiative
USAID	Playground construction
	School classroom construction and refurbishment
	Vocational Education Program (in development) – upgrade libraries, teacher education,
	Higher Education Program – sponsors graduate level education in the US for select Palestinians
	Youth Program (in development) to positively engage youth and “build a generation of new leaders”

## **B. Intervention Opportunities**

The following intervention opportunities are designed to address needs identified by the Rapid Appraisal, and incorporate the principles of best practice. Working models developed through each activity support the overall intervention. For example, to support the intervention sports activities might be established as Working Models in ten schools. Each Working Model will be launched with the expectation that responsible operators will consciously perform the following tasks as part of their USAID agreement:

- document and report implementation steps for the purpose of creating operating manuals and standards for the subsequent larger program;
- help create and employ an evaluation model geared to continuous improvement;
- report and consult regularly with the coordinating agency;
- sit on a Coordinating Council charged with advising on the launch of the larger program;
- add and maintain an online description of program; and
- serve as peer consultant to subsequent later program application, which means working with new programs as they are launched.

### **B.1. Formal Education/Complementary Education**

Formal education refers to academic and vocational education in high schools, community colleges and universities. Complementary education refers to all community-based activities, outside the formal education systems, aimed at developing literacy, numeracy and life skills of young people. It is designed to address their basic education needs while expanding their opportunities for participation in social activities which allow them to express their views, gain organization skills, and engage in healthy, socially constructive activities.

For the purposes of the following analysis and for developing potential interventions, the Rapid Appraisal team has chosen to highlight service-learning interactions both within and outside of learning institutions separately in Section B.3 of this report. The Livelihoods Section (B.2) also contains elements that involve schools, but focus specifically on livelihood development.

### **Situation/ Need**

The educational system (formal and non-formal) has great potential to play an active role in improving the quality of life of youth and in preparing them for a productive civic life. The system, however, suffers from a number of limitations that reduces its ability to make optimal positive changes in the lives of youth.

Despite the system's recent achievements, discussed below in Promising Responses, youth participating in focus group discussions highlighted a number of limitations or problems in secondary education including ineffective teaching methods, poor outcome of school education (academic achievements), little opportunity for youth participation, discovery or creativity, violence in schools, poor infrastructure, and poorly qualified teachers. Extracurricular activities are limited in number and quality, partly because of schools being closed after classroom hours. Sports and arts classes are frequently cancelled. Youth indicated that higher education is expensive, does not prepare them for the labor market, lacks a variety of specialties, offers few opportunities for post-graduate study, and that fewer graduates are hired each year because of the poor economy.

Several studies highlighted the general decline in the quality of education and the poor academic achievements of students, especially in areas where youth experienced high exposure to

violence.<sup>20, 21, 22</sup> Students indicated that violence in schools is becoming a common phenomenon, as a result of the stressful situation in general, a lack of sufficient guidance by families and teachers, and corporal punishment widely practiced by teachers.

Youth and YSOs agreed that the great potential of the non-formal educational sector has been limited by a lack of national vision and a national strategy for programming for youth. The absence of effective coordination among various stakeholders has reduced the potential impact of complementary education activities.

Youth highlighted the limited and poor youth services and facilities available to them. Available community services suffer from limited participation by youth in decision-making and in designing and managing their programs and services, poor infrastructure, poorly maintained equipment and undemocratic, authoritarian management. The use of public and private community IT facilities, one of the most attractive activities for youth, is limited because of high fees and equipment. Youth indicated that their exclusion and disengagement from involvement in community life is also due to limited services available for females (and social factors limiting their participation) and physically inaccessible facilities for disabled youth.

There is a clear need for coordination among YSOs, the Ministry, and youth to address teaching methodology, inclusion of experiential learning, service-learning and extra-curricular activities, and improvements to facilities to support these activities.

The current situation and needs point to the importance of strengthening school and community-based non-formal educational projects to help youth reduce the levels of stress and trauma among them, to equip them with skills to face life challenges and to engage them in developing themselves and their communities. Effective youth engagement and empowerment is key to community development and key to youth development. Through engagement of young people, youth become more informed, decision-making within the organization is more creative, and a new generation of skilled community leaders emerges.

## Promising Responses

Investments of the Ministry of Education and Higher Education and the donor community have led to important achievements in improving the performance of the formal educational system including building new schools, increasing training opportunities for school teachers, introducing new curricula, increasing Gross and Net enrollment rates, reducing dropout rates, reducing gender gaps in education, and increasing the overall literacy rate.

Though youth have identified limited opportunities to participate in school sponsored clubs or activities, a number of already-established programs exist that could be linked through a proposed Ruwwad intervention, a YSO Council. Some of the programs have strengths that appear to be in concert with Ruwwad youth development philosophy.

**Sharek:** The Sharek youth group, a youth-run YSO, is one of the most dynamic groups in terms of their ability to mobilize youth and support creative people and individual initiatives. Sharek has established a forum to provide youth with opportunities to express their views and participate in policy development and youth law. Sharek has focused on activating and promoting concepts of voluntary

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<sup>20</sup> Arafat, Cairo, and Boothby, Neil, NPA-secretariat and SCF-US, *A Psychosocial Assessment of Palestinian Children*, (July 2003), p. 20, 28, 34-35

<sup>21</sup> Giacaman, Rita et al, ICPH, Birzeit University, *Schooling at Gunpoint: Children's Learning Environment in War like conditions – the Ramallah/al-Bireh/Beituna Urban Center*, (December 2002), p. 11

<sup>22</sup> United Nations-Occupied Palestinian Territory, International Children's Day-Fact Sheet, June 2004.

work. They are currently engaged in developing a policy on voluntary work, building a database of youth volunteers, expanding the scope of voluntary work, and drafting laws to clarify the rights and responsibilities of youth and protect the rights of volunteers. At the present time in Gaza, Sharek is engaged in supporting the disengagement plan by raising community awareness regarding protecting properties and maintaining public order. **Strength:** Sharek has established a forum to provide youth with opportunities to express their views and participate in policy development and youth law.

**The Young Journalist Club:** The Young Journalist Club engages young people in media activities. The Rapid Appraisal team met with a very organized and mobilized group of young men and women who had developed talents in poetry, writing, and producing radio and TV programs. One of the youth leaders has published a book. **Strength:** They see their role as agents of change in society by bringing youth issues out for public debate, and raising community awareness about youth issues. Their gender awareness level was especially remarkable.

**Pylara:** This group organizes a youth television show, "Raise Your Voice," that allows youth to design and implement a show that focuses on local challenges, concerns and issues. **Strength:** Youth are involved in actually designing this show which gives a voice to youth.

**The Children's Municipal Council:** The municipality of Gaza with support from UNICEF invited children ages 13-15 to join the Council within the Child Friendly City initiative. An Executive Council was elected for two years. Both males and females, one of them disabled, are represented in the elected council. Members of the old council, now 17 and 18 years old, proposed that the municipality establish a Youth Council. This proposal was approved by the municipality and members are preparing now for the elections. **Strength:** The objectives of the Council focus on raising the awareness of youth regarding their needs and the needs of their communities, providing youth with training opportunities, raising the voices of youth and representing them in official gatherings, and planning and implementing health, cultural and environmental awareness campaigns.

**Women's Studies Center:** This center provides support to female university students. A course in Jenin and Hebron focused on early marriage included training in self-assertiveness, campaigning, communication skills, and gender awareness. Students were also engaged in long-term voluntary work. One student remarked, "I have done training courses with many centers, but the one at the Women's Center was the most helpful because it included a practical placement." **Strength:** Through volunteer work, students gain real world work experience.

**Summer Camps:** Started as fragmented individual efforts, summer camps have been operating and growing in popularity and numbers since the mid-1980s. For the last three years, the "National Committee for Summer Camps" has planned and implemented a large scale summer camp program that targets children. The program includes the development of manuals and resource materials, provides sports, cultural, and art supplies, trains youth leaders to equip them with skills to design and implement summer camps. The National Summer Camp effort reaches over 60,000 youth ages 9-17 and enjoys support from the Ministry of Education. Organized in separate boys and girls camps, they organize group games, sports, arts, and crafts. **Strength:** Youth are empowered with leadership skills.

**Friends of the Earth:** This environmental group is launching "green clubs" in different West Bank schools, encouraging students to learn how to protect the environment. **Strength:** Youth learn to be

responsible environmentally-conscious citizens.

## **Key Gaps/Opportunities**

A number of opportunities exist and can form the basis for an effective Ruwwad program. Service learning, civic engagement, and polytechnical university work-related opportunities are explained in the following sections. However, schools have the opportunity to become more welcoming environments to support experiential and service-learning activities, YSOs can better coordinate their efforts, and YSOs and municipalities can involve secondary and university youth in the organization and provision of specific sports, arts and educational programs for youth.

Schools are important, accessible community institutions and can provide an effective youth-engagement program base apart from academic instruction. Most schools in Palestine operate for a short number of hours, leaving many hours for an after-school program. According to some female youth, their parents regard schools as credible, safe places. While families might prevent their daughters from going to many community-based institutions, schools are an exception. In fact, some female youth indicated that schools are the only place they are allowed to be other than in their homes.

In the past,<sup>23</sup> serious negotiations with the Ministry of Education and Higher Education regarding utilizing schools for after-school-youth activities resulted in the MEHE agreeing to the idea if credible management is established to lead the activities, preferably if teachers are involved, and if a body would be responsible for repairing any damage to school premises or equipment. Such a body could be the local village council or other community-organizations.

## **Potential Interventions**

The Ruwwad program activities are based primarily on ideas developed through the fieldwork period which involved a large number of youth. Ideas came from youth and thus youth are expected to support the activities.

### **Intervention 1: Community Schools**

**Purpose:** To increase the capacity of 50 schools to remain open after hours of formal instruction for implementation of after-school programming and of sport and recreation activities for youth and children.

This intervention will create 50 community schools for the purpose of extending the capacity of schools to remain open and offer extended day and vacation opportunities to local children. It will increase utilization of school premises and facilities for after school programming and for sport and recreation activities for children and youth.

It will engage 1,000 youth-serving professionals, 650 youth leaders, and create sport and recreation opportunities for 36,000 youth.

## **Implementation**

The implementation of the project will depend upon the wide participation of various stakeholders with

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<sup>23</sup> One of the members of the Appraisal Team (Khalid Nabris) was engaged in such negotiations.

youth at the heart of the process. A detailed plan of action will be developed in cooperation with the Ministry of Education and Higher Education, Ministry of Local Government, Ministry of Youth and Sports and various regional stakeholders. The plan of action will include details on the implementation strategy, activities, and the criteria for selecting schools and project personnel at the local level. Local Coordination Committees will be established at each site. These local committees will be composed of representatives from community schools, municipal councils, local community-based organizations, parents' associations, youth, and community based specialists (photographers, artists, actors etc).

Fieldwork will be carried out to select participating schools (50 schools). In every selected location, at least one male and one female school will be selected. The project will be implemented in two phases: Phase 1 (development of a working model) will include ten schools while Phase 2 will target 40 additional schools.

Project implementation personnel will be recruited at each location (project management team). These teams will be composed of two male teachers, two female teachers, two male youth leaders and two female youth leaders. The project will provide a matching stipend for members of the management staff in each location for the first 30 months of implementation. The rest of their salaries will be covered by the local community which will be responsible for covering the full salary after the first 30 months.

A technical team will also be recruited to provide on-site technical support/coaching to each management team. In addition, a monitoring and evaluation consultant will be recruited to monitor progress and draw lessons that will feed into the planning process.

## **Activities**

**Training of Project Management Teams:** A training institution will be contracted to carry out 150 training hours for the project management teams. During the lifetime of the project, a total of 400 persons will be trained (80 persons during Phase 1 and 320 during Phase 2). Training will include: management and planning skills, fund raising, community/youth mobilization, communication, team building, as well as technical skills in areas such as designing and implementing cultural, educational, recreational and sports activities.

**Enhancement of School Infrastructure and Resources:** Following training, the project will focus on improving infrastructure in each school and on providing schools with equipment to implement the activities of the project. This includes such activities as establishing playgrounds and play areas, establishing a computer lab, planting trees, establishing a theater or a studio, improving the capacity of the science lab. Needs might differ from one school to another. Youth would be trained in technical skills such as construction, carpentry, tree planting, with already-skilled youth acting as instructors whenever possible.

**Design and Implementation of Activities:** Following completion of infrastructure development, activities will be designed and implemented by each management team. Schools could elect IT training, cultural activities, environment programs, art activities, recreational activities, sports activities, reading promotion, civic education, service learning, remedial education, or other activities, according to needs. Schools will be provided with needed supplies to facilitate the implementation of activities along with a monthly stipend to support the implementation of activities. All other costs will be covered by the local community (membership fees, contributions from the municipalities and local community organizations, community donations, and other fund raising efforts).

**Summer Camp:** Capacity-building and summer camp counselors will receive professional development training to improve the staff and youth interactions. These staff will be made up of adult professionals and youth leaders who will also receive training. Four adult staff and 12 youth leaders per school will oversee the activities of 160 youth per summer camp. For the life of the project this translates to 200 adults, 600 youth leaders and 36,000 youth.

**Intervention 1: Community Schools: Outputs for Life of Project**

<b>Activity</b>	<b>Number of Youth Serving Professionals Involved</b>	<b>Number of Youth Leaders Directly Involved</b>	<b>Number of Youth Directly Involved</b>
<b>Training of Project Management Teams</b>	400	20 <sup>24</sup>	
<b>Enhancement of School Infrastructure and Resources</b>		30	
<b>Design and Implementation of Activities</b>	400	20 <sup>25</sup>	
<b>Summer Camp program</b>	200	600	36,000

<sup>24</sup> It is anticipated that at least 5% of the project management teams will be youth.

<sup>25</sup> It is anticipated that at least 5% of the project management teams will be youth.

## **Intervention 2: Ruwwad Playground/Sport Field Project**

**Purpose:** Engage youth in the project design, construction and implementation of outdoor playground/sports facilities (including football, basketball, handball, netball).

This program is a livelihood/service-learning construction program through young people in partnership with municipalities, vocational schools and/or NGO's to build 50 playgrounds/sports facilities throughout the West Bank and Gaza. It will include a service-learning curriculum designed to enhance literacy, job skills and employability among youth. Outcomes include measurable skills improvement among participating youth and increased local playground and play area capacity for communities. This concept has been endorsed by the Deputy Minister of Local Government who will work with the providers in shaping an implementation plan.

The program will result in leadership development and project design and community organization experience for 300 leaders and 1,000 youth volunteers and provide positive play environments for 25,000 youth over a three-year period.

### **Implementation**

This program would be implemented by a sub-agreement to an NGO or a university with the provision that collaborative relationships be created with other NGOs, local community based organizations and the private sector. Additional relationships would be created through non-cash transfer collaboration agreements with the local municipality, the Ministries of local Government, Education and Higher Education, Youth and Sports Ministry of Education and higher Education, and schools. Effort would be made to learn and/or link this effort to other USAID construction and playground construction efforts underway.

Youth will be at the heart of the process in implementing the plan, with wide participation from various stakeholders. A project coordinator will be engaged to coordinate the development of a detailed plan of action in cooperation with the local municipality, and various stakeholders. This coordinator will be assisted by a group of 20 university student service placements to serve as a research and outreach committee. The coordinator will create a plan of action that will include details about establishing an advisory committee, the implementation strategy, activities, and criteria for selecting playground and sports facility locations.

The implementing agency will establish an advisory committee to provide input to the coordination and implementation of the project. The coordinator will utilize the university service placements who will work in pairs with advisory committee members to help select the participating communities. Local steering committees will be selected for each site composed of representatives of municipal councils, local community-based organizations (CBOs) and youth-serving organizations (YSOs), youth, parents, and community specialists such as architects. Local committees will be formed to advise on the design and help coordinate the implementation of the project. It is expected that the municipalities or a local CBO will assign a staff person to be a contact point, and the committee with the stakeholders will sustain the premises and activities in the long term. Local municipalities will provide land and space for the construction of the sites, which may or may not include areas next to schools. An experienced engineering consultant will supervise the technical aspects of implementation of the project. Local universities will be contacted to recruit engineering students and recent graduates to participate as interns who will be provided stipends.

In every location, male and female youth and adult participants will be selected to ensure that the design of the playground and sports facilities and activities serve the interests of boys and girls, young males and females equally. The project will be implemented in three phases. Phase 1 (year 1) will

build ten play areas, Phase 2 (year 2) will establishing 15 more play areas and Phase 3 (year 3) will construct 25 additional play areas.

## Activities

**Selection and Training of Youth Leaders:** The national coordinator, the 20 university student volunteers, 20 youth leaders (four youth leaders from each of an initial five communities), the supervising engineer, and architect/engineering students will participate in a training and planning program to build community outreach and planning skills and to review and construct draft work plans for designing and constructing the play area. Before Phase 1 is implemented, two training programs will be carried out in the West Bank and Gaza Strip. Each training program will target 200 trainees (four youth leaders at each of 50 sites). Similar training sessions will be held in Phases 2 and 3 of the project.

**Create Model Playground/Sports Facilities:** A model playground facility will be created near Ramallah by the engineering consultant to serve as a training laboratory in the construction of the first playground. The model will demonstrate to potential grant recipients how to apply this program in their home communities and provide training for youth leaders and architect and engineering students and graduates participating in the project. Five additional model facilities will be constructed in Phase 1 of the project. During this time, 60 additional youth leaders and 15 graduate students will receive project training.

**Contracting Steering Committees and University Architect and Engineering Students:** A contract will be established with a municipality steering committee at each playground and sports facility site. The committee will in turn contract with 15 university architectural and engineering students to develop plans for the construction of the playground and sports facility area, and to provide ongoing supervision of the construction with local leadership. The municipality steering committees will also be contracted to obtain building materials and manage the construction of the sites through youth volunteers and construction trades students. All activities will be supervised by the engineering consultant.

**Mobilizing Youth Volunteers:** The municipality, construction trade schools and youth organizations at each site will mobilize youth volunteers to participate in the construction of the play area. An estimated average of ten youth volunteers will be engaged at each site. After construction, additional youth volunteers will be recruited to contribute to ongoing maintenance and management of the site. Phases 2 and 3 will follow the same implementation pattern. Before each phase is implemented, model training programs will be held for the nominated youth leaders from every potential site.

## Intervention 2: Ruwwad Playground/Sport Field Project: Outputs for Life of Project

Activity	Number of Youth Serving Professionals Involved	Number of Youth Leaders Directly Involved	Number of Youth Directly Involved
(i) Youth Leaders Training		200	
(ii) Create Model Playground/Sports Facilities, one initial and 5 later, total (6)		75	
(iii) Contract Steering Committee &		15	

University Architects and Engineering Students			
(iv) Mobilizing Youth Volunteers			500
Completion of 50 sites over 3 year period			500

### **Intervention 3: Ruwwad Youth Media Network**

**Purpose:** Engage and empower youth with the skills needed to prepare them for employment in the media and communications fields, while providing a real world forum where they can have a voice.

Youth will be partnered with contracted media outlets (radio, television, print, web-based) to participate in practical training programs and internship placements at the media outlet of their choice. As a result of the training program and internships, youth will develop 1) a youth radio program, 2) a youth television program 3) a website for Palestinian Youth and 4) a “Youth page” in one of the major national newspapers.

Through these internships youth will gain work-related experience and skills which will lead to employment in the media field and other areas requiring high competence in verbal and written communications.

### **Implementation**

Youth will be at the heart of the process in the implementation of the plan, which will involve wide participation of various stakeholders. A project coordinator will be engaged to coordinate the production of a detailed plan of action in cooperation with the Ministry of Education and Ministry of Youth and Sports, educational institutions and media institutions. The plan of action will include details about implementation strategy, activities, and criteria for selecting partner organizations and youth that will be enrolled in the project.

A committee will be formed to advise and assist the project coordinator in the implementation of the project. Local NGOs/youth organizations will be invited to apply to manage the program, indicating their strengths and credentials. Of the applicants, two organizations will be selected to manage regional media network programs, one in the West Bank and one in the Gaza Strip.

The managing organization in the West Bank will solicit and select 12-15 youth from each of three areas (North, Central and South) for advanced media training. The managing organization in the Gaza Strip will also select 12-15 applicants for advanced media training in their area. A total of 60 youth will take part in each round of training, with two rounds of training scheduled for the activity.

Simultaneously, the managing organizations will contract and select media and educational institutions (TV, radio, experienced educational institutions, web-designers and journalists) to develop a media training package for the selected youth. These media institutions will train the youth in journalistic writing skills, radio and television program production, and web design.

After their training the youth participants will be offered internships at the host media outlet of their choice. These internships will give youth participants the practical experience and support needed for the development of a youth radio program, a youth television program, a youth network website, or the development and management of a “Youth Page” in one of the major local papers.

Following their internships the trained youth will apply for grants to produce media programs for and by youth that could be produced at their host media institution and will also be supported by resources from other media/educational institutions. Such grants could include production of TV or radio programs, managing a youth page in a local newspaper, carrying out a research project on a selected youth subject, and other appropriate media activities

Trained youth, with support from their host institutions, will develop a network to promote the utilization of media by youth, including the establishment of a youth-led website. A new group of youth will participate in the project after the second year and will be trained following the same procedures.

**Intervention 3: Ruwwad Youth Media Network: Outputs for Life of Project**

<b>Activity</b>	<b>Number of Youth Serving Professionals Involved</b>	<b>Number of Youth Leaders Involved</b>	<b>Number of Youth Directly Involved</b>
<b>Youth leaders Engagement/trained</b>	2	30	120

## **B.2. Livelihood Development: A Step-By-Step Approach**

The United Nations Development Programme (UNDP) and the World Bank have defined a sustainable livelihood as when one has the livelihood assets, capabilities and activities required to provide for one's economic needs, despite the crises and shocks one might face. The concept of Accompanied Livelihood Development (ALD) is, in turn, based on the understanding that young people need the support and encouragement of trusted adults to cultivate and develop the full range of livelihood assets (human, social, financial and physical), livelihood capabilities (innovation, creativity, positive risk taking) and livelihood activities (employment/self employment) required to achieve a sustainable livelihood.

One way to picture the Accompanied Livelihood Development process is to imagine a set of steps that form a stairway towards the attainment of a sustainable livelihood. Beginning in childhood, through adolescence and into young adulthood, young people can be provided by their families and communities with a range of opportunities to develop the assets and capabilities, and explore the activities, required to achieve their full potential as contributors to the world of work.

### **Existing Livelihood Programs and Policies: Strengths, Gaps and Strategic Opportunities**

The Ruwwad youth program is conceived as an initiative that will build from existing strengths, understand emerging needs, identify key gaps related to youth participation and gender parity, and seek out opportunities for smart investments in the Palestinian youth serving sector.

In keeping with the International Labor Organization's (ILO) Accompanied Livelihood Development approach, and drawing on the "stairway to sustainable livelihood" metaphor introduced above, the RA respondents identified current strengths, needs, gaps, and opportunities at four key "steps" in the livelihood preparation process: –1) Secondary School, 2) Higher Education, 3) First Work Experience, and 4) Regular Employment/Self Employment.

### **Steps to Livelihood Development**

#### **Step One: Secondary School (Ages 14-18)**

**Situation/Needs:** According to Ministry of Education Statistics nearly 98% of Palestinian Students are still in school at age 14, with a growing number of these combining school attendance with regular part time work in household-based enterprises or through employment and self employment activities. From ages 14 through 18 a number of youth begin to drop out of regular education because of early marriage, family crisis, detention, or the need or desire to work. But despite a common belief among Rapid Appraisal respondents that government statistics under-represent this phenomenon, it is likely that only 10% of youth leave education during this age range. Over the past ten years the Palestinian National Authority, in collaboration with donor organizations, has made a significant investment in school construction and repair, but it is clear now that it must move from investment in physical structures into investments in people, in order to improve the quality of available teaching and to enhance students' ability to learn.

Similar challenges are apparent in community youth centers, which in part focus on the 14 to 18 age group, where many buildings have been repaired or upgraded, but where there is a lack of resources for ongoing programming. Young people, especially girls, are looking for well-supervised, engaging programming in the arts, such as painting and writing, in recreation, including fitness and martial arts, and in exposure to new technologies such as Information Technology (IT), but the centers are still focusing their limited resources on sports programming

for boys.

**Promising Responses:** According to young people, NGO workers, and government officials alike, some of the best work being done at the secondary school age is taking place within after-school programs. Since most schools finish at 12:30 each day, and tend to have few spare periods for non-academic offerings, opportunities for the development of livelihood capabilities such as leadership, innovation, creativity and positive risk taking, and for the development of supportive peer groups is often only available in out-of-school programming. Girl's leadership programs, community action grants for youth volunteer corps, Internet access/IT training, and courses in ceramics, glass making and design are examples of emerging innovations in this area<sup>26</sup>, many of which will have positive long term impact on the livelihood capabilities and assets of the young people involved.

**Key Gaps/Opportunities:** Existing gaps in this age range fall into three main categories. First, this is the age where young girls need to adapt a healthy physical regime, including exercise. They need to develop skills such as leadership, positive risk taking and leadership. This sets a foundation for later employability skills. One forum that provides opportunities for these developmental needs is sports. So it is important to note that any kind of physical education activities for young women seem to be absent, despite interest and practical suggestions from girls regarding how to make these programs more acceptable to their families. Second, continuing education and recreation opportunities for working youth and married girls are very limited at this age. They are some of the most "invisible" youth in the 14 to 18 age range, and need ways to be reengaged in learning and recreation. Third, there is a need for programming and government policies that support young people's re-entry into the Tawjihi system (or even better some kind of alternative secondary school certificate) after withdrawal or absence from school. Generally speaking, girls seem most in need of effective and continuous programming from age 14 to 18, and it will be necessary to make key investments here towards the development of important livelihood capabilities (leadership, innovation, positive risk taking, creativity) in order for girls to be positioned to take advantage of more traditional livelihood support programming at the post secondary and entry to work stages.

## **Step Two: Higher Education (Ages 18-22)**

**Situation/ Needs:** One area in which Palestinian families make some of their largest investments in the livelihood development of their children is at the post-secondary/higher education stage. In the academic year 2003-2004 it is estimated that 120,000 students were enrolled in higher education institutions,<sup>27</sup> with students pursuing their studies in vocational colleges, Ministry of Labor training centers, traditional university settings, an emerging variety of two and four-year programs in polytechnical colleges, and through the Open University system. Many young people both work and study at this age. One Open University lecturer estimated that, "99% of my students need to work two to three days of the week to help pay for their fees"<sup>28</sup>. Many young people rely on informal self-employment activities or temporary work arrangements in agriculture or construction to earn enough money to cover education expenses and contribute to household well-being. However, this possibility is not valid for young girls who, according to norms and societal values, cannot work in construction, and as university students are not accepted to work in agriculture. Two very strong recommendations echoed across interviews and focus group

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<sup>26</sup> see the work of PYLARA, Sharek, the YMCA, PARC, the IBDA Center, IT4Youth, the Quakers, the Dar Annadwa Arts and Crafts Center, among many others, for illustrative examples of such programming

<sup>27</sup> UNICEF, "A Review of the Situation and Policies related to Adolescents and Youth in the Occupied Palestinian Territory", July 2004

<sup>28</sup> Interview with the Head of the Joint Community Services Council, Omar AbdulRahman

sessions with regard to important needs at this step. First, there is strong consensus that a critical need exists for new course offerings, especially in employment/self employment-driven technical training fields, such as graphic design, electronics repair, organic farming, automobile diagnostics, jewelry making, and computer animation. The second area of need is for theoretical training in subjects as diverse as teaching, social services, agronomy and computer science, to be balanced with practical hands-on learning opportunities. Many young women completing education courses, for example, said that while they had learned about a number of creative and innovative ways of teaching they had virtually no opportunity to see these demonstrated or try them out themselves, and were therefore unlikely ever to be able to use them if or when they became classroom teachers.

**Promising Responses:** A number of local programs have developed promising responses to both of the challenges mentioned above, the need for new course options and hands-on learning. An arts training center in Bethlehem that started its work by offering short courses in Applied Arts, then permitting students to use on-site workshop facilities to practice their craft, now is working with the Ministry of Education and Higher Education to set up a College and Academy that will offer two-year diplomas in jewelry making, ceramics, glass, graphic design, film making, film production and fine arts. Vocational school graduates have been offered pathways into practical job placements via collaboration between the ILO and YMCA and this has apparently made a real impact in their future employability. Agronomists coming out of university programs in Hebron, Nablus and elsewhere similarly have been offered a challenging nine-month hands-on training course at the end of their academic studies by PARC, and it is reported that this has boosted their value as rural development agents who can find work within government, NGO's and the private sector.<sup>29</sup>

**Key Gaps/Opportunities:** Despite the pilot work of a number of groups in this area, there is still need for significant innovation in both the development of new post-secondary course options, and in the linking of academic learning with hands-on practice. Course offerings should be more and more tied to market driven opportunities in employment/self employment, and young people need hands-on exposure to the practical application of their skills in order for the significant investment made by family and government in their education to pay off. As with 14 to 18 year olds, there is a need for better career guidance at this step in the livelihood stairway, and the development of alternative secondary school completion certification would go a long way to providing flexible entry points for more marginalized youth to gain access to all important post secondary education.

### **Step Three: Entry to Employment/Self Employment (Ages 18-22)**

**Situation/Needs:** Young people in Palestine enter into employment and self-employment at various ages and via a range of work settings. Opportunity in this area depends a great deal on one's educational preparation, one's human assets, but also on one's family and community connections, one's social capital. Success in this area depends on the full range of capabilities and assets developed during one's time in formal education, and from practical skills learned in part-time work. Broad economic conditions are another major force at this step, as the supply of formal jobs and the market opportunities for self-employment drive the overall opportunities available to youth at any given time. Nonetheless, in times of economic constraint/stagnation, youth often suffer disproportionate barriers of entry into their first "real job" which represents a significant lack of return on the investment made by families and the government in their

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<sup>29</sup> these three projects are illustrative of the creative work being done by many organizations in the sector and are drawn from the limited sample of sites visited as part of this Rapid Appraisal mission

education. Young people find themselves in a “Catch 22” of being asked by employers or potential sources of formal/informal start-up capital to demonstrate some degree of applied technical/professional work experience, along with real world work skills, and yet relying on these same groups for the creation of entry-level positions.

**Promising Responses:** A number of groups have reported that carefully conceived and targeted 9 to 12-month paid placements<sup>30</sup> in private sector and NGO/government settings can have a significant impact on the long term employment prospects for recent vocational college and university graduates. The emerging evidence is that these placements keep young people engaged in their fields of study, allow for them to develop real world work skills and the all-important social capital that can be used to cultivate ongoing employment, often in the same institutions where they have been placed. Paid placements in private sector work sites linked to their areas of technical training also has seemed to make a significant difference for youth who go on to pursue self employment options through setting up their own small businesses. According to groups like the YMCA who offer loans to youth, the paid placements to which they first send youth are a key element in an effective move into self-employment, and provide a realistic opportunity for the YMCA to make judgments regarding credit worthiness in a population that other micro-finance institutions (MFIs) are reluctant to serve.

**Key Gaps/Opportunities:** Two gaps appear to be most important at this juncture. First, there is a need to expand the number of paid placements available in the overall number of places available each year and with regards to the fields where these kinds of placements are available.<sup>31</sup> Second, there is a need to look at ways to make these programs more inclusive to historically excluded groups of youth. There is an opportunity to join forces with a number of other donors in this area (ILO and GTZ to name two) and scale up this already-proven area of support to sustainable livelihood development. There is also an opportunity to link with GTZ in its efforts to develop an effective clearinghouse of information/guidance regarding school-to-work opportunities in the West Bank and Gaza.

#### **Step Four: Regular Employment/Self Employment (Ages 20-24)**

**Situation/ Needs:** Overall rates of regular employment and self-employment are obviously heavily dependent on the macro-economic situation in the Palestinian Territories, which is linked to political and economic forces at a national and regional level. Increasingly, global competition is a force in the local labor market, with imports from China displacing numerous areas of local handicraft production, such as clothing and decorative arts, and with many small and medium enterprises finding themselves forced to identify new internal and external markets to stay in business<sup>32</sup>. Palestinian youth are, by all estimates, likely to find themselves needing to commit to a lifetime of continuing education and technical skills upgrading, and the foundation for this best can be laid at this step in the sustainable livelihood stairway. It is also important to note that self-employment options are becoming all the more important at this juncture, both locally and globally, and that youth need an effective blend of micro-finance products, such as credit and savings, and business development services through this early period of “enterprise immersion”. The ILO has begun to talk about the progression of youth from being “pre-entrepreneurs” (usually from ages 15 to 20) to “budding entrepreneurs” (from ages 20 to 25) to “emergent entrepreneurs”

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<sup>30</sup> The stipends offer range from 500-1500 NIS/month and are meant to cover out of pocket travel and food costs, and sometimes allow youth to make a contribution to household income. Stipends are generally shared between the employer and the YSO involved (with 25/75 being the usual split between employer and YSO)

<sup>31</sup> There is a need for such paid placements in agro-business, IT, the Applied Arts, traditional vocational areas, along with public sector fields such as education, health, social services and public administration

<sup>32</sup> See the work of the Governor of Bethlehem in the use of public-private partnerships in this area

(from ages 25 to 30) and postulates that support to each group needs to understand their relative strengths and gaps in experience at each stage.

**Promising Responses:** A number of organizations that started out providing placements and applied technical training to vocational college, university, and technical school graduates have begun to recognize the need for continuing education opportunities for those who pass through their programs, and they have begun to offer tailored continuing education opportunities. As one NGO leader said during an individual interview, “The key to successful youth work is that one you start with them you need to stick with them over the longer term”.<sup>33</sup> Other groups, led by the YMCA, have done some excellent work in exploring the provision of a range of micro-finance and business development services to young entrepreneurs. Through more intensive preparatory and follow-up work than most non-youth specific MFI’s are able to offer, including joint market research and business planning, and an emphasis on paid placements prior to self employment start-ups, along with the provision of credit in the form of capital goods and not cash, the YMCA has done a good job of opening up new self employment pathways.<sup>34</sup> An arts-based program in Bethlehem has also experimented with purchasing ceramic-, glass-, and jewelry-making tools for technical training graduates to use in home-based production workshops, and servicing these “loans” through regular deductions from earnings from finished products sold through their store and Internet-based sales outlets.

**Key Gaps/Opportunities:** The gaps at this level once again are twofold. First, there is a need to expand the range of employment/self employment pathways on which pilot efforts have been focusing. To date, agriculture-based opportunities, along with IT and Applied Arts activities have been under-represented, and there is room and demand for expansion into these fields. Second, ongoing improvements can be made to the support available to young entrepreneurs at this age (20 to 24). Work needs to be done in collaboration with traditional micro-finance (MF) providers to ensure that young people become better readied to move into the use of mainstream MF and commercial bank products/services, and that barriers to access be removed as early as possible. There is also emerging interest in providing savings-driven MF services to rural girls who have a number of traditional group savings/lending models that could benefit from best practices in place in other countries.<sup>35</sup>

## **Potential Interventions**

### **Intervention 4: Development of Youth Livelihood Role Models/Change Agents in Four Key Economic Sectors (Applied Arts, IT, Agriculture and Technical Trades)**

**Purpose:** Support the development of a cohort of young change agents who can serve as role models in emerging areas of livelihood opportunity for young Palestinian men and women.

This integrated sustainable livelihood development intervention recognizes a series of coordinated investments required across a 14 to 24 year old time period (from secondary school through to higher education and into the workforce) to better leverage existing strengths in the realm of higher education, and to create new employment and self employment pathways for young Palestinians, especially those from more marginalized backgrounds. This intervention will link existing or emerging post-secondary polytechnical education programs (in IT, Applied Arts, Agriculture and emerging Technical Trades) with 1) better feeder/preparatory programs from secondary schools, through targeted teacher training and focused student guidance, 2) more

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<sup>33</sup> Interview with YMCA Micro-finance Program Staff, June 27, 2005

<sup>34</sup> The YMCA also reports maintaining their capital fund for loans through the 2<sup>nd</sup> Intifada (with only a 5% loss rate)

<sup>35</sup> See final recommendations in “Youth, Microfinance and Conflict West Bank Case Study” (2005)

intentional engagement and support to young women's participation in livelihood development programming; and 3) pre- and post-graduation placements in real world work settings. It will support the ongoing development of new polytechnical courses that are linked to market-driven employment/self-employment oriented technical skills training areas, and it will link graduates to apprenticeships/internships and self-employment incubators as described in proposed Interventions 2 and 3 below.

## **Implementation**

The implementation of this proposed activity would be done through a number of sub-grants to local organizations with an existing track record in the area of preparing young people for livelihood opportunities. It would require close collaboration with a number of government, non-government and community based stakeholders who would be brought together under the umbrella of an advisory committee for this initiative. Young people would need to be involved as active participants in this advisory committee, building on their effective engagement in the Rapid Appraisal process.

Success of this proposed activity will depend in part on engaging key PNA Ministries (Education and Higher Education, Labor and Local Government) and other existing funders / executing organizations in the areas of education, vocational training and workforce development. This will be facilitated through the development of non-cash transfer collaborative agreements with both government and non government actors.

The overall work of this proposed activity will be coordinated by a technical specialist and supported by an M and E advisor. The technical specialist will work with the Advisory Committee, lead Sub Grantees and other collaborative partners to articulate an overall plan of action for this initiative. The plan of action will include details about implementation strategy, activities, criteria for selecting partner organizations and optimal strategies and mechanisms for ensuring youth participation and leadership wherever possible.

## **Activities**

**Teacher Engagement/Training:** This activity will focus on providing secondary school teachers with enhanced skills in core livelihood-related skill development areas linked to the 4 areas of focus (Applied Arts, IT, Agriculture and Technical Trades). It will be delivered through a series of hands-on summer courses for teachers, followed up with in-class coaching and mentoring of teachers as they apply new techniques during the school year. An existing model which can inform this work is the Bethlehem area Art Teacher outreach and professional development program run by the Dar Annadwa Arts and Crafts Center which works with art teachers in rural, urban and refugee camp settings and builds their capacity to deliver high quality arts instruction and stimulate interest among students in applied arts fields such as ceramics, glass making, and jewelry design.

**Student Guidance:** New print and electronic guidance materials will be developed for use with students and their families at the secondary school level to introduce them to new educational options and emerging opportunities in employment/self employment. Central to this activity will be classroom visits by older youth "role models" involved in proposed Interventions 2 and 3.

**Engagement of Young Women:** Early engagement activities will be developed in existing school and community-based programs that serve young women. These activities will be linked

to the four key sectors (IT, Applied Arts, Agriculture, and Technical Trades) and will emphasize opportunities for exploration, positive risk taking and confidence building. A model for this would be the current IT leadership program for girls 12 to 17 run by the IT4 Youth center that blends after-school programs in IT with opportunities for girls to design, plan, implement and evaluate group projects. A possible new approach might be the use of an after-school club for girls from rural communities, inspired by 4H. Once again, an important part of this work will be mentoring visits by older girls involved in Livelihood Interventions 2 and 3.

**Work Study Placements for Higher Education Students:** This activity will provide hands-on learning opportunities for students at the higher education level through four- to six-week summer placements in workplace settings, or part-time placements during the academic year. The focus of this work will be linking students from higher level IT, Applied Arts, Agriculture and Technical Trades programs with the opportunity to apply their classroom learning in real world work settings in both the private and public sectors.

**Development of New Polytechnic Courses Linked to Emerging Employment/Self Employment Pathways:** This activity will support the development of a range of new post-secondary education options for students in Applied Arts, Agriculture, IT and Technical Trades. It will support the design of two new courses per year and the purchase of necessary capital equipment/materials to initiate programming.

**Intervention 4: Development of Youth Livelihood Role Models/Change Agents in Four Key Economic Sectors (Applied Arts, IT, Agriculture and Technical Trades): Outputs for Life of Project**

Activity	Number of Youth Serving Professionals Involved	Number of Youth Leaders Directly Involved	Number of Youth Directly Involved	Total Number of Youth Impacted by Activities
Teacher Engagement/Training	20			
Student Guidance	(Development team staff?)	20		
Engagement of Young Women		30		
Work Placements	(placement coordination team?)	2000		
New Course Development	50	10 course developers		

**Intervention 5: Support to Dynamic School to Work Transitions Through a Program of Ruwwad Apprenticeships and Internships in the Private and Public Sectors**

**Purpose:** Build efficient and effective pathways between higher education programs (vocational and academic) and real world employment/self employment options and opportunities for young men and young women.

This program will scale-up and further enhance existing pilot efforts to provide graduates from

universities, polytechnical colleges and post secondary vocational training centers with 8- to 12-month paid placements in private sector and public sector settings to build more effective bridges between school and the world of work. It will be designed to develop key livelihood capabilities such as positive risk taking, innovation, commitment to quality and a focus on initiative and entrepreneurship. It will also provide young people with opportunities to break into the work force, while at the same time giving back to the community through service work in schools as career mentors. This activity will also feed into the Self Employment Incubator described under Livelihood Intervention 3.

## **Implementation**

The implementation of this proposed activity would be done through a number of sub-grants to local organizations with an existing track record in the area of preparing young people for livelihood opportunities. It would require close collaboration with a number of government, non-government, private sector, and community based stakeholders who would be brought together under the umbrella of an advisory committee for this initiative. Young people would need to be involved as active participants in this advisory committee, building on their effective engagement in the Rapid Appraisal process.

Success of this proposed activity will depend in part on engaging key PNA Ministries (Education and Higher Education, Labor and Local Government), private sector partners and other existing funders / executing organizations in the areas of vocational training and workforce development. This will be facilitated through the development of non-cash transfer collaborative agreements with both government and non government actors, and support to the development of effective partnerships with private sector employers.

The overall work of this proposed activity will be coordinated by a technical specialist and supported by an M and E advisor. The technical specialist will work with the Advisory Committee, lead Sub Grantees and other collaborative partners to articulate an overall plan of action for this initiative. The plan of action will include details about implementation strategy, activities, criteria for selecting partner organizations and optimal strategies and mechanisms for ensuring youth participation and leadership wherever possible.

## **Activities**

**Ruwwad Apprenticeships and Internships:** This activity will involve the creation of 200 internships/apprenticeships per year for graduates from higher education programs across the Palestinian Territories. Participants will initially pass through four to six-week orientation and placement process, and then be placed in 8- to 12-month placements, with ongoing coaching and follow-up throughout the program. Participants will receive a stipend of to cover out-of-pocket travel/food/clothing costs of which an appropriate amount will come from the employer where they are placed. Good models for this work to draw on are the existing pilot programs set up by the ILO for vocational graduates, and PARC's nine-month apprenticeship program for graduates in agriculture.

**Career Mentoring in Schools:** As part of the responsibilities of all Ruwwad Apprentices/Interns, they will be expected to maintain links with at least two classrooms in their home communities and to provide career mentoring support to students.

**Intervention 5: Support to Dynamic School to Work Transitions Through a Program of Ruwwad Apprenticeships and Internships in the Private and Public Sectors: Outputs for Life of Project**

Activity	Number of Youth Serving Professionals Involved	Number of Youth Leaders Directly Involved	Number of Youth Directly Involved	Total Number of Youth Impacted by Activities
Apprenticeships/Internships	(internship coordinators?)	2000		
Classroom Mentors	2000 teachers			

**Intervention 6: Self-Employment Incubators for Young Entrepreneurs**

**Purpose:** Create new opportunities in self-employment across a wider range of economic sectors and in a more diverse range of geographic locations.

This program will build on the effective investments already built by USAID and other donors in the development of pilot Microfinance and Small Business Development Services for youth. It will seek to expand the sectoral coverage of existing microfinance services beyond their current focus on young people coming out of traditional vocational training programs and into emerging areas of opportunity in the Applied Arts, Technical Trades, IT and Agro-business. It will also seek to expand the geographic reach of current small business support and enterprise/entrepreneurship development programming.

**Implementation**

The implementation of this proposed activity would be done through a number of sub-grants to local organizations with an existing track record in the area of preparing young people for self-employment opportunities. It would require close collaboration with a number of government, non-government, private sector, and community based stakeholders who would be brought together under the umbrella of an advisory committee for this initiative. Young people would need to be involved as active participants in this advisory committee, building on their effective engagement in the Rapid Appraisal process.

Success of this proposed activity will depend in part on engaging key existing funders / executing organizations, and national/local government stakeholders, in the areas of livelihood preparation and enterprise development. It will require close coordination with a number of existing services in this area so as to avoid duplication of services or undue geographic concentration of activities. This will be facilitated through the development of non-cash transfer collaborative agreements with both government and non government actors.

The overall work of this proposed activity will be coordinated by a technical specialist and supported by an M and E advisor. The technical specialist will work with the Advisory Committee, lead Sub Grantees and other collaborative partners to articulate an overall plan of action for this initiative. The plan of action will include details about implementation strategy, activities, criteria for selecting partner organizations and optimal strategies and mechanisms for ensuring youth participation and leadership wherever possible.

**Activities**

**Access to Microfinance for Young Entrepreneurs:** This activity will revolve around the provision of loans to young people who have successfully completed post secondary education and/or an intensive apprenticeship or internship, and who are interested in starting a new, or expanding an existing, self employment activity. This work will require the creation of a revolving loan fund and the provision of intensive coaching/technical support by dynamic “youth friendly” loan officers. A good model for this activity is the pilot work of the YMCA in the provision of loans in the form of capital goods to young graduates of vocational training programs, which is now ripe for expansion into new areas of small business activity such as Applied Arts, IT, Agriculture and an expanded range of Technical Trades. Loans will have reasonable interest rates for periods up to 36 months. The interest income will cover some staff costs for the management of the capital fund/loan officer activities.

**Business Development Services for Young Entrepreneurs:** This activity will provide focused business development services to young entrepreneurs – including technical support and coaching in areas such as developing a business plan, marketing, product development, sales, and small business administration. An excellent model to draw upon in this work is the GTZ funded Small Enterprise Center that serves adults and some youth in the greater Ramallah area. This activity will expand the coverage of such services to two additional cities and will focus on meeting the needs of younger entrepreneurs.

**Intervention 6: Self-Employment Incubators for Young Entrepreneurs: Outputs for Life of Project**

Activity	Number of Youth Serving Professionals Involved	Number of Youth Leaders Directly Involved	Number of Youth Directly Involved	Total Number of Youth Impacted by Activities
Micro Finance Services	20	1000		
Business Development Services	50	4000		

**Intervention 7: Improve Coordination of Services and Raise Standards of Programming across the Youth Livelihood Development Sector in the Palestinian Territories**

**Purpose:** Development of common standards, coordinated services and shared guidance/information resources among leading youth-focused employment training, micro-finance delivery and business development support programs in the Palestinian Territories.

This initiative will address the need for better integration of existing and emerging livelihood development programming for young men and young women in the West Bank and Gaza. It will ensure that young people seamlessly can access support from a range of complementary services and be referred from one to another for more targeted assistance. It will seek to raise the overall standards of practice and quality of services in this sector through a dynamic self-assessment and peer review mechanism based on the PEPNet model. It will provide a forum for better coordination with Ministry of Education and Ministry of Labor and will serve to mobilize sustainable investments in this key sector.

**Implementation**

The implementation of this proposed activity will depend on the development of effective partnerships with a number of key stakeholders in the existing youth livelihood development

sector in the Palestinian Territories. Some elements of this activity will be delivered via sub-contracts with local organizations; others will be directly executed by the lead implementing partner. An advisory committee will be formed made up of representatives from government, non-government, private sector and community based actors – along with key youth representatives.

Work on the articulation of common standards, and in the execution of self appraisal and peer review activities, will require close collaboration with a large number of organizations already running programs in the area of youth livelihood development, and will be coordinated by a steering group of representative organizations and youth leaders.

The overall work of this proposed activity will be coordinated by a technical specialist and supported by an M and E advisor. The technical specialist will work with the Advisory Committee, lead Sub Grantees, Steering Group, and other collaborative partners to articulate an overall plan of action for this initiative. The plan of action will include details about implementation strategy, activities, criteria for selecting partner organizations and optimal strategies and mechanisms for ensuring youth participation and leadership wherever possible.

## Activities

**Common Standards:** This activity will draw on the pioneering work of the PEPNET model in the U.S., Southern Africa, and elsewhere in the world. It will focus on supporting the youth livelihood development sector in the Palestinian Territories to better articulate a common set of standards for high quality programming and services to youth. It also will feature an annual event that would bring together key stakeholders in the sector to discuss effective practices and address common areas of concern and aspiration.

**Self-Appraisal / Peer Review:** This activity will support the application of the newly developed PEPNET-inspired standards via a combination of self-appraisal and peer review activities.

**Ruwwad Prize:** The Ruwwad prize will be awarded annually to five organizations that have demonstrated to their peers a commitment to excellence in youth livelihood programming. An advisory panel drawn from government, the private sector and the NGO community will award it.

**Engagement of Government Stakeholders:** This activity will focus on developing better working relationships between representatives of key government Ministries and other lead actors in the youth livelihood sector.

### **Intervention 7: Improve Coordination of Services and Raise Standards of Programming across the Youth Livelihood Development Sector in the Palestinian Territories: Outputs for Life of Project**

Activity	Number of Youth Serving Professionals Involved	Number of Youth Leaders Directly Involved	Number of Youth Directly Involved	Total Number of Youth Impacted by Activities
Standards	200		100	
Self Appraisal / Peer Review	100	4000		

Ruwwad Prize	50			
Government Engagement	200		100	

### **Intervention 8: Flexible Re-Entry Route into Formal Education**

**Purpose:** To provide youth who have left secondary school because of early marriage, detention, family crisis or economic need, with alternative ways to complete secondary school and to become ready for opportunities in higher education.

This intervention will support the development of alternative ways for completing the existing Tawjihi-based secondary school graduation route, and new forms of secondary school equivalency certification that does not require the full Tawjihi exam process. This program will build on the pilot work of community based organizations in numerous West Bank and Gaza communities who understand that, without such flexible re-entry routes, many vulnerable youth will be permanently excluded from higher education and effective livelihood preparation.

#### **Implementation**

The implementation of this proposed activity would be done through a number of sub-grants to local organizations with an existing track record in the area of formal / non-formal education. It would require close collaboration with a number of government, non-government and community based stakeholders who would be brought together under the umbrella of an advisory committee for this initiative. Young people would need to be involved as active participants in this advisory committee, building on their effective engagement in the Rapid Appraisal process.

Success of this proposed activity will depend in part on engaging key PNA Ministries (Education and Higher Education, Labor and Local Government) and other existing funders / executing organizations in the areas of education, vocational training and workforce development. This will be facilitated through the development of non-cash transfer collaborative agreements with both government and non government actors.

The overall work of this proposed activity will be coordinated by a technical specialist and supported by an M and E advisor. The technical specialist will work with the Advisory Committee, lead Sub Grantees and other collaborative partners to articulate an overall plan of action for this initiative. The plan of action will include details about implementation strategy, activities, criteria for selecting partner organizations and optimal strategies and mechanisms for ensuring youth participation and leadership wherever possible.

#### **Activities**

**Course Development:** This activity will focus on taking to scale existing pilot efforts to provide young people with alternative community-based routes to preparation for Tawjihi examinations for youth who have dropped out of formal education. It will expand the reach of this programming and provide a vehicle for engaging the Ministry of Education in further exploration of community and school based alternative routes to Tawjihi completion.

**Exploration of Alternative Certification:** This activity will contribute to expanding the pilot work of educators and YSOs who have been looking to develop a government-approved alternative to

the current Tawjihi route to secondary school graduation. Modeled on secondary school equivalency diplomas in neighboring countries (including pilot work in Jordan), this activity will develop important new pathways into higher education for vulnerable youth – especially girls who marry early and youth who drop out of school to work or address family/community crises.

**Annual Ruwwad Prize for Determination in Education:** This activity will be based around the creation of an annual prize, and a related media campaign, highlighting the achievement of young men and young women who have returned to education after a period of absence. This prize will serve to recognize their efforts and de-stigmatize the experience of youth who must defer or delay completion of their schooling.

**Intervention 8: Flexible Re-Entry Route into Formal Education: Outputs for Life of Project**

Activity	Number of Youth Serving Professionals Involved	Number of Youth Leaders Directly Involved	Number of Youth Directly Involved	Total Number of Youth Impacted by Activities
Course Development	50		1000	
Alternative Certification	50		500	
Ruwwad Prize			500	

### **B.3. Social and Civic Engagement**

Youth civic engagement in West Bank and Gaza Strip from the '70s and '80s took place largely through leftist organizations and the youth wing of the Fatah movement. University students were very much involved during this time.

In the time of the first Intifada (1987-93) the spirit of overcoming obstacles among youth was widespread. *"We had hardships with checkpoints, but we endured and we dealt with it and pushed on to help harvest olives and help our people,"* said one adult reflecting on the strong civic connectedness common of his generation. He and others reported on the loss of this sense of connection over the years.

There is agreement that the passion for peaceful and positive action for the community good that existed years ago has not survived through the current Intifada that began in 2000 and continues to this day. This might be explained, in part, through lowered economic opportunities. In poor economies, more time is spent on economic necessities to sustain livelihood. The forced displacement through work permit cancellations and reduced access to Israel has forced 130,000 Palestinians out of Israel and has prevented new labor market entrants from seeking work or creating self-employment opportunities.

#### **Situation/Need**

The findings of the adult and youth focus group discussions revealed general perceptions of the lack of real work experiences that include apprenticeships, internships and voluntary work for youth to make meaningful contributions to their communities. These perceptions were matched with excitement generated by those who had the opportunity to work. As one youth indicated, *"This training [a nine-month practical placement] was more important than my university. I never did practical things or used my hands at university."*

The opportunities that do exist are for services in the highly regarded "boutique" programs such as the Friends high school in Ramallah and Birzeit University and a few other schools. Both institutions have graduation requirements that include service. Donor organizations such as UNICEF and the ILO have apprenticeship programs that are models for workplace-related experiences. There are about 267,000 15 to 18 year olds in secondary schools and 64,000 students in higher education, which does not include the Open University, who easily can be reached and who can benefit from opportunities to positively connect with communities. Out-of-school youth and those in difficult circumstances also can be located and benefited through municipal government outreach.

Service and service learning, where it has been offered and evaluated, have demonstrated real impact on youth. The International Association of National Youth Service reports that participants in service grow through "career exploration, increased self-esteem, and increased awareness of the needs of others. Many national youth service participants acquire new skills, good work habits, decision-making ability, social maturity, and a new understanding between races and ages." The National Youth Leadership Council also states that service learning "enhances comprehension, academic achievement, citizenship, and character development, often reaching students who haven't responded to traditional educational models. Service-learning is education in action: developing critical-thinking and problem-solving skills . . . and valuing people of all ages as citizens with talents to offer."

### **What is Service Learning?**

Picking up trash by a riverbank is **service**.

Studying water samples under a microscope is **learning**.

When students collect and analyze water samples and the local pollution control agency uses the findings to clean up a river ... that is **service learning**.

Service-learning is an educational method that entwines the threads of experiential learning and community service. It meets educational objectives through real-world experiences, while tapping youths as resources to benefit their schools and communities

Guided by teachers and community leaders, young people address real community needs by planning and executing service projects that are carefully tied to curricula. This hands-on learning enhances comprehension, academic achievement, citizenship, and character development, often reaching students who haven't responded to traditional educational models.

Service-learning is education in action: developing critical-thinking and problem-solving skills; taking on real issues such as hunger, homelessness, and diversity; and valuing people of all ages as citizens with talents to offer.

From: National Youth Leadership Council: <http://www.nylc.org/discover.cfm?oid=3152>

### **Promising Responses**

A few bright lights already exist to provide inspiration and ideas for programs that deal directly with social connectedness issues.

**Friends School, Ramallah:** The school's International Baccalaureate Creativity, Action, Service (CAS) requirement is one of the most popular learning strategies in the school because of its ability to engage students actively in learning that extends beyond the classroom. A teacher cited cross age teaching, coaching younger students in sports, and soil testing for farmers as service and learning examples that are very popular in his decade-long experience with CAS. Friends School was the first to introduce this type of program. Now, a few other private schools are following suit as part of granting the International Baccalaureate degree.

**Teacher Creativity Center, Ramallah:** The Center has a Civic Education program that has been supported by the US State Department's Middle East Partnership Initiative (MEPI) program. The Center has teacher representatives in many Palestinian schools and a close working relationship with the Ministry of Education. The Director has worked with engaged civic education as part of an international collaboration with the well-respected Center for Civic Education in Los Angeles. He is very concerned that violence is becoming an internalized value among youth and sees hands-on civic education as a promising approach to inculcating democratic values. He mentioned a powerful example of service-learning where a local girl's school had confronted a Ramallah hospital regarding its very high mortality rate. Their work attracted international recognition.

**Universities:** Most universities offer voluntary work (service) opportunities. Some, such as Birzeit, require voluntary work to graduate. In Birzeit, each student is required to contribute 120 hours to fulfill his or her obligation. In some schools, there are voluntary work coordinators on staff with small administrative offices. In all schools requiring voluntary work there are student work committees that help identify and coordinate volunteer opportunities and placements.

## Key Gaps/Opportunities

National youth service programs are popular with students, while also being recognized as having social and civic engagement merit (see box entitled “National Youth Service”). Positive, non-political voluntary work (service) experiences are currently offered at universities and exclusive secondary/high schools that are enrolled in an international baccalaureate program, reaching few youth.

### **National Youth Service**

Countries initiate national youth service programs for varied reasons, including the delivery of social and environmental services, the alleviation of youth unemployment, an alternative to required military service, an experiential complement to classroom education, and as a form of nation-building.

The outcomes of national youth service programs depend on program design, what the young person brings to the service, and the experiences of the young person in service. Almost all evaluations to date have shown that the value of services rendered by national youth service participants is equal to or greater than the cost of the program. In addition, participants benefit from work experience, career exploration, increased self-esteem, and increased awareness of the needs of others. Many national youth service participants acquire new skills, good work habits, decision-making ability, social maturity, and a new understanding between races and ages.

From: International Association of National Youth Service <http://www.ianys.utas.edu.au/about.html>

A clear need for service programs exists at all stages of youth development. New and existing programs in the West Bank and Gaza should be collaborative, non-political and attend to the local context. Efforts are for the general community good; youth service may require smaller individualized efforts in some locations and should not involve political activity or represent political parties, since collective actions by groups of young people could be seen as a threat. Service, by definition, involves actions directed to improve life and provide benefit for the general community good. It involves many sectoral areas: environment, education, health, and economics. Successful and sustainable work is the product, in part, of collaborations that draw on human, technical and financial resources from many sources: public, private, local, national, and international.

## Potential Interventions

### **Intervention 9: Ruwwad Civic Engagement and Service Program**

**Purpose:** To increase civic engagement among Palestinian youth by enabling them to learn practical skills and contribute to Palestinian society through a Service Program.

This intervention involves the creation of a one-year service program option for out-of-school youth and university graduates with placements in school, NGO and government settings. It will pay stipends and involve training in employability and work place skills.

## Implementation

The program will be implemented by a sub-agreement to an NGO or a university with the provision

that collaborative relationships be created with other NGOs, local community-based organizations and the private sector. Additional relationships will be created through non-cash transfer collaboration agreements with the Ministry of Education and Higher Education, other national and local government ministries, and schools.

## Activities

**National Office:** A small national coordinating office will be established involving a director, and three assistants to implement this program. Volunteers from the university service-learning program will be assigned to augment the reach and capability of the staff. It is envisioned that at least ten university voluntary work youth leaders will be trained and work in the office. The Management Entity will provide technical assistance in the form of project design and staff/volunteer training to the implementing NGO.

**Affiliated Field Locations:** Shortly following the establishment of a National Office, working models will be located in four different geographic locations around the West Bank and Gaza. Each location will have a paid coordinator and assistant, with other staffing needs assumed by 10 university youth leader volunteers. The National Office will provide technical assistance to the local offices.

**Recruit, Train, Place Service Personnel:** University graduates and out-of-school participants will be attracted to separate training programs and placements designed to meet their interests and needs. In all cases, participants will produce measurable service outcomes for their community or Ministry office through apprenticeships in governmental offices where they will learn and contribute. Participants will receive general employability and workspace-relevant skills training and a monthly stipend as well as service-learning education.

**Micro-enterprise Start-ups:** On completion of the one-year program, participants will receive a cash completion incentive and the opportunity to put forward a business plan individually or with a small group of graduates for a micro-enterprise start-up grant. Linkages will be made with an NGO that offers micro-enterprise development and financial services and a small fund will be made available to the NGO to administer this part of the program for the graduates. Part of the agreement is that 40 university youth leader placements will be trained and utilized to take an active role in this program over the life of the project.

### Intervention 9: Ruwwad Civic Engagement and Service Program: Outputs

Activity	Number of Youth Serving Professionals Involved	Number of Youth Leaders Directly Involved	Number of Youth Directly Involved	Number of Youth Impacted via Activities
National Office	4	10		
Affiliated Field Locations (10)	20	100		
Recruit, Train and Place Service Personnel			400	4000
Micro-enterprise Funded Start-ups	4	40	200	1000

## **Intervention 10: Civic Service Program in Secondary Schools**

**Purpose:** Boost civic engagement among secondary students by creating opportunities to link classroom learning with community service.

This intervention calls for the implementation of a civic service program in secondary schools in the West Bank and Gaza. This initiative will involve:

- an in-class review of citizens' roles in governance and community development;
- practical service experiences outside the classroom; and
- linkage of these practical and theoretical components to grade-level curricula, through "academic reflection" activities by both teachers and students.

After exploring youth citizenship within the classroom, for example, students will take part in the annual olive harvest. While working in the fields, they will also gather soil samples and record weather information. Subsequently teachers and students will work together to link the lessons learned from these activities to the formal science curriculum. The emphasis of this service-learning process will be on making connections between community work and school-based learning, rather than on task-specific skill building (i.e. learning how to harvest olives).

Precedent for this type of intervention already exists in the West Bank/Gaza: The Friends School in Ramallah requires all students to complete community service activities before graduation as part of the International Baccalaureate program offered there.

### **Implementation**

This project will be implemented through sub-awards to: a university or a private school, sectoral NGOs (such as the environmental groups Applied Research Institute/Jerusalem, and Friends of the Earth); and professional teachers' unions and no-cash transfer collaborations with the Ministry of Education and Higher Education with provisions that collaborations be created with schools.

### **Activities**

**Teacher Training:** A core group of 20 teachers per school from ten schools will be recruited and trained by consultants hired to develop and adapt service-learning session plans for the roll-out year to implement this program and provide working models. After the first year, the teachers will receive extra training by the consultants to be trainers of teachers and the best of the following groups of implementing service-learning teachers will be recruited to become trainers of teachers thereby allowing the model rapid expansion to 50 schools. The senior and most experienced teachers will be encouraged to assume the leadership among teachers to develop the teachers experienced in service learning into a professional association over time, thereby increasing the likelihood of sustainability and furthering professional development. Further service-learning session plan development can be conducted locally and at a national research and development center. Regional and national service-learning conferences can be held to further promote and share developed lesson plans for curricular topics and the civic engagement aspect of the service-learning experience.

**Service Clubs:** To provide youthful energy and motivation, plus opportunities for youth leadership development, teachers who become passionate about the potential of service through the schools will be encouraged to launch student-led and teacher-advised school service clubs. It is assumed that youth leaders will be attracted by new opportunities to make a difference. Ultimately there will be about one leader for every 20 youth in the program, or about 3,000 youth leaders.

**Students Engaged in Service-Learning:** With 20 teachers per school and 15 students per teacher, about 300 students per school will be reached. Over the life of the project over 60,000 youth will experience at least one year of service-learning, and half should receive two or more years of service-learning experience.

**Intervention 10: Civic Service Program in Secondary Schools: Outputs**

Activity	Number of Youth Serving Professionals Involved	Number of Youth Leaders Directly Involved	Number of Youth Youth Directly Involved	Number of Youth Impacted via Activities
Teacher Training (50 schools, 20 per school)	1000 teachers			
Service Clubs (student leaders in school based service clubs 1 out of 20 students)		3,150 youth		
Students Engaged in Service Learning (20 teachers/school, 15 students/teacher, 50 schools, 4 years + roll out year of 3,000)			63,000 youth	

**Intervention 11: Enhanced Service-Learning in Higher Education Institutions**

**Purpose:** Enhance opportunities for university students to serve their communities and transition into employment, through a guided civic service initiative.

This program will strengthen and expand the service options available to university students. While there are voluntary work (service) coordinators and voluntary work committees in the universities, from anecdotal evidence it appears that they are reaching a fraction of the estimated 68,000 university students currently enrolled. This figure excludes Open University student numbers.

Opportunities will be made to connect university students to other service and community programs, and to enlist students in the areas of academic or life experience expertise where possible in such areas as the environment, engineering, teaching, special education, social work, agriculture, arts and culture, and sports. The recipients of the service will benefit, the students who provide the service will learn employability skills, their workplace-relevant skills will be enhanced, and their civic engagement will further connect them positively to the community. As with all youth leadership programs generally, one in every 20 students should become a leader.

**Implementation**

This program will be implemented through a sub-award to a university or an NGO with strong university connections. Collaborations will be expected with local schools, private sector and locally community-based organizations and non-cash transfer agreements with the Ministry of Education and Higher Education and Ministry of Local Government, and municipalities. One university will become the “National Voluntary Work Research Center” to provide research, evaluation and clearinghouse functions for the overall program. This may or may not be the prime sub-awardee.

## Activities

**Coordinating Staff Professional Development:** Where there is no Service-Learning Coordinator, funds will be made available to assist and encourage universities to hire them. In all cases, this current and newly hired coordinator will receive supplementary capacity-building training, and other team building and leadership skill-building training. A core group of consultants will design and conduct this training, and part of their responsibilities will be to train a central group of service coordinator trainers and their staffs on student recruitment, student NGO/G placement identification for civic engagement, pre-service training for civic engagement learning and work-related skills enhancement learning, preparing sites for student volunteers, systems and management of large numbers of students.

**Student Youth Leadership Development:** To further develop entire voluntary work service systems in the universities, members of the Student Council Voluntary work committees and prospective members will be trained as youth leaders. Training will reach 30 students per university, and content will address service coordinator roles and strategies (such as media campaigns, rallies, dialogues and debates, and incentive programs) to re-ignite the flame of voluntarism that existed in Palestine many years ago. This effort should result in an establishment of a club or core group that will recruit, orient and put to work successive youth service champions under adult faculty and coordinator guidance.

**Student Voluntary Work Experience:** In the roll out year, 600 students from three universities will be recruited, trained and placed in community and government settings. In addition to the ongoing work that youth leaders will do to inspire volunteerism, a rally for those who gave service will be staged to celebrate and share such experiences as promising practices and operational lessons learned. University recognition awards for student body voluntary work experience also may be used to further promote the program. The program will grow by 50 percent per year so that by the fifth year six universities with 4,500 students per institution will be participating. Nearly 40 percent of all university students will be participating in voluntary work that will provide civic engagement through community and work-related experiences. During the life of the project, an estimated 12,000 students will have participated.

### Intervention 11: Enhanced Service-Learning in Higher Education Institutions: Outputs

Activity	Number of Youth Serving Professionals Involved	Number of Youth Leaders Directly Involved	Number of Youth Directly Involved	Number of Youth Impacted via Activities
Coordinating Staff Professional Development	30			
Student Youth Leadership Development		720		
Student Voluntary Work Experience			12,000	

## **B.4. Sustainability**

Long-term sustainability is an essential feature of effective community development work and positive youth development programming. In community development, moving towards sustainability requires recognition that although creating a national vision is key, it is the local community that is the cornerstone of healthy societies. In youth development, moving towards sustainability requires recognition that although creating a youth policy involves adult stakeholders, it is the youth who will be the cornerstone of healthy programs. The Ruwwad Program will give special attention to supporting an intervention aimed at developing a sustainable framework for youth, one that reflects these basic principles.

### **Situation/Need**

During the Rapid Appraisal interviews, youth and youth service providers reported a number of weaknesses that reduce the effectiveness and efficiency of youth programs and prevent their sustainability:

**Insufficient Funding:** One major issue is that current youth programs do not receive sufficient attention from the Palestinian Authority. Less than one percent of the national budget is allocated to the Ministry of Youth and Sports (MOYS), and most of this is budgeted to cover salaries of Ministry staff. Additionally, donor funding is irregular and geared towards either infrastructure or small scale and short-term projects. Youth themselves have not been trained in fundraising techniques nor involved as advisors on how funds should be allocated.

**Insufficient Planning:** A national vision, policy and strategy for youth development heretofore has not been established. Weak coordination among youth organizations, and between them and Palestinian Authority institutions, has led to duplication of efforts among service providers, a waste of limited resources. Because of the absence of long-term planning, many youth programs are unappealing, ad hoc or seasonal, thus reducing opportunities for youth to acquire livelihood, social and civil skills, and depriving Palestinian society from a chance to benefit from youth's potential contributions. Youth have not had a voice in planning processes.

**Insufficient Use of Youth as Resources:** Paternal and undemocratic leadership has reduced the level of youth participation in planning and implementing youth programs. Adults, many of whom lack technical and managerial capacity, manage most youth programs. Parents have failed to come forward to play a role in the provision and support of youth services. Youth have not been involved systematically in social and civil engagement.

These factors, combined with an absence of participatory assessment, clear and achievable goals and objectives, and monitoring and evaluation systems to guide programming and to assess its effectiveness and impact, have resulted in poor quality implementation and maintenance of outdated traditional programs. These programs do not appeal to youth, do not respond to youth needs, and do not lend themselves to long-term sustainability.

## **Promising Responses**

In 2004, a process was initiated to develop a national policy for youth<sup>36</sup>. A National Steering Committee was established which included representatives from Ministries concerned with youth issues, leading YSOs, and some international organizations. In addition, a Youth and Adolescents Steering Committee was formed, comprised of youth aged 14 to 24 years, to ensure that any newly formulated policy will fulfill the needs of youth. Partners engaged in the development of the youth policy will receive training in research, advocacy, awareness raising, and capacity building. Birzeit Development Studies Center was contracted to carry out the preparatory work.

The policy will define the role of youth in society, their responsibilities, needs, aspirations and issues in a manner that leads to integration of youth in the development process as partners and beneficiaries. According to the plan of action, the partners expect to complete the National Policy in July 2005. After its completion, the partners, including governmental, non-governmental and international organizations, will adopt a national declaration.

## **Key Gaps/Opportunities**

Almost all youth-serving organizations and youth interviewed reported the need for a sustainable framework to guide youth programming and to ensure the continuity of youth programs. YSOs and international donors have expressed interest in supporting an effective large-scale youth development program that could bring them together to develop a framework and facilitate coordination. Participants would encourage others to join who historically have refrained from supporting youth initiatives, perhaps because of lack of transparency or accountability. Currently, many Palestinian experts and resource people who feel that they have no role to play in the current structure of youth programming would also be invited to join and participate, once an effective and credible structure is established.

Sustainability (see Annex E) can be promoted through a number of principles and strategies, including:

1. Development of a vision and national standards, supported by policy, legislation and standards.
2. Participation of various stakeholders in planning and implementation of youth development programs. The involvement of governmental and nongovernmental organizations, CBOs, YSOs, youth, parents, and the private sector in developing a shared vision, mission, national strategy and program for youth development.
3. Development of a vision and national strategies that are supported by policy and legislation and standards.
4. Establishment of consensus regarding an action plan which includes developing effective mechanisms for coordination, since an effective management structure with clear division of responsibilities is key to increase program effectiveness, efficiency and impact.

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<sup>36</sup> The National Policy for Adolescents and Youth, Plan of Action, Birzeit Development Studies Center, 2004.

5. Promotion of social equity, institutional accountability to youth development, and societal willingness to invest in youth programs, and maintenance of high standards of performance to ensure the continuity of quality youth programs.

## **Potential Interventions**

### **Sustainability Intervention 1: Ruwwad National Higher Council (RNHC)**

Purpose: to ensure the high-impact continuity of Ruwwad youth initiatives over time through a framework and interventions that empowers local stakeholders to support conscious programming growth within their communities.

## **Implementation**

The implementation of this program will be carried out by a discrete special entity, Ruwwad, with its own personnel and facilities, to ensure optimal impact. A director with a minimum of ten years' relevant experience will be selected to head this entity. The director's role will be to focus on communicating the Ruwwad goals, objectives and activity-linked messages to different Ruwwad stakeholders, including local and international NGOs, representatives of the Palestinian National Authority and other community leaders. The director also will supervise day-to-day programmatic activities. Other personnel will include a skilled communications and outreach Specialist and experts on program sustainability. Overall guidance for the implementation of this program will come from a National Committee, further described below.

## **Activities**

**Annual Conference:** Ruwwad will stage a series of five annual conferences to raise awareness and share knowledge about Palestinian youth issues. A local committee will organize and lead this conference, with committee members to include representatives from the Ministry of Youth and Sports, universities, NGOs, and the private sector. The conference will take place annually at a local Palestinian university, and will have two key components: 1) a public presentation of academic papers on youth issues (papers to be submitted by local and international youth practitioners, local NGOs, scholars, and youth themselves); and 2) a series of private focus groups regarding youth issues. The conference will conclude with a public media event where lead participants will field questions and highlight key findings. Ruwwad will foster high levels of youth participation in the design, implementation and evaluation of the conference by engaging members of its Ruwwad Youth Forum in these activities.

**Advisory Committee and Policy Advocacy:** Ruwwad recognizes the importance of engaging not only the relevant Palestinian National Authority (PNA) government, but also all related stakeholders (USAID, other donors, local/international organizations, private sector groups, youth, etc.) in its efforts to build Palestinian capacity to design, implement, and evaluate youth programs. To this end, Ruwwad will conduct the short and longer-term activities listed below to guarantee the active, multi-level engagement of PNA ministries in meeting this goal:

1. Meetings with key PNA officials to solicit feedback and encourage engagement in program activities. Officials would include representatives of the Palestinian Ministry of Planning, Ministry of Culture, Ministry of Youth and Sports, Ministry of Labor, Ministry of Telecommunication and Information Technology, Ministry of Education and Higher Education.
2. Involvement of PNA representatives in project-related activities, in an effort to ensure that Ruwwad initiatives are perceived to be nationally-rooted and locally owned, designed and implemented “by Palestinians for Palestinians”.
3. Invitation of PNA ministry representatives to form and convene a National Board of Advisors.

The National Board of Advisors would be comprised of individuals who have demonstrated knowledge of youth development, philosophy, policy and practice in the Palestinian context, an appreciation of Palestinian youth as assets and positive contributors to government-led development processes, a commitment to advocacy for youth and advancement of youth priorities within the context of government. These Board members would be expected to commit to ongoing, active participation in Board activities and processes. They would be selected for their ability to build linkages and facilitate cooperation on youth-related issues among government ministries and affiliated bodies, and for their ability to conceptualize innovative approaches to youth issues.

Ruwwad anticipates a total of 20 members on the National Board of Advisors, with Board chair responsibilities to rotate among members following a schedule determined by the membership. Ruwwad proposes that representatives of the following PNA-linked bodies participate in the advisory board, in addition to an ex-officio representative from USAID:

Ministry of Planning

Ministry of Education and Higher Education

Ministry of Health

Ministry of Culture

Ministry of Youth and Sports

Ministry of Women’s Affairs

Ministry of Tourism

Ministry of Telecommunications and IT

Palestinian Legislative Council

Three private-sector association representatives, one each from the Palestinian Federation of Industries, the Palestine Information Technology Association (PITA), and the Palestine Trade Center (Paltrade)]

Palestine Telecommunication Company (PALTEL)

One representative from the Prime Minister’s Office

Four representatives from the PNGO, coordinating body of the Palestinian NGO\*\*

Two representatives of the Palestinian Youth Forum: one male and one female

**Local NGOs PVOS Capacity building (PTA, PTO):** The Ruwwad National Higher Council will conduct a local competition to choose ten NGOs/PVOs for a six-month series of capacity-building activities. The goal of this competition, which will be conducted every six months, is to allow local youth organizations to develop their capacity to better serve youth. Competition selection criteria will center on organizations' ability to engage and encourage youth participation in their activities. Each of the ten selected organizations will receive staff training, subscriptions to three youth periodicals, and the opportunity for two of its principal staff members to attend a capacity-building conference in the USA. This initiative also will involve the building of a youth portal to facilitate knowledge-sharing activities.

### **Sustainability Intervention 2: Ruwwad Youth Forum**

**Purpose:** The Ruwwad Youth Forum (RYF) is a consultative, non-official body that aims to provide first-hand youth input on various aspects of the Ruwwad project through meetings, an annual conference, and a youth website. The RYF will be comprised of an anticipated 500 young leaders aged 14 to 24, from across the West Bank and Gaza.

**Rationale:** Many youth projects and initiatives in the West Bank/Gaza develop and launch activities for young people without any actual input from youth themselves. In contrast, the Ruwwad team strongly believes that youth should take an active role in the design, implementation and evaluation of any initiatives targeted toward young Palestinians. Accordingly, Ruwwad will create a sustainable youth body that informs project staff about youth needs, goals, and perspectives, thereby helping staff to create and deliver programming that accurately reflects the spirit of young people in the West Bank and Gaza.

**Structure:** As of August 2, 2005, Ruwwad Chief of Party Hisham Jabi already has recruited more than 30 youth for membership in the RYF. This is a diverse group, including both young men and women, high school students and university graduates, Christians and Muslims, and rural and urban youth from the Hebron, Salfit, Jenin, Nablus, and Ramallah areas. To date, three major group meetings and more than 30 individual meetings have been held with youth members.

As the RYF develops into a larger-scale entity, the Forum will elect an executive committee to manage its day-to-day activities, and will establish five sub-committees responsible for leadership of different task areas: 1) public relations and outreach 2) membership development 3) events and activities 4) the annual RYF conference 5) management and finance (RYF will have a distinct budget, to be co-managed with Ruwwad project staff). Each sub-committee will meet on a regular basis and report to the executive committee.

#### **Activities:**

The RYF will carry out the following major activities:

- **Youth Exchange Program:** An opportunity for five RYF members to visit and work for 20 days at one of EDC's youth consortium partner organizations in the US. The selection of the five exchange participants will be based on 1) levels of involvement in RYF

volunteer activities, to be measured by an online “points system”. 2) Quality of a submitted proposal outlining anticipated themes and objectives of his / her potential US training program.

- **RYP-Ruwwad Joint Conference:** An annual event where RYP members provide evaluative input on recently completed Ruwwad initiatives, and make recommendations about proposed upcoming project activities/strategic plans. The RYP will select 50 representatives to attend this EDC/Ruwwad-sponsored event.
- **Ruwwad Community Initiatives:** Opportunities for groups of five RYP members to launch community projects aimed at addressing key social challenges. On a yearly basis, four initiatives will be selected, with criteria to be based on 1) members’ total accumulated volunteering “points”; 2) relevance of the initiative to overall project goals (in the area of youth development and otherwise); 3) ability of the proposed initiative to engage large numbers of youth; 4) sustainability potential of the proposed initiative.

## **Sustainability Intervention 1 Outputs for Life of Project**

(need the output table)

### **C. Potential Outcomes and Indicators**

#### **Goal**

To positively prepare and engage male and female Palestinian youth to contribute to civil society, economic development, and family and community life.

#### **Outcome 1**

Development of 5,000 male and female Palestinian youth leaders at the local and national level.

#### **Outcome 2**

Creation of sustainable environments for 100,000 Palestinian male and female youth to engage in positive educational, economic, social, and civic activities.

#### **Objective 1**

Enhanced capacity of Palestinian youth to contribute to civil society at a local and national level.

##### *Indicators*

1. Community Schools- Engaged: 15,000 youth in after school programs and 50% will have developed civic engagement skills in area of verbal communications, critical thinking, connectedness to the community, motivation to serve. *Indicators* numbers enrolled; *measurement methods* adult and youth leader observational logs of behaviors; sampling of heightened skills development

2. Ruwwad Playground/Play Area Project – Engaged: 200 youth leaders, 500 volunteers, 15 students and graduates of engineering schools, building and operating and 25,000 youth to benefit from the areas. *Indicators* - the youth leaders, volunteers and engineering school students plus 30% of the youth who will benefit will have developed civic engagement skills of communication, connectedness to community and will demonstrate voluntary actions for the community good; *and measurement methods* - xxx

3. Ruwwad Youth Media Network – Engaged: 120 youth leaders, 5,000 active participants, 100,000 casual users; *Indicators* - 40% of active participants will have developed employability skills in the areas of verbal and written communication, critical-thinking, advocacy; 75% of the

youth leaders will express greater self-efficacy; measurement methods – pre and post sampling of knowledge, civic engagement, and leadership skills,

4. Development of Youth Livelihood Role Models/Change Agents in 4 Key Economic Sectors (Applied Arts, IT, Agriculture and Technical Trades)- Engaged: 450 Youth- serving professionals, 2500 youth directly involved (from which 2000 are females), 28,500 youth to benefit from the activity. Indicators– 450 youth- serving professionals, 2500 of the directly involved youth & the youth who will benefit will learn from new role models and develop civic engagement skills, 400 of youth placed on temp jobs will develop adult-youth working skills ; Measurement methods - Pre post sampling of knowledge and civic engagement skills acquisition; achievement reports of trainers/educators, teachers and working youth

5. Support to Dynamic School to Work Transitions Through a Program of Ruwwad Apprenticeships and Internships in the Private and Public Sectors- Engaged: 200 Youth graduates, 400 youth serving professionals (school teachers), 30,000 youth to benefit from the activities; Indicators: 200 youth graduates will provide career mentoring through linking with at least two classrooms in their communities, 400 teachers will develop civic engagement and adult-youth relation skills, at least 40% of youth benefiting from the activity will develop civic engagement skills and be introduced to young role models. Measurement Methods: Pre post sampling of knowledge and civic engagement skills acquisition, adult and youth leader observational logs of behaviors; achievement reports of trainers/educators, teachers and working youth, adult and youth leader observational logs of behaviors

8. Flexible Re-Entry Route into Formal Education – Engaged: 100 youth serving professionals; 2000youth directly engaged; Indicators: 2000 youth have developed self confident, communication skills, have access to proper qualitative education, and re engaged in different life and community activities; Measurements methods: Pre post sampling of knowledge and civic engagement skills acquisition, adult and youth leader observational logs of behaviors; achievement reports of trainers/educators and teachers

9. Ruwwad Civic Engagement and Service Program - Engaged: 570 youth leaders, 28 youth staff. Indicators: 510 youth leaders will have developed skills in community development and outreach and developed increased self- esteem, self efficacy and connectedness to the communities as a result of this activity. 28 staff will have increased skills on operating a service program.

10. Civic Service Program in Secondary Schools – Engaged 3,150 youth leaders, 1000 teachers, 63,000 youth. Indicators: 80% of the 63,000 students will have developed stronger connections to their communities through service –learning activities; 3,150 of them will have developed communication, critical thinking and other leadership skills, as well as stronger commitments to their communities through continued service activity in service clubs.

11. Enhanced Service-Learning in Higher Education Institutions - Engaged 10,500 youth, 1500 youth leaders trained and another 525 youth leaders developed through their experience (5% of 10,500; 1:20). 1500 youth will have developed increased communication, critical thinking, group management, negotiation, training, and advocacy skills, as well as stronger community connectedness as a result of this activity. 10,500 will have developed some employability skills and greater connectedness to their communities; 525 of these youth will develop into youth leaders from their service experience.

## **Objective 2**

Enhanced capacity of Palestinian youth with employability and workplace-relevant skills with access to livelihood/job opportunities.

*Indicators*

2. Ruwwad Playground/Play Area Project – Engaged: 200 youth leaders, 500 volunteers, 15 students and graduates of engineering schools, building and operating and 25,000 youth to benefit from the play areas; *Indicators and measurement methods*- 200 youth leaders, 500 volunteers and 15 engineering students will have developed employability and workspace skills and behaviors a result of this activity; 15 students and graduates will be trained and employed by the project; sampling of pre and post knowledge and skills, employment rolls; sampling interviews and questionnaires on post intervention employability skills acquisition; achievement reports of trainers/educators.

3. Ruwwad Youth Media Network – Engaged: 120 youth leaders, 5,000 active participants, 100,000 casual users; *Indicators and measurement methods* – paid job opportunities for 120 youth leaders and 120 will have increased workplace-relevant skills in production of variety of media; employment roles, trainer reports, competency and knowledge testing of participants.

4. Development of Youth Livelihood Role Models/Change Agents in 4 Key Economic Sectors (Applied Arts, IT, Agriculture and Technical Trades)- Engaged: 450 Youth- serving professionals, 2500 youth directly involved (from which 2000 are females), 28,500 youth to benefit from the activity. *Indicators* - 450 youth- serving professionals will have developed hands on teaching experience under an on going coaching, 2500 of the directly involved youth and 40% of the youth who will benefit will have developed hands on experience of learning in the 4 key economic sectors, 400 short term paid jobs and will have developed employability and workplace skills; *Measurement methods* - Pre post knowledge and skills, employment rolls, sampling interviews and questionnaires on post intervention employability skills acquisition; achievement reports of trainers/educators

5. Support to Dynamic School to Work Transitions Through a Program of Ruwwad Apprenticeships and Internships in the Private and Public Sectors- Engaged: 200 Youth graduates, 400 youth serving professionals (school teachers), 30,000 youth to benefit from the activities; *Indicators*: 200 paid jobs opportunities for youth graduates, in which youth graduates will have developed employability and workplace skills, 400 teachers will have developed career mentoring skills, 40% of youth benefiting from the activity will have developed sense for future studies and careers. *Measurement Methods*: Pre post knowledge and skills, employment rolls, sampling interviews and questionnaires on post intervention employability skills acquisition; achievement reports of trainers/educators

6. Self Employment Incubators for Young Entrepreneurs- Engaged: 1200 Youth directly involved, 70 youth serving professionals; *Indicators*: 1200 youth will have developed qualitative vocational and business related skills, 200 youth will have small businesses start up/ development loans; 1000 youth will have received advice, counseling and technical help on running their small businesses; 70 youth serving professional will have developed counseling and technical skills; *Measurement methods*: Pre post knowledge and skills, self-employment rolls, sampling interviews and questionnaires on post intervention employability & business skills acquisition; achievement reports of trainers/educators

9. Ruwwad Civic Engagement and Service Program - Engaged: 570 youth leaders, 28 youth staff. *Indicators*: 510 youth leaders will have developed employability and workplace relevant skills; 200 of these will have developed social micro-enterprise start-ups. 28 staff will have increased work relevant skills on operating a service program.

### **Objective 3**

Enhanced capacity of Palestinian government and non-government organizations to meet the needs of Palestinian youth.

#### Indicators

1. Community Schools- Engaged xxx youth; Indicators - schools and NGOs have managerial and program operations systems in place; staff and volunteer development programs exist; number of existing operating programs; number of voluntary activities carried out by the community schools; measurement methods – registration logs, existence of manuals, satisfaction of youth and parents of programming;

4. Development of Youth Livelihood Role Models/Change Agents in 4 Key Economic Sectors (Applied Arts, IT, Agriculture and Technical Trades)- Engaged: 450 Youth- serving professionals, 2500 youth directly involved (from which 2000 are females), 28,500 youth to benefit from the activity. Indicators- 450 youth- serving professionals (teachers) will have developed hands on teaching experience under on going coaching, number of practical class projects will be carried out by students, teachers and youth leaders, new print and guidance materials, developed new technical courses incorporated within school curricula ; Measurement methods – satisfaction of students, teachers, parents; sampling interviews and questionnaires on post intervention; achievement reports of trainers/educators

5. Support to Dynamic School to Work Transitions Through a Program of Ruwwad Apprenticeships and Internships in the Private and Public Sectors- Engaged: 200 Youth graduates, 400 youth serving professionals (school teachers), 30,000 youth to benefit from the activities; Indicators: a number of organizations will have developed skills in orientation of new young graduates employees and provided them with suitable work experience, 400 youth serving professionals (teachers) will have developed new skills on career counseling and mentoring students. Measurement Methods: satisfaction of graduates, students, teachers, parents; sampling interviews and questionnaires on post intervention; achievement reports of trainers/educators

7. Improve Coordination of Services and Raise Standards of Programming across the Youth Livelihood Development Sector in the Palestinian Territories- Engage: 550 youth serving professionals, 200 youth directly involved; Indicators: number of member organizations, number of organizations will have raised standards of their programs and complied with self appraisal system, participants of annual summit, number of key PNA ministries engaged. Measurements Methods: satisfaction of youth served, parents, community, sampling interviews and questionnaires on post intervention; achievement reports, Ruwwad prize criteria.

8. Flexible Re-Entry Route into Formal Education – Engage: 100 youth serving professionals; 2000 youth directly engaged; Indicators: Number of organizations will have developed strong alternative curricula for dropouts in 10 sites, Ministry of Education will be engaged in exploration of community and school based alternative routes to Tawjihi and will have developed alternative certification in 5 demonstration sites, number of youth enrolled and re entered; organizations developed new skills in attracting and dealing with drop outs; Measurements methods: schools and alternative program enrollment; sampling interviews and questionnaires on post intervention; achievement reports.

9. Ruwwad Civic Engagement and Service Program - Engaged: 570 youth leaders, 28 youth staff and of these 400 youth working in government and non-government organizations and ministries. Indicators: as a result of the youth service assignments GOs and NGOs will have enhanced

operational capacity; perhaps 5 new CBOs/NGOs will be created through the solidarity social entrepreneurship fund.

#### **Objective 4**

Increased support from families and communities for youth engagement in community-based education and positive civic engagement activities.

##### Indicators

4. Development of Youth Livelihood Role Models/Change Agents in 4 Key Economic Sectors (Applied Arts, IT, Agriculture and Technical Trades)- Engaged: 450 Youth- serving professionals, 2500 youth directly involved (from which 2000 are females), 28,500 youth to benefit from the activity. Indicators – 2000 female youth directly involved in a Female-friendly environment (schools), 400 youth will contribute to family income; Measurement methods – satisfaction of youth, teachers, parents; sampling interviews and questionnaires on post intervention; achievement reports of trainers/educators

5. Support to Dynamic School to Work Transitions Through a Program of Ruwwad Apprenticeships and Internships in the Private and Public Sectors- Engaged: 200 Youth graduates, 400 youth serving professionals (school teachers), 30,000 youth to benefit from the activities; Indicators: 200 Graduates will contribute to the whole family income, 40% of youth benefiting from activity will have developed self confidence and clearer idea on their future career sparing parents regretful decisions or disappointments . Measurement Methods: satisfaction of graduates, parents, students; sampling interviews and questionnaires on post intervention; achievement reports of trainers/educators

6. Self Employment Incubators for Young Entrepreneurs- Engaged: 1200 Youth directly involved, 70 youth serving professionals; Indicators: 1200 youth will have developed qualitative vocational and business related skills, 200 youth will have small businesses start up/ development loans; 1000 youth will have received advice, counseling and technical help on running their small businesses which will enable them to contribute to house holds income; Measurement methods: satisfaction of youth, parents; sampling interviews and questionnaires on post intervention; achievement reports of trainers/educators

8. Flexible Re-Entry Route into Formal Education – Engage: 100 youth serving professionals; 2000youth directly engaged; Indicators: 2000 youth enrolled and re entered into educational system and pulled out of streets in which they'd be danger on them selves, their families and communities; Measurements methods: Youth, Parents Satisfaction; achievement reports.

10. Civic Service Program in Secondary Schools – Engaged 3,150 youth leaders, 1000 teachers, 63,000 youth. 6,000 parents. About 10% of the 63,000 students' parents or about 6,000 parents will be more engaged in their children's civic experiential service-learning education thereby strengthening inter-generational bonds and support for positive civic engagement by youth.

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## **V. Implementation**

### **A. Management and Staffing Plan**

To implement the program, it is recommended to have an independent and legal Management Entity (ME) in the West Bank and Gaza to oversee the planning and implementation of the

Ruwwad project. The ME will be responsible for executing the different youth programs approved by USAID; this process will include allocating resources, selecting potential local and international partners, managing and controlling sub-grants, monitoring and evaluation, and maintaining consistent communication with the USAID West Bank/Gaza mission.

The ME would ensure that it has the required staffing, programmatic, and business processes in place to administer a large scope multi-year program. Given its coordinating role, this same entity would be best positioned to implement the sustainability aspect of this program.

The ME would have the overall technical and management responsibility for the design and implementation of the Ruwwad Youth Empowerment Program. The ME would develop guidance to conduct a brief and focused request for applications (RFA) among an invited list of international development organizations that have a substantiated record of US government contracting work.

The RFA would use the USAID Program Description and this report as main background documents.

The ME would select and combine those applications and submit one unified plan to USAID/West Bank Gaza.

Criteria for selection include:

- Use of the potential interventions as guiding scenarios for program development.
- Programmatic and administrative technical competence of the entity.
- A sectoral area balance (environment, technical trade skills, health, sports, arts and culture, entrepreneurship and social entrepreneurship).
- Willingness to cooperate and collaborate with USAID efforts and other members of the implementation team.
- Involvement and/or commitment to involvement of such local implementing partners as NGOs, universities and colleges, and the private sector, and a commitment to engage and work with cooperating partners who would include the PNA, schools and municipalities.
- A geographical and beneficiary balance to ensure all parts of the West Bank and Gaza will be reached.

After the project launch, it is recommended that a design and work plan workshop of several days length would be held with USAID and all implementing and cooperating partners, to review cooperative agreement obligations, operational issues and establish parameters for communications protocols and decision-making. The unified work plan would be reviewed in light of new information, and details on sub-granting, partnering and site selection would be discussed to ensure coordination and efficient allocation of resources and efforts. A new work plan would be submitted to USAID as a result, and sub-contracting agreements readied for sign-off between the ME and the implementers.

Regular meetings would be scheduled throughout the life of the project to review programmatic progress and to hone cross-team operational issues.

### **Management Structure**

The ME would build its staffing to reflect the responsibilities of an implementing organization that would provide coordination and expertise to ensure that appropriate levels of cooperation and

team work are taking place, plus offer technical assistance and capacity building to staff, NGOs, and GOs. It would also be accountable to engage the private sector and to track progress to meet the ad hoc as well as standard reporting requirements. Illustrative programming positions include: Livelihood Specialist, Civic Engagement Specialist, Service Learning Specialist, Sports and Recreation Specialist, Complementary Education Specialist.

The Ruwwad project will require a high level of managerial and administrative expertise. Responsibilities include: 1) general administration; 2) finance, accounting and internal control; 3) compliance / monitoring; 4) contracting and grant disbursement; 5) communications and outreach; 6) IT and knowledge management; 7) security and general logistics and operations; and 8) facilities acquisition/logistics.

Illustrative positions for the management entity include: Chief of Party, Chief Operations Officer, Contract and Grants Manager, Monitoring and Evaluation Specialist, Knowledge Management and Communications Specialist: Public Relations, Media and Outreach Specialist, Information Technology Specialist.

It is recommended that the ME make maximum use of Palestinian expertise as much as possible for staffing the operations.

Because of travel difficulties, it is important that staff be located in various parts of West Bank and Gaza. Small branch offices should be established for Gaza and the Northern and Southern parts of the West Bank.

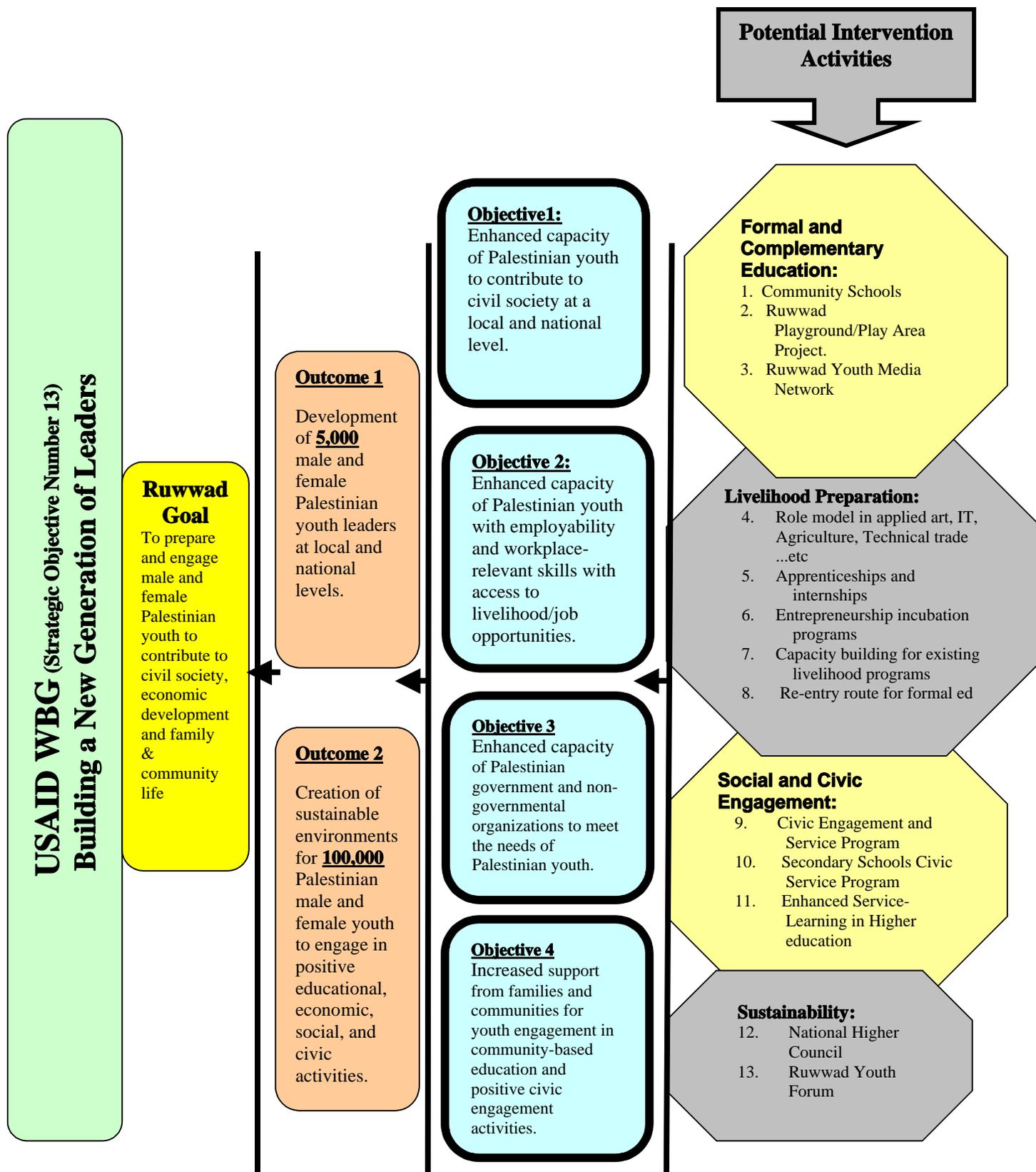
### C. Ruwwad Project Timeline

Year (1)	Quarter			
	Q1	Q2	Q3	Q4
Develop Program Description for the longer term Ruwwad program	X			
Sign the "Associate Award" Cooperative agreement with the WB/G mission	X			
Lunch the National Ruwwad Advisory board (To include PNA, Local and Int. NGOs ...etc)		X	X	X
Develop and implement evaluation and monitoring plan		X	X	X
Develop sub-grants operation manual		X		
Build inventory of Palestinian youth organizations		X	X	X
Recruit and Contract project staff		X	X	
Conduct Ruwwad local staff development training		X	X	X
Start identifying local / international Youth NGOs as potential partners		X	X	X

Develop Ruwwad administrative and financial systems based on EDC / USAID standards.		X	X	
Launch scale 1 of Ruwwad sub-grants program (6-12 months)	X	X	X	X
Launch scale 2 of Ruwwad sub grants program (1-4 years)			X	X
Launch Ruwwad Youth Forum		X	X	X
<b>Year (2)</b>	<b>Quarter</b>			
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Manage and support Scale 2 of Ruwwad sub grants programs (1-4 years)	X	X	X	X
Conduct the first National Ruwwad conference				X
Conduct the first semi annual evaluation session		X		
Document and categorize lessons learned from the initial Ruwwad activities		X	X	X
Provide capacity building programs for local NGOs / PVOs	X	X	X	X
Conduct series of field visits to evaluate different Ruwwad activities.		X	X	
High-level meetings with USAID to evaluate overall program activities		X		
Prepare Ruwwad Annual Report			X	X
<b>Year (3)</b>	<b>Quarter</b>			
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Continue managing and implementing Scale 2 of Ruwwad programs	X	X	X	X
Capacity building for local NGOs and PVOs	X	X	X	X
Evaluation and monitoring report on Ruwwad activities			X	
Establish network of Youth-Serving Organizations	X	X	X	X
Develop Palestine Youth Statistics database in conjunction with PNA ministries.		X	X	X
<b>Compile</b> best practices and lessons learned from different Ruwwad projects		X	X	X
Disseminate lessons learned to USAID and other EDC partners		X	X	X
Ruwwad staff annual retreat				X
Prepare Ruwwad Annual Report				X

<b>Year (4)</b>	<b>Quarter</b>			
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Internal Monitoring and Evaluation session for Ruwwad programs		<b>X</b>		<b>X</b>
Additional documentation and dissemination of ybest practices and lessons learned	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Continue "Scale 2" Ruwwad programs.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
USAID update and evaluation sessions		<b>X</b>		<b>X</b>
Media and communications campaign to showcase the outcomes of Ruwwad programs	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Prepare Ruwwad Annual Report				<b>X</b>
<b>Year (5)</b>	<b>Quarter</b>			
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Continue "Scale 2" of Ruwwad programs.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Series of field visits to evaluate Ruwwad project activities	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Monitoring and Evaluation session for all Ruwwad programs	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
USAID update and evaluation session		<b>X</b>		<b>X</b>
Prepare final Project Impact Report				<b>X</b>
Final Annual Report				<b>X</b>
Prepare for final "lessons learned"/knowledge sharing sessions			<b>X</b>	<b>X</b>
Program completion ceremony				<b>X</b>

## Ruwwad Proposed Program Diagram



### E. Ruwwad Objectives/Activities Matrix

		<b>Objectives</b>			
		<b><u>Objective 1</u></b> Increased numbers of Palestinian youth who contribute to civil society at a local and national level.	<b><u>Objective 2</u></b> Increased numbers of Palestinian youth with employability and workplace-relevant skills with access to livelihood/job opportunities.	<b><u>Objective 3</u></b> Increased capacity of Palestinian government and non-government organizations to meet the needs of Palestinian youth.	<b><u>Objective 4</u></b> Increased support of families and communities to engage in community-based education and positive civic engagement activities.
<b>Activities</b>	<b>Community School</b>	✓			✓
	<b>Ruwwad Playground/Play Area Project.</b>				✓
	<b>Ruwwad Youth Media Network</b>	✓			✓
	<b>Role model in applied art, IT, Agriculture, Technical trade</b>	✓	✓		
	<b>Apprenticeship and internship</b>	✓	✓	✓	✓
	<b>Entrepreneurship incubation</b>		✓		
	<b>Capacity building for livelihood programs</b>		✓	✓	
	<b>Re entry route for formal education</b>	✓	✓		✓
	<b>Civic Engagement and Service Program</b>	✓		✓	

<b>Secondary Schools Civic Service Program</b>	✓	✓	✓	
<b>Enhanced Service-Learning in Higher education</b>	✓	✓	✓	
<b>Local NGOs Capacity Building program</b>			✓	
<b>National youth conference</b>	✓	✓	✓	✓
<b>Stakeholders national advisory board</b>	✓		✓	

## **F. The Ruwwad Grant-Making Process**

To launch the first phase of Ruwwad activities, it is recommended that the project Management Entity will identify major local/international youth NGOs/ PVOs who are eligible for program sub-grants, and categorize them based on the different thematic/programmatic areas that have been identified during the Ruwwad Rapid Appraisal process. The main preferred criteria for selecting potential partners are: 1) NGO expertise in the areas of youth development needed ; 2) proven track record of youth project implementation in the West Bank and Gaza; 3) strong financial, administrative and networking capabilities; 4) strong relationships and connections with local governments and other Palestinian National Authority bodies 5) complies with USAID and regulations and standards; and 6) operates with a flexible organizational structure which facilitates quick customization/modification of program activities while in progress. (A fuller description of the criteria are listed below).

To disburse project grants to eligible local and international NGOs /PVOs, it is suggested that the ME initiate a modified “Request for Applications” process. Organizations would be invited to submit proposals for youth programs, which address the types of youth issues/priorities that have been identified by USAID and in the Rapid Appraisal of Youth Needs. The RFA process is expected to be launched in January 2006, with grants to be distributed to organizations in the West Bank and Gaza, in both rural and urban areas.

Given the changing conditions within the West Bank/Gaza, all grants that are issued would be reviewed every 6 to 8 months, and will serve as times to report and reflect on progress to date and to determine modifications of the work. Ruwwad staff will work closely with local NGOs/ PVO grantees to implement various short-term youth programs. This cooperative, frequent review approach will allow for targeted and gradual capacity building of local NGOs/PVOs who may not be ready to launch larger scale programs at an early stage, and will also have the following associated benefits:

1. Creation of direct, sustained contact between USAID, the Management Entity, and local youth organizations. Forum to test their capability before scaling up the project.
2. Opportunities for the Management Entity to learn more about current activities and key players in the West Bank/Gaza youth sector.
3. Increased USAID and ME knowledge about the best practices of local youth organizations which will better inform longer-term program design.
4. Opportunities for the Management Entity and USAID to promote the longer-term Youth Empowerment Program, and increase stakeholder “buy-in” to the Ruwwad positive youth development approach.

### **Eligibility for Grants**

Suggested grant eligibility requirements are listed below:

### **Primary Technical and Legal Requirements**

1. Registration at the appropriate PNA department to operate as an NGO within the Palestinian Territories.
2. Agreement to sign all required USAID certifications.
3. Agreement to be vetted by USAID.
4. High number and complexity of projects conducted in organization’s specific area of expertise.

5. Strong human capital profile.
6. Strong networking and outreach capability.
7. Excellent track record in working with other local and international organizations.
8. Highly trained and experienced youth practitioners.

### **Primary Financial and Administrative Requirements**

1. Sound financial management (demonstrated through presentation of financial statements from the last 3 years).
2. Effective internal controls systems (demonstrated through clear policies and procedures which will safeguard assets, and protect against fraud, waste and abuse).
3. Clear evidence that internal controls systems support the achievement of the grant's goals and objectives.
4. Compliance with grantee requirements, as set forth in the US government regulations.
5. Presentation of financial and administrative personnel profiles along with grant application.

### **Additional Sub-grant Prerequisites**

1. High organizational capacity of NGOs/CBOs to manage the project (logistical and administrative).
2. Extensive organizational experience in working with/programming for young people.
3. Solid understanding of key issues facing out-of-school youth.
4. Capacity to develop and/or adapt youth serving NGO standards.
5. High level of community involvement and participation in organizational activities.
6. Capacity to sustain the project upon termination of the sub-grant.
7. Consent to participate in a Self-Assessment workshop.
8. Presentation of a Self Assessment Report.

### **Requirements for Program Proposals**

1. Relevant objectives
2. Activities well defined
3. Existence of Non Formal Basic Education component
4. Existence of Technical Training component
5. Existence of Income Generating Activity component
6. Existence of monitoring system
7. Community mobilization component
8. Youth involvement
9. Synergy between planned budget and implemented activities

### **G. Monitoring and Evaluation**

Monitoring and Evaluation (M&E) represent an integral component of the Ruwwad program. These measures aim at assessing the performance of the program in terms of process, achievements, strengths and weaknesses, and outcomes. In addition to the development of an effective monitoring system for daily tracking of program performance, both formative and summative evaluations will be carried out.

The monitoring process will provide continuous feedback to program management to improve or adapt program planning. Formative evaluations will assess the process of program implementation, track program inputs and outputs, monitor pace of implementation against plan, and provide periodic measures of program benefits. The summative evaluations will assess overall outputs and impact of the program.

### **Ruwwad Program Logic and Assumptions**

The M&E design is guided by the program logic and assumptions on how various program inputs and activities are sequenced to lead to potential success of its planned outputs and outcomes. Following is a summary of the program logic and monitoring and evaluation focus. This design will be refined and further developed when the overall Ruwwad program design is finalized and approved.

The main focus of the Ruwwad Program is to promote sustainable engagement and empowerment of youth through a range of community-based educational, livelihood and civic service interventions. To achieve a meaningful engagement and empowerment of youth, the Ruwwad project will be based on the following logic:

- In order for youth to be engaged, there should be facilities and services to engage them. Therefore, the program will support the establishment of educational, livelihood and social and civic activities, facilities, and services.
- In order for youth to be engaged in activities, they should have access to youth facilities and services.
- In order for youth to be engaged, they should continue to utilize the facilities and services. This requires that the program will maintain a high quality of services. Such utilization would develop the essential skills of youth that will contribute to their quality of life, including employability, awareness and leadership skills.
- In order for youth to develop civic, social, leadership and livelihood skills, they should participate and be engaged in the establishment and management of the facilities and services.
- In order for program benefits to continue, the program will develop and implement strategies to increase the potential sustainability of youth facilities and services.

### **Monitoring**

An effective monitoring system to track progress in program implementation will be established. Monitoring will be designed to provide up-to-date feedback on program and financial operations. A system for routine recording and reporting of program activities and financial and administrative operations will be established. Effective program monitoring will be promoted through the design of logging forms and recording systems and careful documentation of various activities carried out, including such data as the number and characteristics of beneficiaries. This will assist in the establishment of timely and accurate record keeping. A quarterly report system will be developed, which will track main program activities carried out against plan, the context in which program activities are being implemented, program achievements, challenges, obstacles, opportunities, and future tasks.

## **Evaluation**

Both formative and summative evaluations will be utilized. Four formative annual evaluation activities will be carried out. In addition, a mid-term review and a summative end-of-program evaluation will be implemented. The following section provides a description of various planned evaluation activities:

### **1. Baseline Surveys**

The evaluation design is based on a multiple time series evaluation model. To track program achievements and changes that result from the implementation of the Ruwwad program, a baseline survey will be conducted on the situation of youth and communities before the implementation of various projects and activities. The results will become a reference point from which to measure change and to determine appropriate indicators. The baseline survey will generate data on various program output and outcome indicators. The same survey will be repeated twice, first as part of the mid-term review and then as part of the end-of-program summative evaluation. Comparing the results of the three surveys will assist in identifying measures of indicators to the Ruwwad program and not to external factors.

### **2. Four Annual Evaluations**

Annual evaluations will provide information on various aspects related to program implementation. The results will assist program staff and partners in identifying such factors as progress made, program achievements, early benefits that the program is bringing to youth, pace of implementation, potential problems and threats to program success, emerging opportunities, need for changes to be made to the plan. The annual evaluations also will provide recommendations regarding future decisions to be made and modifications or improvements to the program design. In addition, the annual evaluations will guide the M&E plan.

The formative annual evaluations will benefit from various monitoring activities and will engage program partners in the evaluation process. This would enhance feelings of ownership of the results, and promote the adoption of recommendations.

### **3. A mid-term evaluation and review**

The mid term review will provide an overall assessment of program performance during the first half of project implementation. A second round of baseline survey will precede the mid-term review. The review will assess progress made to date and will assist program staff and partners in making strategic decisions regarding program plans and choices for the second half of program lifetime.

### **4. An end-of-project evaluation**

The summative end-of-program evaluation will provide an overall assessment of program products. This evaluation will gather information to measure indicators on program outputs and program impact and benefits. During this stage, the third round of baseline survey will be carried out. A number of strategic questions will be answered by the summative evaluation, including:

- Types benefits attributed to the Ruwwad program with evidence for a cause and effect relationship.
- Long-term potential effects.
- Strategies for program development, expansion and improvement.
- Strategies for institutionalizing the program.
- Lessons learned

## **Program Outputs, Outcomes and Indicators**

Notes:

1. All outputs, outcomes and indicators will be disaggregated by sex, rural/ urban, in education/out of education, and age.
2. More precise numbers and percentages shall be developed for each output, outcome and indicators, based on the final project plan and objectives.
3. Following the completion of the project document, the following section would need to be revised to create logical sequence of relationship between goals, objectives, outcomes and outputs with their corresponding indicators.

### **Outputs**

- Number of youth that benefited in various activities with the type of benefits
- Number of youth that developed leadership skills
- Number of teachers that developed skills to design and implement projects for youth
- Number of additional community youth facilities established
- Number of new youth services implemented
- Number of youth leaders trained and initiated and supervised community-led initiatives
- Number of youth trained and produced at least one media project on youth.
- Number of staff of local organizations that became engaged in youth programs
- A sustainability structure is established and implemented.
- Number of work days for youth created throughout the program
- Number of youth that developed livelihood skills
- Number of youth employed as a result of their participation in program activities.
- Number of youth that developed and are utilizing new skills in their daily life.
- Number and percent of youth requesting and receiving training by type of training

### **Outcomes**

- Increased number of youth regularly engaged in community activities
- Increased participation of youth (number and gender) that initiated community-based youth projects/ activities
- Increased number of youth that reported improvement in their quality of life
- Increased capacity of local partners (schools, youth organizations, municipalities) in planning and implementing quality youth-engaging community activities.
- Increased utilization of youth projects over time
- Increased job placement rates for youth;
- Increased job retention rates.
- Increased satisfaction rates of youth and employers;
- Increased number of youth/community members with access to community-based educational, recreational and civic services activities;
- Increased involvement of parents in planning and managing youth-oriented projects.
- Increased community contribution to youth-programs.
- Increased number of youth with demonstrated livelihood, leadership and civic skills
- Increased number of youth-led community initiatives
- Increased number of organizations with youth participation in decision making
- Increased number of organizations with increased representation of youth in their executive committees

## **Indicators**

- Percentage of youth served through the program.
- Percentage of youth with access to resources (information, materials, and services) that address priority needs of youth
- Percentage of youth oriented advocacy efforts
- Percentage of youth-serving organizations that provide youth with a major voice in policy development and direction-setting
- Percentage of youth-serving organizations with youth representing at least 25% of their executive committees.
- Percentage of youth-serving organizations that are managed by youth
- Percentage of national budget directed towards youth programs
- Percentage of youth (over first year) who are computer literate
- Percentage of youth (over first year) who have use internet and/ or have e-mail address
- Percentage of youth (over first year) who practice at least one sport activity on regular basis
- Percentage of youth (over first year) who trained in social/ civic or leadership training
- Percentage of youth (over first year) trained in business entrepreneurship/ livelihood skills
- Percentage of youth (over first year) provided with internship opportunities
- Percentage of change in youth employment rate
- Percentage of change in programs targeting youth
- Presence of policy, comprehensive plan/ strategy for youth
- Presence of a national structure for youth programming
- Percentage in community based organizations with increased programs/ services/ budget for youth

## **Sources of information/ Data collection methods**

Various quantitative and qualitative methods will be used:

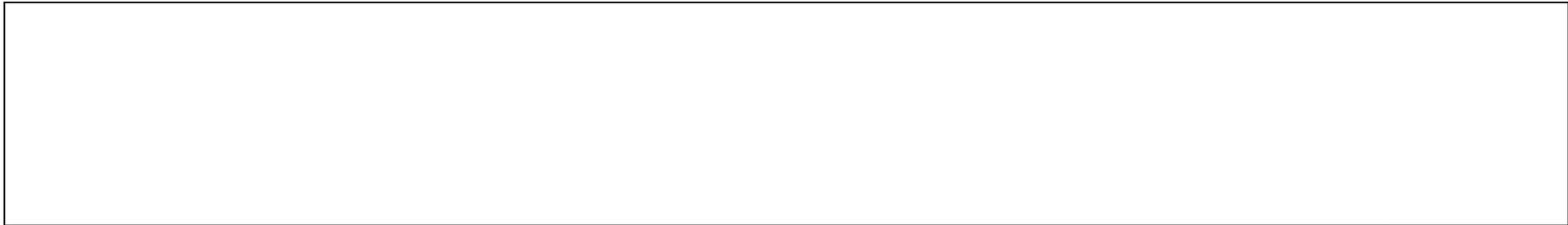
1. Baseline surveys
2. Evaluation of various training programs
3. Surveys of youth, teachers, youth leaders
4. Surveys of partner organizations (schools, youth and community organizations, municipalities, PA ministries, employers)
5. Attendance records of various projects
6. Repeat measures:
  - Baseline surveys
  - FGD of youth, students, youth leaders and teachers
  - Key informants/ stakeholders interviews
  - Observations
7. Program documents

<b>Annex A: Description of Programs/Organizations Visited</b>				
<b>#</b>	<b>Organization Name</b>	<b>Location</b>	<b>Date</b>	<b>Description</b>
1	Jenin Camp Services Center	Jenin	23-Jun	Centers founded by PLO to organize and coordinate all of Refugees affairs with different local and International Organization working with Refugees
2	Jenin Municipality Youth Center "SHAREK"	Jenin	23-Jun	SHAREK was initiated in 1996 by UNDP in cooperation with different municipalities as a Youth Forum that aims to improve and develop Palestinian society through adopting youth initiatives and projects and developing Youth participation and engagement in these projects
3	Women Studies Center	Jenin	23-Jun	Founded 1989, it works to change the way Palestinian women are perceived by them selves and by the community through empowerment programs and Advocacy and lobbying campaigns. WSC mobilize youth (males and females) as volunteers in its campaigns because it considers Youth as the agents of change in the community
4	Civic Forum	Jenin	23-Jun	non profit, non partisan, non governmental organization works to build and strengthen the foundations of democracy in Palestine and to develop Palestinian civil society organizations
5	Palestinian Agriculture Relief Committees [PARC]	Jenin	23-Jun	NGO working in the field of agricultural relief and development through an effective & active participation by the targeted groups of its various programs: Youth Development department, credit and Loans department, the Arab agronomists association, rural women development department
6	Regional IT Center- IT4Youth	Jenin/ Nablus	23-Jun	A product of the Welfare Association and international Youth Foundation Initiative [IT4Youth] funded by USAID. The center serves Youth aged 10-24 to enhance their IT knowledge in a play-learn environment in addition to its training courses and vocational trainings in IT related subjects and its Employability Program.
7	Juhoud for community & Rural Development	Ramallah/ Bir Zeit	23-Jun	Working to identify needs, providing resources, and establishing mechanisms and programs to increase the level of cooperation among rural communities

<b>8</b>	YMCA	Ramallah	21-Jun	E. Jerusalem YMCA was established in 1949 in a tent at Aqbat Jaber Camp, near Jericho. It started with a goal to assist Palestinian Refugees, it is working extensively with and for Palestinian Youth through a variety of Programs directly related to their needs and Hopes
<b>9</b>	The International Center of Bethlehem (Dar Annadwa)	Bethlehem	25-Jun	One of the important cultural centers in Bethlehem, providing Art workshops, musical performances workshops for art teachers and special vocational training courses in art and hand crafts and e-marketing
<b>10</b>	AYA	Bethlehem	25-Jun	Non profit organization providing leadership trainings and capacity building programs to youth 16-30; e.g. Education Programs (Re entry to Education system for dropouts), Vocational Trainings, Youth Activities & IT trainings...
<b>11</b>	Palestinian Society for Regional Studies [Jafra]	Nablus	02-Jul	Jafra focuses on support for women who lost sons or husbands; promote human rights through TV and Radio.
<b>12</b>	Al Ein Ref. Camp rehabilitation Center	Nablus	27-Jun	Services center in the camp that provides programs to enhance the situation of youth with special needs
<b>13</b>	Palestinian Women Union Center	Qalqilia	02-Jul	Women organization that targets primarily women along with Youth (both males and females) through a variety of activities such as leadership, human rights, women rights and democracy trainings along with computer courses.
<b>14</b>	UNDP	Jerusalem	15-Feb	UN Agency
<b>15</b>	Palestinian Vision	Jerusalem	15-Feb	A youth led organization with a large number of volunteers working in different small programs for youth: Youth exchange, mural projects, public Achievement, etc..

<b>16</b>	Welfare Association	Jerusalem	15-Feb	Palestinian NGO funding and implementing a number of programs targeting Education, Youth and IT sectors for Palestinian youth (IT4Youth, Future Kids, Intel Club House) along with other programs like covering tuition fees for university students, building of schools and school facilities all over WB and Gaza.
<b>17</b>	YOUTH Development Department	Jerusalem	15-Feb	Founded 2000 to work in reinforcing the Arab Palestinian Identity in Jerusalem through supporting Youth and Youth organizations in Jerusalem but providing Administrative, financial and technical assistance. YDD is part of the Arab Studies society (Orient House).
<b>18</b>	Ministry Of Youth & Sport	Ramallah	29-Jun	PNA body handling and working on Youth issues, by conducting and coordinating different youth programs and activities in cooperation with a large number of local and international Youth Serving Organizations and Funders
<b>19</b>	PYALARA	Jerusalem	21-Jun	Palestinian Youth Association for leadership & rights activation, established 1999. main field of work includes specialized Youth Media and Youth Activation
<b>20</b>	Teacher Creativity Center	Ramallah	09-Jul	Was established in 1995 by the initiative of 4 teachers to promote and develop civic education and Human rights within the palestinian education system. Through training of teachers & principals and cooperation with different units of the Ministry of Education to develop the ministry's regulations and policies, empower parents to be involved
<b>21</b>	Palestine Wildlife Society	Ramallah	11-Jul	Protect and resrve the natural resources and Palestinian Wildlife from being destroyed by conducting a variety of activities such as environmental camps & awarnness campaigns
<b>22</b>	Wi'am Center	Bethlehem	11-Jul	Grassroot organization established 1995, and aims to improve the quality of relationships and promote peace and reconciliation in the community. It strive alongside other forces present in thee community to build a society based on democratic norms and values

<b>23</b>	Deutscher Industrie- Und Handelskammertag/German Industry & Commerce Mission	Ramallah	04-Jul	German Industry and commerce mission to Palestine is part of an international union of the German union of commerce chambers that includes 85 chambers working in Germany and 100 distributed over 70 other countries, the vision of the mission in Palestine is to serve as a center for economical services between Palestine and Germany
<b>24</b>	GTZ small Enterprises Center	Ramallah	04-Jul	Works to help developing small businesses in developing by providing vocational training and special business development counseling (Program by GTZ)
<b>25</b>	Quaker services- Palestine	Ramallah	20-Jun	focusing their work on youth activities, with their Public Achievement Project (Replication of a program by university students at the US)
<b>26</b>	Al Ansar Club	Jerusalem	21-Jun	A sports club that tries to responds to the urgent and pressive need to support youth by engaging them in social, cultural and sports programs therapy allowing them to develop and enhance their capacities, skills, talents and use their free time productively.
<b>27</b>	Youth Resources Center	Ramallah	11-Jul	NGO established 1994 funded by the French foreign Ministry, working to enhance a solid close network between Palestinian Youth NGOs in order to improve coordination, consultation to solidify their role in community development and civil society
<b>28</b>	Palestinian Education Initiative	Ramallah	23-Jun	Ministry of Education in cooperation with the World Economic Forum and some international IT providers, has announced the launch of a new school-based IT initiative, and this parallels the work of the UNWRA schools and other international public private partnerships investing in IT opportunities for Palestinian youth



**Annex B: Organizations that participated in other Rapid Appraisal activities**

#	Organization Name	Location	Date
1	Young Artist Forum	Jerusalem	15-Feb
2	CHF	Jerusalem	15-Feb
3	Save the Children	Jerusalem	15-Feb
4	ANERA	Jerusalem	15-Feb
5	Ma'an Development Center	Jerusalem	15-Feb
6	Al Ayyam News paper	Ramallah	29-Jun
7	Refugees' Affairs Unit (PNA)	Ramallah	29-Jun
8	Ministry of woman Affairs	Ramallah	29-Jun
9	Bir Zeit University	Ramallah	29-Jun
10	Ministry of Health	Ramallah	29-Jun
11	Palestinian Legislative Council	Ramallah	29-Jun
12	Ministry of Social Affairs	Ramallah	29-Jun
13	Political and National Guidance Department	Ramallah	29-Jun

<b>14</b>	WAFA news Agency	Ramallah	29-Jun
<b>15</b>	MYOS	Ramallah	29-Jun
<b>16</b>	Future Builders Forum	Ramallah	29-Jun
<b>17</b>	IRL	Ramallah	29-Jun
<b>18</b>	Bir Zeit Development Studies Center	Ramallah	20-Jun
<b>19</b>	Palestinian Youth League	Hebron	11-Jul
<b>20</b>	Women Studies Institute- Bir Zeit	Ramallah	11-Jul
<b>21</b>	Beit Dukko Development Center	Ramallah	11-Jul
<b>22</b>	Working Women Society	Jenin	23-Jun
<b>23</b>	Palestinian Center for Peace and Democracy	Jenin	23-Jun

<b>Annex C: Annotated Resource Listing of Relevant Documents</b>		
<b>#</b>	<b>Document Details</b> (Author, Title, Date of Publication)	<b>Annotation</b>
1	Alpha International for Research, Polling and Informatics, <i>The Basic Results of the Study on Civic Attitudes and Perceptions of Palestinian University Students</i> , January 2004.	Statistical findings of a study carried out by Alpha International measuring the civic attitudes and perceptions of university students in the West Bank and Gaza.
2	Arafat, Cairo, and Boothby, Neil, NPA-secretariat and SCF-US, <i>A Psychosocial Assessment of Palestinian Children</i> , (July 2003)	
3	Bakvis Herman and Juillet Luc (Canada School of Public Service), <i>The Horizontal Challenge: Line Departments, Central Agencies and Leadership</i> , 2004	An examination of horizontal management through the analysis of four case studies. The authors explore the factors and perceptions driving the call for managers to be more horizontally aware, as well as the costs, benefits and challenges of maintaining vertical accountability when working horizontally.
4	Barghouthi M. and Hulielielieh S., <i>Youth Service Country Profile Palestine</i> , September 2000	This paper presents the history and development of Youth Service in Palestine, concentrating on the role of youth in the Voluntary Work movement which gained significant popularity in the 1970's. The paper also includes an examination of the Birzeit University community service program, and of other current service policies and programs in the West Bank and Gaza.
5	Birzeit University Development Studies Programme (UNICEF), <i>Palestinian Children in the Labour Market (a qualitative participatory study)</i> , October 2004	The findings of a participatory rapid research study examining the causes and factors related to child labor in the West Bank and Gaza Strip. Qualitative methods were used to collect information from employed children, their families, their friends and their workplace.
6	Bisan Center for Research and Development: <i>Regional Youth Issues Policy Paper – Ramallah- El Bireh District</i> , November, 2001	This document outlines directions for a future Palestinian youth policy for the Ramallah-El Bireh District of the West Bank largely inspired by and created by youth in various workshops and discussions conducted in five communities. The document

		presents strategy areas for future policies affecting youth, with a background section and contributions from youth obtained during focus groups and interviews under each strategy area.
7	Bisan Center for Research and Development: <i>We must be heard- Policy Directions from the Youth Perspective-Nablus Region</i> , June 2003	
8	Bisan Center for Research and Development: <i>"Who We Are", Youth in the Refugee Camps of the Northern West Bank</i> , June 2004	
9	Civic Forum Institute, <i>Annual Report 2002</i> , February 2003	The annual report for CFI, a non-profit, non-partisan, non governmental organization that works to build and strengthen the foundations of democracy in Palestine and to develop Palestinian civil society organizations.
10	ECPAT International, <i>Protecting Children Online: An ECPAT Guide</i> , 2000	A guide outlining various communication technologies and how these technologies can and have been used to exploit children. The booklet also examines some of the means currently in place to combat the use of technology for exploitation.
11	European Youth Forum, EU, <i>Building Bridges for learning: Study</i> , December 1999	A monograph discussing the meaning and value of non formal education in the overall development of youth. It specifically focuses on the role of youth organizations in Europe in expanding the spectrum of learning opportunities for adolescents and young adults.
12	Giacaman, Rita et al, ICPH, Birzeit University, <i>Schooling at Gunpoint: Children's Learning Environment in War -Like Conditions – the Ramallah/al-Bireh/Beituna Urban Center</i> , December 2002	
13	Hisham Hijawi College of Technology, <i>Programs description</i> , 2004	
14	International Youth Foundation, <i>Occupied Campus, The Israeli Military Closure of Hebron University</i> , December 2003	A position paper to expose the human rights violations carried out by the Israeli military during 2003 in Hebron and to identify the affects of the closure of Hebron University on its students

		and staff.
15	International Palestinian Youth League, <i>International Palestinian Youth League 6 years Report</i> , September 2003	A six year activity report for a local non profit, non governmental organization which serves to facilitate informal education and learning and intercultural exchanges among youth and young adults aged 15-35.
16	International Youth Foundation, <i>Annual Report 2003-connections</i> , March 2005	The 2003 annual report of the IYF. Currently operating in 70 countries and territories, the objective of the IYF is to support programs that improve the conditions and prospects for young people where they live, learn, work and play.
17	International Youth Foundation, <i>Annual Report 2003-Hope</i> , March 2004	The 2004 annual report of the IYF. Currently operating in 70 countries and territories, the objective of the IYF is to support programs that improve the conditions and prospects for young people where they live, learn, work and play.
18	Jordanian Vocational Training Institute, <i>Study: Monitoring and evaluation of Vocational training institutes graduates skills</i> , 2001	
19	Makhool, Basim (Palestine Economic and Research Institute (MAS), <i>Investment and the Investment Environment in the West Bank and Gaza Strip</i> , December 2002	This text examines the impact of Israeli measures on the investment environment of the West Bank and Gaza Strip, and includes recommendations to improve the investment environment. (Text in Arabic, includes summary in English)
20	Ministry of Planning/ Jordan, UNDP: <i>Jordan Human Development Report 2004, 2005</i>	Focusing on poor and marginalized people in Jordan, this report includes detailed recommendations for targeted interventions designed to enhance sustainable livelihood outcomes for this segment of the population.
21	Old City Youth Association, <i>Old City Youth Association Report 2003, 2004</i>	
22	Palestinian Central Bureau of Statistics, <i>Child Labour Survey 2004</i>	Statistical findings of a national survey on child labor carried out by PCBS between January and March 2004. The survey covers a sample of 10, 334 households within the Palestinian

		Territories (Arabic and English)
23	Palestinian Central Bureau of Statistics, <i>Palestinian Children – Issues and Statistics, Executive Summary</i> , February 2004	A statistical report of various selected indicators pertaining to Palestinian children in the social, economic, health, education, cultural and recreational spheres.
24	Palestinian Central Bureau of Statistics, World Bank, <i>Deep Palestinian Poverty in the Midst of Economic Crisis</i> , October 2004	A report assessing poverty in the West Bank and Gaza after three years of Intifada. A Poverty profile for 2003 is provided as well as an of the adequacy of emergency assistance and of the extent to which economic recovery could reduce poverty.
25	Palestinian Central Bureau of Statistics, <i>Youth Survey, 2003 Main Findings</i> , February 2004	The results of a national survey providing detailed information on Palestinian youth in the fields of public health, reproductive health, education, labor, social and public life, time use, entertainment activities and family relationships at both national and regional levels.
26	Palestinian Vision, <i>Annual Report 2001</i> , March 2002	
27	PLC, <i>Youth for Democracy: Law guarantees rights &amp; Freedom</i> , 2002 Secretariat for the National Plan of Action for Palestinian Children/ Ministry of Planning, <i>Yesterday, Today and Tomorrow: A National Platform for Ensuring Children's Rights, Needs and Best Interests are addressed by the Secretariat</i> .	A proposal for funding to complete an institutional reform process transitioning the Children's Secretariat from its current status as a unit under the Ministry of Planning to a public institution. The paper includes a background on the Secretariat, Context, as well as project strategies and implementation.
28	Secretariat for the National Plan of Action for Palestinian Children/ Ministry of Planning, <i>The Children Secretariat agenda for March-June 2005</i> , February 2005	
29	SHAREK Youth Forum, <i>SHAREK Annual Report 2003, 2004</i>	The 2003 Annual Report of a local youth organization originally established by the UNDP.
30	Swiss Agency for Development and Cooperation, <i>Peace Building SDC Guidelines</i> , February 2003	Guidelines on peace-building produced to serve SDC staff members at their headquarters and the cooperation offices - along with their partner organizations. These guidelines serve to clarify concepts and set content priorities to help simplify operational implementation of the notion of "peace building" .
31	The Women's Studies Centre, Jerusalem, <i>Women</i>	The results of a study carried out by the Women's Studies

	<i>Armed Conflict and Loss, The Mental Health of Palestinian Women in the Occupied Territories, November 2004</i>	Centre in Jerusalem which aimed to identify, analyze and examine Palestinian women's reactions following the 2002 Israeli invasions of the Palestinian cities of Jenin, Nablus and Bethlehem. Individual meetings and support groups were carried out during the conduct of the study, and new therapeutic/intervention strategies were constructed and applied.
32	UN Office for the Coordination of Humanitarian Affairs (OCHA), <i>The West Bank Wall, Humanitarian Status Report, July 2003 – North West Bank Trajectory</i>	The first of a series of monthly status reports produced by UN OCHA on a complex series of walls and fences that the Government of Israel is constructing in the West Bank (the Wall). This report focuses mainly on mapping The Wall's trajectory in the northern West Bank which the IDF announced was complete in early 2003.
33	UNDP/ PAPP, <i>UNDP Active Role in the Establishment of Recreational Facilities in the West Bank, 2004</i>	A report detailing the ongoing efforts undertaken by UNDP/PAPP including a summary of Play ground and Youth Center projects implemented, as well as future projects aimed at furthering environmental sustainability in the Palestinian Territories.
34	UNDP/PAPP, <i>TOKTEN: Transferring Knowledge through Expatriate Nationals: Program Description, 2004</i>	A booklet developed by the UNDP describing the Transfer of Knowledge Through Expatriate Nationals Program (TOKTEN) which seeks to bring Palestinian expatriates who are professionals in various fields to the West Bank to work in local institutions. The objective of the program is to counteract the phenomena of "Brain Drain" in the OPT.
35	UNICEF, (Nabris, Khalid, Author), <i>Review of the Situation and Policies Related to Youth and Adolescents in the Occupied Palestinian Territories, July 2004.</i>	A profile of adolescents and youth 12-24 years old including an analysis of their key areas of need, a review of existing policies and national sectoral plans related to young people and recommendations for a national policy for adolescents and youth.
36	UNRWA, Department of Education West Bank, <i>Emergency Appeal 6 June – December 2003, 2003</i>	
37	USAID (MED) "Microfinance, Youth And Conflict: West Bank Case Study" (2005)	Part of the Microfinance, Youth and Conflict research initiative under the USAID funded AMAP Financial Services and

		Knowledge Generation Task Order #1. The primary objective of the initiative is to collect information on current practices and opportunities for Micro Finance with you in conflict-affected areas. It is intended to provide guidance to micro finance donors and practitioners serving youth in conflict-affected areas. The West Bank case study research was carried out April 30- May 13, 2005. Interviews and focus groups were conducted with microfinance managers and loan officers, YSO staff, youth and adult clients of MFI's and concerned adults and youth.
38	Welfare Association, <i>Annual Report 2002</i> , April 2003	The 2002 annual report of the Welfare Association. A leading Palestinian non governmental development organization, the mission of the Welfare Association is to " make a distinguished contribution toward furthering the progress of Palestinians, preserve their heritage and identity, support their living culture and to build civil society.
39	Welfare Association, <i>Annual Report 2003</i> , April 2004	The 2003 annual report of the Welfare Association. A leading Palestinian non governmental development organization, the mission of the Welfare Association is to " make a distinguished contribution toward furthering the progress of Palestinians, preserve their heritage and identity, support their living culture and to build civil society.
40	Welfare Association, <i>Facts and Achievements (20 years)</i> , April 2004	An organizational booklet outlining the work of the Welfare Association in the Palestinian Territories.
41	Youth Development Department, Arab Studies Society/ Birzeit University: <i>Strategic Planning for the Youth Sector in Jerusalem</i> , June 2002	A strategic plan for the YDD aiming at identifying the organization's goals and objectives and at designing relevant projects and programs serving youth and youth serving organizations in Jerusalem.
42	Youth Development Department, Arab Studies Society: <i>Study of the Children and Youth Sector in Jerusalem</i> , June 2002	The results of a field study designed to identify the immediate and strategic needs and priorities of children, youth, and Jerusalem-based children and youth organizations as expressed by them. The report also presents recommended approaches for programming for children and youth in

		Jerusalem.
43	Youth Development Department, Arab Studies Society: The Development of Youth and Children organizations-Job Creation Project report, August 2003	A booklet describing a project implemented by the YDD which activated and rehabilitated youth and child institutions in Jerusalem, through capacity building programs and improvement of infrastructure.
44	Youth Development Department, Arab Studies Society: Youth Tool Kit: How?, 2004	A booklet describing the work carried out by the Youth Development Department in developing a five year strategic plan for the YDD as well as several projects to be implemented by partner youth NGOs in Jerusalem.

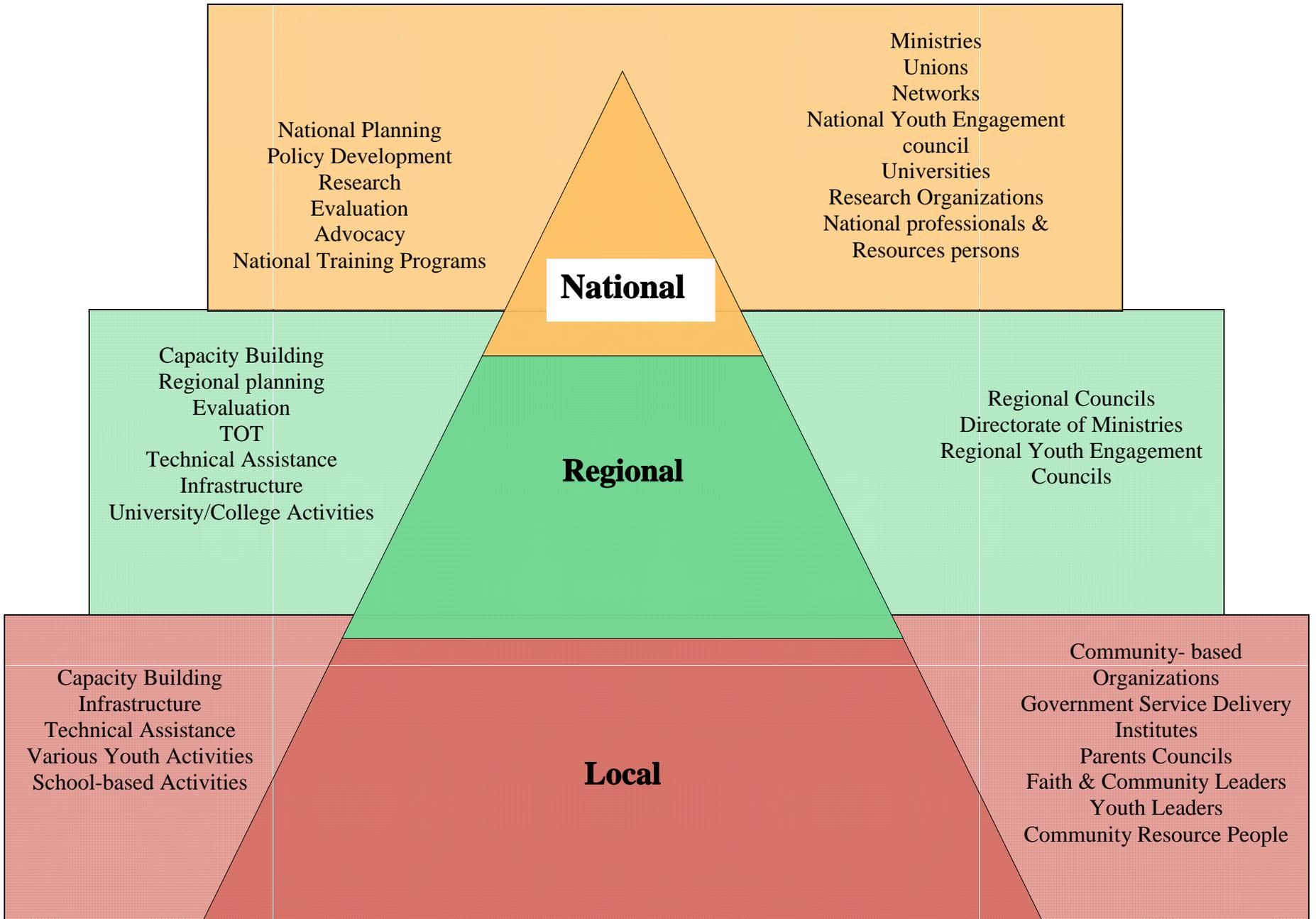
#### Annex D: List of Rapid Appraisal Team Members

#	Name	Title
1	<b>Jim Kielsmeier</b>	Team Leader Service-Learning/Service Specialist
2	<b>David James-Wilson</b>	Youth livelihoods Specialist
3	<b>Khalid Nabris</b>	Complementary Education Specialist
4	<b>Sama Fayez Aweidah</b>	Gender Specialist
5	<b>Sana Abu Bakr</b>	Youth Programming Specialist
6	<b>Tamara Tamimi</b>	Data Management & Research Coordinator
7	<b>Inas Rafidi</b>	Facilitator
8	<b>Mutaz Abu Fakhou</b>	Logistics & Facilitation Coordinator

**Annex E- Sustainability Framework**

**Tasks**

**Stakeholders**



### Annex F: Focus Groups and Individual Interviews with Youth

Focus Group #	Date	Gender	Group Parameters	Urban/ Refugee/ Rural	Age	Location	Tool Used	No. Participants
<b>FG1</b>	June 23 . 2005	Females	In education	Camp	19-24	Jenin	GeneralFGD Guidelines	8
<b>FG2</b>	June 23 .2005	Females	Out education	Rural	18-27	Jenin	GeneralFGD Guidelines	1
<b>FG3</b>	June 24 . 2005	Mixed	In education	Rural	11--16	Jenin/ Regional IT Center	GeneralFGD Guidelines	1
<b>FG4</b>	June 23. 2005	Males	In education	Camp	19-24	Jenin Camp Services Center	Youth as Community Change Agents	6
<b>FG5</b>	June 23 .2005	Males	In education	Urban	14-18	Jenin Camp Services Center	Youth likes/dislikes and new ideas	5
<b>FG6</b>	June 25.2005	Males	In education	Refugee	14-18	Bethlehem/ Dheisheh Refugee camp	Youth as Community Change Agents	1
<b>FG7</b>	June 21.2005	Mixed	In education	Urban	19-22	Birzeit Development Research Center	Youth Report Card Tool	1
<b>FG8</b>	June 21.2005	Mixed	In education	Urban	14-19	Ramallah/ SHAREK	Youth Mapping Tool	1
<b>FG9</b>	June16.2005	Mixed	In education	Urban	16-18	Ramallah/ Grand Park Hotel	Moderated Youth Panel	8
<b>FG10</b>	June21. 2005	Mixed	In education	Urban	14-23	East Jerusalem / PYALARA	Youth Mapping Tool	3
<b>FG11</b>	June 25.2005	Females	In education	Camp	14-18	Bethlehem/ Dheisheh Refugee Camp	Youth Report card Tool	1
<b>FG12</b>	June 26.2005	Males	In education	Rural	14-18	Hebron/ Ad Daheria	Modified mapping tool	9
<b>FG13</b>	June 26.2005	Females	In education	Urban	14-18	Hebron	Modified mapping tool	1
<b>FG14</b>	June 26.2005	Males	In education	Urban	19-24	Hebron	Modified mapping tool	6

<b>FG15</b>	June 18.2005	Mixed	In education	Urban	17-25	Jericho	No tool	1
<b>FG16</b>	June 22.2005	Mixed	In education	Urban	16-30	East Jerusalem	No Tool	1
<b>FG17</b>	June 25.2005	Mixed	In education	Urban	20-24	Ramallah	Mapping Tool	6
<b>FG18</b>	June 29.2005	Mixed	Special needs	Camp	Mixed	Nablus/ Al Ein Refugee Camp	Youth likes/dislikes and new ideas	1
<b>FG19</b>	July 02.2005	Males	In education	Rural	16-24	Qalqilia / Jayyous	Youth Mapping Tool	8
<b>FG20</b>	July 02.2005	Males	In education	Rural	18-25	Qalqilia / Jayyous	Youth Mapping Tool	7
<b>FG21</b>	July 03.2005	Mixed	In education	Urban	19-27	Jericho	No Tool	8
<b>FG22</b>	Feb 26.2005	Males	Mixed	Rural	21-27	Hebron/ Dura Village	No Tool	2
<b>FG23</b>	July 02.2005	Mixed	out of education	Urban	19-24	Qalqilia	Youth as Community Change Agents	7
<b>FG24</b>	July 09.2005	Mixed	In-Education	Urban	14-18	Northern Gaza / Holst Park	Youth Mapping Tool	13
<b>FG25</b>	July 09.2005	Females	In-Education	Refugee	14-18	Gaza / Nuseirat Camp	Youth Mapping Tool	13
<b>FG26</b>	July 09.2005	Males	In-Education	Refugee	14-18	Nothern Gaza / Muntada Al Shuhada'a	Youth Mapping Tool	8
<b>FG27</b>	July 10.2005	Mixed	In-Education	Urban	14-18	Nothern Gaza / Women's Affairs Center	Youth Mapping Tool	14
<b>FG28</b>	July 10.2005	Females	In-Education	Refugee	18-25	Nothern Gaza/ Women's Activity Centre	Youth Mapping Tool	10
<b>FG29</b>	July 10.2005	Males	In-Education	Rural	14-18	Beit Hanoun/ Family Development Center	Youth Mapping Tool	1

### Annex G: Individual Youth Interviewed

Ind. Interview #	Date	Name	Gender	Institution	Position	Age
Y.I.1	June 24.2005	Hafez Samara	Male	IT 4youth	Beneficiary	28
Y.I.2	June 24.2005	Afnan Abu Hijleh	Male	IT 4youth	Beneficiary	25
Y.I.3	July 02. 2005	Muhammad K. Abdallah	Male	Jayyous/Qalqilia	Student	18
Y.I.4	June 29.2005	Ghali Rezaq Allah	Male	Nablus	Unemployed	19-24
Y.I.5	June 29.2005	Samer Shaheen	Male	Salfit	Unemployed	19-24
Y.I.6	June 27.2005	Khalil Khaled	Male	Nablus	Student	19-24
Y.I.7	June 24.2005	Rania Abdel Razaq	Female	Jenin	Employee	19-24
Y.I.8	June 24.2005	Rami Nour El Deen	Male	IT 4Youth	S. Employee	19-24

### Annex H: Youth Interviews By Region

			14-18 Female In-Edu	14-18 Female Out-Edu	19-24 Female In-Edu	19-24 Female Out-Edu	14-18 Male In-Edu	14-18 Male Out-Edu	19-24 Male In-Edu	19-24 Male Out-Edu
1	Jenin & Tubas	Urban			□		□			
		Refugee			□	□				□
		Rural	□		□	□			□	
2	Tulkarm & Qalqilia	Urban			□				□	
		Refugee						□		□
		Rural					□		□	
3	Nablus & Salfit	Urban							□	
		Refugee								
		Rural							□	

4	Ramallah & Bireh	Urban	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
		Refugee							
		Rural							
5	Hebron	Urban		<input type="checkbox"/>				<input type="checkbox"/>	
		Refugee							
		Rural				<input type="checkbox"/>			
6	Bethlehem	Urban							
		Refugee	<input type="checkbox"/>	<input type="checkbox"/>					
		Rural							
7	East Jerusalem	Urban	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
		Refugee	<input type="checkbox"/>				<input type="checkbox"/>		
		Rural							
8	Jericho	Urban			<input type="checkbox"/>				<input type="checkbox"/>
		Refugee							
		Rural							
9	Gaza North	Urban	<input type="checkbox"/>				<input type="checkbox"/>		
		Refugee			<input type="checkbox"/>		<input type="checkbox"/>		
		Rural					<input type="checkbox"/>		
10	Gaza Middle	Urban							
		Refugee	<input type="checkbox"/>						
		Rural							

## Annex I: Interviews with Key Adult Informants

### Interviews with Government Actors

Date	Name			Position	Location	Organization
June 23 .2005	Salahadin Mousa	GA.1	Gov. Actor	Admin. Manager	Jenin	Governor's office
June 23.2005	Qadora Musa	GA.2	Gov. Actor	Governor of Jenin	Jenin	Governor's office
June 23.2005	Walid Abu Mweis	GA.3	Gov. Actor	Mayor of Jenin	Jenin	Municipality of Jenin
June18.2005	Dr Saeb Eraikat	GA.4	Gov. Actor	Head of Negotiation Department	Jericho	Intercontinental hotel
June 27.2005	Dr Maher Masri	GA.5	Gov. Actor	PLC member	Ramallah	PLC
June 26.2005	Khaled Osaily and Architect/Engineer	GA.6	Gov. Actor	Deputy Mayor + Engineer	Hebron	Municipality of Hebron
June 24.2005	Omar Abdul Rahman- Abu Ali	GA.7	Gov. Actor	Head of Joint community Council	Jenin	Joint Community Services Council
July 2.2005	Shawkat Samaha	GA.8	Gov. Actor	Mayor of Jayyous	Qalqilia	Governor's office
Feb.8.2005	Mitry Abu A'teh- Majed Ishaq- bajis Ismail- Ali Abu Srour	GA.9	Gov. Actor	Directors	Bethlehem	Ministry of Tourism
July 2.2005	Saker Ebsesou	GA.10	Gov. Actor	Ministre of Youth and Sport	Ramallah	Ministry of Youth and Sport
July 8.2005	Mohammed Al Halabi	GA.11	Gov. Actor	Director of Public relations	Gaza	Municipality of Gaza
July 9.2005	Amal Haj Ahmad	GA.12	Gov. Actor	Coordinator of the Environmental Program	Gaza	Municipality of Gaza
July 10.2005	Dr. Majed Abu Ramadan	GA.13	Gov. Actor	Acting Mayor of Municipality of Gaza	Gaza	Municipality of Gaza
July 9.2005	Musa Abu Zeid	GA.14	Gov. Actor	Ministry of Youth and Sport	Ramallah	Ministry of Youth and Sport
July 10.2005	Dr. Hussein Al Araj	GA.15	Gov. Actor	Deputy Minister of Local Government	Ramallah	Ministry Of Local Government

### Interviews with YSO Leaders

	Name			Position	Location	Organization
	Kefah Khaled Abu Srour	YSO .1	NGO Leader	Director	Jenin	SHAREK Centre
	Rajab Shaheen , Kifah Al-Aweinee	YSO.2	NGO Leader	President + Coordinator	Hebron	Hebron Youth Club
	Jenin YSO Roubdtable lunch	YSO.3	NGO Leader	Leaders	Jenin	SHAREK Centre
	Fuad Masad	YSO .4	NGO Leader	President of Management Committee(Volunteer)	Jenin	Silat Adhaheer Youth Center
	Samer Saleh + 6 person staff	YSO .5	NGO Leader	Executive Director	Bir Zeit	Juhoud community and Rural
	Khader Abu Abbana	YSO .6	NGO Leader	Program Coordinator	Ramallah	YMCA
	Ahmad Salah	YSO .7	NGO Leader	Regional IT Centre manager	Jenin	Regional IT Centre
	Adnan Hindi	YSO.8	Gov. Actor	Political party Actor	Jenin	Jenin Camp Services Office
	Maha Abu Shama, Dr Abdellatif Mohammed, Khalil Shiha	YSO .9	NGO Leader	Leaders	Ramallah	PARC
	Basil Jarar	YSO.10	NGO Leader	Project Coordinator	Ramallah	YMCA
	Faten Letwashi	YSO.11	NGO Leader	Project Coordinator	Bethlehem	Dar Annadwa Arts and Craft
	Osama Abu Katta , Wahid	YSO.12	NGO Leader	leader	Bethlehem	Hotel Shepherd
	Insaf Odeh	YSO.13	NGO Leader	Director	Nablus	The Palestinian Society for
	Group Interview( Women's CBO Board)/Females	YSO.14	NGO Leader	Board Members	Hebron	Women Sports Club
	Ms. Margaret Al-Rai'e	YSO.15	NGO Leader	Deputy Director	Qalqilia	Women Union
	Youth workers	YSO.16	NGO Leader	Leaders	Hebron	Women's Organization
	Youth Round Table / Notre Dam Hotel	YSO.18	NGO Leader	Leaders	Jerusalem	Notre Dam Hotel
	Refaat Sabbah	YSO.19	NGO Leader	Director	Ramallah	Teacher Creativity Centre
	Rasha Fityan	YSO.20	NGO Leader	Leader	Ramallah	Ta'awan Youth Forum Direc
	Hashem Rustom	YSO.21	NGO Leader	Director of the Holst Cultural Centre	Gaza	Holst Cultural Centre
	Raed Al Qrienawi	YSO.22	NGO Leader	In Spite of the Borders / Nuseirat Camp	Gaza	In Spite of the Borders
	Maher Attalla	YSO.23	NGO Leader	Member of the Executive Committee	Gaza	Muntada Al Shuhada'

### Interviews with International Actors

	Name			Position	Location	Organization
	Jim Bever	Int.A.1	Int. Actor	Head of USAID Mission	Tel Aviv	US Embassy- USAID
	USAID Team	Int.A.2	Int. Actor	Leaders	Jerusalem	American Consulate
	USAID Team / Community services team	Int.A 3	Int. Actor	Leaders	Jerusalem	American Consulate
	Ahmad Abu Bakr	Int.A 4	Int. Actor	Directors	Ramallah	GTZ

### Interviews with Education Actors

				<b>Position</b>		
<b>Date</b>	<b>Name</b>				<b>Location</b>	<b>Organization</b>
July 2.2005	Abdulla Khatib	Edu.1	Edu. Actor	School Principal	Qalqilia/Jayyous	Jayyous Primary School
June 29.2005	Mo'taz Assayed	Edu.2	Edu. Actor	Teacher	Nablus	Teacher in Al Quds Open University
July 2.2005	Nader Saied	Edu.3	Edu. Actor	Director	Ramallah	Bir Zeit Development Studies Center

### Interviews with Private Actors

<b>Date</b>	<b>Name</b>			<b>Position</b>	<b>Location</b>	<b>Organization</b>
Feb.10.2005	Sani Daher - Amid Masri- Arda Mardirossaian	PS.1	Private Sector	Directors	Ramallah	PAL TRADE
May 24.2005	Said Abu Hijleh- Arun Hsu	PS.2	Private Sector	Directors	Ramallah	D.A.I.
July 4.2005	Anan anabtawi	PS.2	Private Sector	Director	Ramallah	German Industry and Commerce Mission

