



BASELINE REPORT

YOUTH COHORT STUDY OF USAID/WEST BANK AND GAZA'S PARTNERSHIPS WITH YOUTH ACTIVITY

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Contents

Acronyms.....	v
Executive Summary	vii
Study Purpose and Questions	i
Study Purpose	i
Study Questions	2
Project Background.....	3
Methodology	4
Cohort Study	5
Capacity Study	9
Limitations.....	10
Description of the Sample.....	13
Youth Cohort Study: Findings and Conclusions	16
Q1: Employment: To what extent has participants' status changed between enrollment in the YDRC and 9 and 18 months following enrollment?.....	16
Findings.....	16
Conclusions.....	22
Q2: Earnings/Savings: To what extent have participants' earnings and savings changed between enrollment in the YDRC and 9 and 18 months following enrollment?.....	23
Findings.....	23
Conclusions.....	25
Q3: Employability: To what extent have participants' work-readiness skills and perceptions of employability changed between enrollment in the YDRC and 9 and 18 months following enrollment?	25
Findings.....	25
Conclusions.....	29
Q4: Attitudes towards violence: To what extent has participation in the PWY IREX activity changed attitudes related to violent or nonviolent resolution of conflicts?.....	30
Findings.....	32
Conclusions.....	35
Q5: Community Engagement: To what extent has participation in the PWY IREX activity influenced youth engagement at the family, community, regional and national level?	36
Findings.....	36
Conclusions.....	40

Q6: Self-efficacy: To what extent has participation in the PWY IREX activity changed participants' self-efficacy (e.g., one's ability to communicate effectively, to overcome adversity, and to reach educational and employment objectives, among others)?	40
Findings.....	40
Conclusions.....	41
Q7: Baseline for Demand and Perception of YDRCs	42
Findings.....	42
Conclusions.....	46
Capacity Study	48
Question 1: To what extent has USAID support increased targeted YDRCs' ability to provide relevant, quality services to youth?.....	48
Findings.....	48
Conclusions.....	48
Question 2: To what extent has USAID support increased targeted YDRCs' institutional capacity (e.g., governance, management, fundraising, service delivery, and advocacy)?.....	49
Findings.....	49
Conclusions.....	53
Question 3: What is the cost per participant?.....	54
Findings.....	54
Conclusions.....	55
Recommendations	56
Annex 1: Study Design Report.....	58
Annex 2: Youth Quantitative Questionnaire.....	120
Annex 3: Household Quantitative Questionnaire	160
Annex 4: Youth Qualitative Questionnaire.....	200
Annex 5: Household Qualitative Questionnaire.....	216
Annex 6: Capacity assessment instruments	234
Annex 7: Bibliography.....	239
Annex 8: Key Informant List.....	240
Annex 9: Baseline Data Collection Schedule/Workplan.....	242
Annex 10: Supplementary Data Tables	243

Acronyms

CDC	Centers for Disease Control
CV	Curriculum vitae
ICT	Information Communication Technology
IRB	Institutional Review Board
IREX	International Research and Exchange Boards, Inc.
M&E	Monitoring and Evaluation
NIS	Israeli New Shekel
OCA	Organizational Capacity Assessment
OECD-DAC	Organization for Economic Co-operation and Development – Development Assistance Committee
PA	Palestinian Authority
PCBS	Palestinian Central Bureau of Statistics
PWY	Partnerships with Youth
PYD-SL	Positive Youth Development and Service Learning
SI	Social Impact
TOT	Training of Trainers
USAID	United States Agency for International Development
USD	United States Dollar
YCS	Youth Cohort Study
YDRC	Youth Development Resource Center

Executive Summary

STUDY PURPOSE AND QUESTIONS

This report presents findings from the baseline data collection for the Youth Cohort Study (YCS) of the United States Agency for International Development (USAID)/West Bank and Gaza's Partnerships with Youth (PWY) Activity. The task order is comprised of three elements, including the **Longitudinal Youth Cohort Study**, which is focused on a subset of youth participants and geographic implementation areas, a **Secondary Analysis of existing participant data** that has been collected by the implementing partner, and a **Youth Development Resource Center (YDRC) capacity study** focused on understanding the extent to which USAID support has increased the YDRCs' ability to provide relevant, quality services to youth.

The objective of this study as defined by the task order are as follows.

1. To document changes in outcomes for youth ages 18–25 participating in targeted YDRCs
2. To investigate differences in responses to YDRC intervention among beneficiaries of different demographic and socioeconomic profiles
3. To examine attitudes of parents or household members toward youth participation in YDRC intervention and their views of the outcomes
4. To identify how USAID support has affected the ability of targeted YDRCs to deliver quality, relevant services to youth
5. To conduct cost analyses associated with the objectives noted above

The key YCS questions are:

1. *Employment*: To what extent has participants' status changed between enrollment in the YDRC and 9 and 18 months following enrollment?
2. *Earnings/savings*: To what extent have participants' earnings and savings changed between enrollment in the YDRC and 9 and 18 months following enrollment?
3. *Employability*: To what extent have participants' work-readiness skills and perceptions of employability changed between enrollment in the YDRC and 9 and 18 months following enrollment?
4. *Attitudes towards violence*: To what extent has participation in the PWY IREX activity changed attitudes related to violent or nonviolent resolution of conflicts?
5. *Community engagement*: To what extent has participation in the PWY IREX activity influenced youth engagement at the family, community, regional, and national levels?
6. *Self-efficacy*: To what extent has participation in the PWY IREX activity changed participants' self-efficacy (e.g., one's ability to communicate effectively, to overcome adversity, and to reach educational and employment objectives, among other outcomes?)
7. *Demand/perception of YDRCs*
8. *Disaggregated results*: How do the outcomes addressed in the questions above vary by participant characteristics (e.g., sex, age, ethnic group, rural, urban, and youth in refugee camps) and YDRC?

The key questions for the capacity study are:

1. To what extent has USAID support increased targeted YDRCs' ability to provide relevant, quality services to youth?
2. To what extent has USAID support increased targeted YDRCs' institutional capacity (e.g., governance, management, fundraising, service delivery, and advocacy)?
3. What is the cost per participant?

The secondary analysis will be included in the midline and endline reports.

PROJECT BACKGROUND

PWY is a five-year, \$16 million USAID-funded activity implemented by IREX, a nonprofit organization that works to build a just, prosperous, and inclusive world by empowering youth. The agreement will run from February 2013 to February 2018. PWY seeks to expand educational and leadership opportunities for youth ages 14–29 throughout the West Bank by creating sustainable hubs for youth innovation and learning through improving the organizational environment of six existing YDRCs, establishing five new YDRCs, and building a network of youth centers in rural areas.

The developmental hypothesis of PWY is as follows: if youth-serving organizations develop the capacity and commitment to implement Positive Youth Development and Service Learning (PYD-SL) programming and partnerships and if youth engage in meaningful, well-structured PYD-SL activities, then these organizations will sustainably expand educational and leadership opportunities for youth, and youth will develop a set of 21st-Century Youth Competencies that facilitate their future participation in the economy and society.

STUDY METHODOLOGY

COHORT STUDY

The Longitudinal Youth Cohort Study is designed to be a panel study, collecting data on the same group of youth over an 18-month period following their enrollment in the YDRC. The study will focus on Qalqilya, Jenin, Jericho, Hebron, and Nablus YDRCs and targets youth ages 18–25 who are newly or recently enrolling in their first training or activity with YDRCs. The data collection consists of a quantitative survey and qualitative interview with youth, as well as a quantitative survey and qualitative interview with household members of a sub-sample of youth to provide a more holistic view of youths' status.

Sampling: The study cohort is comprised of 1,002 youth who first enrolled in YDRCs between August 2016 and May 2017. Due to relatively infrequent YDRC trainings and small class sizes, the study was unable to administer pre-training baseline surveys to the required sample size of 1,000 youth. 638 youth were successfully enumerated before a decision was made to backfill the balance of the sample from recently trained youth. A baseline was reconstructed for these youth through asking recall questions. Comparison of the two groups yields only a few questions with statistically significant differences, suggesting no systematic bias.

In addition to the youth survey, the study also conducted in-depth qualitative interviews with a subset of 188 youth and one of their household members to supplement the quantitative data and provide a

holistic profile of the youth. All youth participants in the qualitative sub-sample were asked to nominate a household member to participate in a shortened version of the quantitative survey and a qualitative interview, leading to a final sample of 164 household members.

Data Collection Instruments: Quantitative data were collected through a survey consisting of ten modules on basic demographic characteristics, education, employment, employability, work readiness, income and savings, attitudes towards conflict, community engagement, self-efficacy, and YDRC perception; the household version of this survey covers the same topics and asks household members about youths' status, opinions, and capabilities in these areas. Qualitative data were collected through semi-structured interviews with youth and their respective household members. Both tools were translated into Arabic and back-translated into English and approved by Social Impact's Institutional Review Board (IRB).

CAPACITY STUDY

The study conducted 29 semi-structured key informant interviews with YDRC staff, board members, and youth, with questions framed to answer the research questions using the Organisation for Economic Co-operation and Development-Development Assistance Committee evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, and Sustainability. The study then triangulated these responses with PWY's Organizational Capacity Assessment (OCA), training, and grant data.

DESCRIPTION OF THE SAMPLE

The cohort sample is three quarters female, and youth are close to evenly split between urban and rural areas. Average age is 21. One in three classifies herself as a refugee. Youth in the sample are very well educated, with 71% either enrolled in or having completed university. There were no statistically significant demographic differences between the qualitative youth sub-sample and the whole cohort.

Eighty-seven percent of household members surveyed were youths' parents, and 94% were female, meaning that the typical household respondent was the youth's mother.

FINDINGS AND CONCLUSIONS: COHORT STUDY

Q1: EMPLOYMENT

FINDINGS

Overall, 43% of youth said they have been employed at some point in their lives, and 18% were employed at the time of the survey. Employment varied substantially by gender, with males nearly three times more likely to have work experience. Unsurprisingly, youth enrolled in school were less likely to have an employment history. Twenty-eight percent of working youth reported being self-employed, with wide variability across governorates. Youth report working an average of 35 hours per week (a median of 42 hours per week), and 30% were working less than 30 hours per week. Eighty-four percent of youth reported being satisfied or very satisfied with their current jobs. Though many youth were not yet looking for jobs because they were full-time students, both youth and household members cited lack of available jobs and lack of work experience as barriers to employment.

CONCLUSIONS

- Most youth in the cohort are not currently employed; the leading reason for this is the large number of youth who are currently enrolled in school.
- As youth transition out of school and into the labor market, the lack of available jobs and lack of work experience are the largest obstacles to finding employment.
- Women are less likely to have work experience than their male counterparts and often experience gender-related constraints to labor market entry.
- Household members voice general pessimism about labor market conditions, but most youth remain optimistic about their personal employment prospects.

Q2: EARNINGS AND SAVINGS

FINDINGS

Employed youth reported an average monthly income of 448 USD, and a median of 417 USD. An allowance from family was the most common source of money. The minimum monthly wage in the West Bank and Gaza is 339 USD, and the average monthly wage is 466 USD. One in three youth reported having savings, and 49% of youth who save reported that their savings had increased in the last six months. Employment and saving are correlated; 57% of employed youth have savings, while only 31% of unemployed youth do.

CONCLUSIONS

- Employed youth are earning income on par with the average wage in the West Bank and Gaza. This is sustainable as long as youth continue to live with their families, but insufficient to move out and support their own families.
- A minority of youth are saving.
- Unemployed youth, and even youth with informal employment, have income far below that of employed youth.

Q3: EMPLOYABILITY

FINDINGS

Overall, youth and their family members were positive about their career prospects. In interviews, most youth were very optimistic about their ability to obtain employment or improve their employment circumstances over the next nine months, despite their expressions of frustration with the state of the job market. Youth also talked extensively about the variety of aptitudes they currently had as sources of optimism for employment in the near term. Household members were less optimistic than their youth counterparts in interviews, although a majority cited ongoing education and training as the reason that youth were not likely to be employed over the next nine months.

CONCLUSIONS

- Youth generally see themselves as very employable with high work-readiness skills due to their current enrollment in education and training.
- Household members view youth as having the soft skills they need to function in the workplace, though youth themselves state a preference for developing these skills further.
- Most youth do not yet have work experience and view this as a major barrier to employment.

- Though youth did not demonstrate high demand for job-seeking skills, very few have had training in applying for jobs and there is likely unmet need in this area.

Q4: ATTITUDES TOWARDS VIOLENCE

FINDINGS

The vast majority of youth in the cohort characterized themselves as non-violent, and consistently chose non-violent solutions to conflict. Male youth were somewhat more likely to voice support for statements about violence than females, though the absolute rates of support were low. When asked directly about their ability to peacefully resolve conflict, youth rated themselves with either a high or medium ability to do so. When asked what a “safe space” for youth was like, both youth and household members cited spaces that offered education, training, and skills development, where youth could freely express themselves, and which were supervised by adults.

CONCLUSIONS

- The youth in this cohort as well as their household counterparts unanimously characterize themselves as highly nonviolent and very unlikely to resort to violence to solve problems.
- Both youth and household members cite intrinsic personality traits most often as the source of their ability to solve conflicts nonviolently.
- Taken together, the data suggest that youth and household members locate both violence and solutions or alternatives to violence along the tensions between tradition and modernity.

Q5: COMMUNITY ENGAGEMENT

FINDINGS

Roughly four out of five youth and a slightly larger proportion of household members interviewed claim to be actively engaged in their communities. Very few youth claim involvement in social issues or groups at the regional or national levels. The majority of youth reported they were very involved with their family, while household members were somewhat less likely to categorize youth as very involved. Youth stated they were involved with family decision-making and helping with siblings and housework.

CONCLUSIONS

- While self-reported community engagement through volunteerism was reported high, volunteer opportunities are very infrequent, usually associated with annual or seasonal religious holidays and civic events.
- Respondents often equated social engagement with community engagement.
- Both youth and household members report modest to high engagement with family, citing increasing feelings of responsibility with age and maturation.

Q6: SELF-EFFICACY

FINDINGS

Youth and their family respondents were confident in youths’ ability to reach longer-term goals and gave high marks on self-efficacy scale items generally. Male youth tended to rank themselves in the highest

self-efficacy categories more often than female youth. In interviews, both youth and household members described very high ability among the cohort to communicate effectively. An overwhelming majority of youth and household members also claim that the cohort's communication skills have improved in the nine months prior to participation in the YDRC, citing personal development/maturation, personal drive, and interaction with new people.

CONCLUSIONS

- Youth have a high degree of self-efficacy, and household members affirm this.
- Although much of the confidence that the youth expressed in their own self-efficacy likely stems from their comparatively advanced educations, both youth and households consistently pointed to intrinsic or personal attributes in explaining why this confidence was so high.

Q7: BASELINE FOR DEMAND AND PERCEPTION OF YDRCS

FINDINGS

Nearly all youth and household members interviewed expressed positive views of the YDRC in both the quantitative and qualitative data. In the quantitative data, 98% of youth rate the YDRCs as either very or somewhat useful for finding a job, and most state that they are interested in participating in the YDRC to learn new skills. There was also widespread interest in the cultural and arts activities on offer. Household members had very similar views of the YDRC. Though mostly positive, some more negative attitudes were attributed to the YDRC's potential for gender mixing or participation being a waste of time. Many youth requested more advanced or diverse trainings. Logistical challenges were also apparent; the most common challenge with attending YDRC trainings was transportation-related, and other youth cited inconvenient course schedules.

CONCLUSIONS

- Both youth and household members have very positive reviews of the YDRCs thus far, but these views are based on assumptions that the YDRC will lead to employment-based outcomes.
- Both youth and household members advocate for more diverse course offerings as well as more advanced versions of existing courses and training.
- Cultural and arts activities command widespread interest and can continue to be a way to keep youth continuously engaged at the YDRC.

FINDINGS AND CONCLUSIONS: CAPACITY STUDY

Q1 FINDINGS: RELEVANT AND QUALITY SERVICES

Interviewees from the five YDRCs agreed that the developmental training programs were relevant to topics youth are interested in and are delivered with good quality. Though the centers target a wide range of youth, participants are mostly female. Parents have little involvement in the YDRC.

Q2 FINDINGS: INSTITUTIONAL CAPACITY

According to the majority of respondents, staff and youth were involved in implementing the annual and strategic plans, though strategic plans were not disseminated. Respondents reported that staff and

interns use job descriptions to refer to their work, but otherwise there are no human resource systems in place. Interviewees stated that financial resources are not sufficient to incentivize staff and interns to remain at the centers. YDRC fundraising processes and monitoring and evaluation (M&E) systems are insufficient. Financial systems are in place, and YDRCs are producing acceptable auditing reports. All YDRCs have insufficient budgets, and their accessibility varies by center. YDRC service delivery and communications operations are effective.

Q3 FINDINGS: COST PER PARTICIPANT

The overall cost per participant for all five YDRCs over this period is 34 USD. Hebron's cost per participant varied the most, ranging from 47 USD to 73 USD; its average cost per participant, 59 USD, was also the highest of the five YDRCs. Qalqilya had the lowest average cost per participant, at 23 USD per participant. Variations between YDRCs seem to be due to a mix of the number of people trained, which lowers the cost per participant, and how high a center's capacity is, which raises the cost.

CONCLUSIONS

YDRCs are relevant to youth and offer high-quality services. Funding, regular updates of training materials, M&E and HR systems, and broad inclusion of stakeholders are current weaknesses.

RECOMMENDATIONS

As this study is not an evaluation, the following recommendations are not based on judgments on the performance, impact, or effectiveness of the PWY Activity. The report has used baseline findings to inform the following recommendations for USAID programming:

YDRC USAGE AND THE YOUTH COHORT

- *Outreach:* A topic for USAID to address immediately is whether the profile of YDRC users—mostly female, mainly university students—represent those of the intended target population, and if not, whether it is an outcome of current outreach efforts, the types and strategies of service delivery, and/or social practices.
- *Service delivery:* USAID may wish to consider how YDRC services can be better tailored to female users, better educated users, and users currently enrolled in university but about to graduate. Considering these participant-specific adjustments may assist the YDRCs in maximizing positive outcomes for those currently participating in YDRC activities.

VIOLENCE

- Recent literature suggests that providing education and training without ensuring that employment and career opportunities will follow may in fact increase youth susceptibility to engaging in violence. In order to combat this risk, USAID can focus on strengthening school-to-career services at the YDRCs and link YDRC learning with cross-cutting economic development, infrastructure, agricultural, or other development initiatives. These additions have the potential to increase access to career opportunities and in turn decrease the likelihood that youth will resort to violence.

CAPACITY STUDY

- YDRC sustainability can be increased in a variety of ways, including building YDRC capacity to locate additional funding mechanisms and supporting the development of M&E, HR and other systems at each center. USAID can also emphasize promoting YDRC visibility through traditional and digital media and support the centers' efforts to increase parental and community involvement.

STUDY PURPOSE AND QUESTIONS

STUDY PURPOSE

USAID/West Bank and Gaza contracted Social Impact Inc. to perform a multi-year study of the Partnerships with Youth (PWY) Activity implemented by IREX.¹ The study, launched in October 2016 and scheduled to conclude in November 2018, consists of three components:

- **Longitudinal Youth Cohort Study** tracking 1,000 PWY youth beneficiaries over a 1.5-year period;
- **Secondary Analysis of Existing Participant Data** collected by the implementing partner; and
- **Youth Development Resource Center (YDRC) Capacity Study** focused on understanding the extent to which USAID support has increased the YDRCs' ability to provide relevant, quality services to youth.

This study is designed to provide in-depth information about the results of USAID's program and identify the critical ingredients of successful youth development programming in a complex, conflict-affected environment. It is not an evaluation of PWY's performance or impact but rather a study that tracks changes across a wide variety of outcomes for a cohort of youth and in the YDRCs. The objectives of this study as defined by the task order are as follows:

1. To document changes in outcomes for youth ages 18–25 participating in targeted YDRCs²
2. To investigate differences in responses to YDRC intervention among beneficiaries of different demographic and socioeconomic profiles
3. To examine attitudes of parents or household members toward youth participation in YDRC intervention and their views of the outcomes
4. To identify how USAID support has affected the ability of targeted YDRCs to deliver quality, relevant services to youth
5. To conduct cost analyses associated with the objectives noted above

This study is intended to complement, not supersede, monitoring and evaluation (M&E) activities conducted by IREX, the PWY's implementing agency. This report presents baseline data for the youth cohort and YDRC capacity studies. The secondary analysis of activity data will be incorporated into the midline and endline analyses.

¹ Task Order AID-OAA-I-15-00037/AID-294-TO-16-00004

² Though PWY's target age group ranges from 14 to 29, the study was designed to target youth ages 18–25 as the youth most likely to experience changes in the study's outcomes of interest, which are detailed in the research questions below.

STUDY QUESTIONS

YOUTH COHORT STUDY

The youth cohort study was designed to answer eight research questions:

1. *Employment*: To what extent has participants' status changed between enrollment in the YDRC and 9 and 18 months following enrollment?
 - a. Employment status (including self-employment)
 - b. Employment quality
2. *Earnings/savings*: To what extent have participants' earnings and savings changed between enrollment in the YDRC and 9 and 18 months following enrollment?
3. *Employability*: To what extent have participants' work-readiness skills and perceptions of employability changed between enrollment in the YDRC and 9 and 18 months following enrollment?
4. *Attitudes towards violence*: To what extent has participation in the PWYIREX activity changed attitudes related to violent or nonviolent resolution of conflicts?
5. *Community engagement*: To what extent has participation in the PWY IREX activity influenced youth engagement at the family, community, regional, and national levels?
6. *Self-efficacy*: To what extent has participation in the PWY IREX activity changed participants' self-efficacy (e.g., one's ability to communicate effectively, to overcome adversity, to reach educational and employment objectives, among other outcomes?)
7. *Demand/perception of YDRCs*:
 - a. Reasons for low participation and/or dropout.
 - b. What features of the YDRCs do young people find particularly attractive?
 - c. What are the main benefits of participating in YDRC activities, according to young people themselves? According to their parents/significant others?
 - d. What recommendations could be made to improve the effectiveness of YDRCs in promoting holistic youth development?
8. *Disaggregated results*: How do the outcomes addressed in the questions above vary by participant characteristic (e.g., sex, age, ethnic group, rural, urban, and youth in refugee camps) and YDRC?

This report presents baseline findings for Questions 1–7. Question 8, which asks for disaggregation of the results by participant characteristic, is incorporated throughout. It is important to note that the study questions are focused on change, not impact. The YCS will describe changes that occur in youths' lives over the 18-month period. The study design does not include a comparison group, and as such, will not be able to attribute any observed changes to PWY. The lack of a counterfactual is discussed in more detail in the study limitations section.

YDRC CAPACITY STUDY

The YDRC capacity study was designed to answer three questions:

1. To what extent has USAID support increased targeted YDRCs' ability to provide relevant,

quality services to youth?

2. To what extent has USAID support increased targeted YDRCs' institutional capacity (e.g., governance, management, fundraising, service delivery, and advocacy)?
3. What is the cost per participant?

This report presents baseline findings for all three questions.

Project Background

PWY is a five-year, \$16 million USAID-funded activity implemented by IREX, a nonprofit organization based in the United States. The agreement was signed in February 2013 and is scheduled to end in February 2018. PWY was designed to expand educational and leadership opportunities for youth ages 14–29 throughout the West Bank.

The developmental hypothesis underpinning PWY is as follows: if youth-serving organizations develop the capacity and commitment to implement PYD-SL programming and partnerships and if youth engage in meaningful, well-structured PYD-SL activities, then these organizations will sustainably expand educational and leadership opportunities for youth, and youth will develop a set of 21st-Century Youth Competencies that facilitate their future participation in the economy and society. To achieve this end, PWY was to improve the organizational environment of six existing Youth Development Resource Centers (YDRCs), establish five new YDRCs, and build a network of youth centers in rural areas. Capacity development activities include participatory capacity assessments with YDRCs and individual center capacity development plans. In conjunction with these capacity-building elements, PWY also worked to strengthen youth leadership through improved youth programming in YDRCs, in large part through trainings of trainers for YDRC interns who then conduct trainings at YDRCs in leadership, media, Information Communication Technology (ICT), employment seeking, and other topics. PWY is designed around a cohesive youth engagement strategy based on the principles of Positive Youth Development (PYD) and Service Learning (SL). The PYD-SL approach ensures that participating youth develop key personal skills, pre-employment skills, and technical skills.

Figure 1 presents the activity results framework.

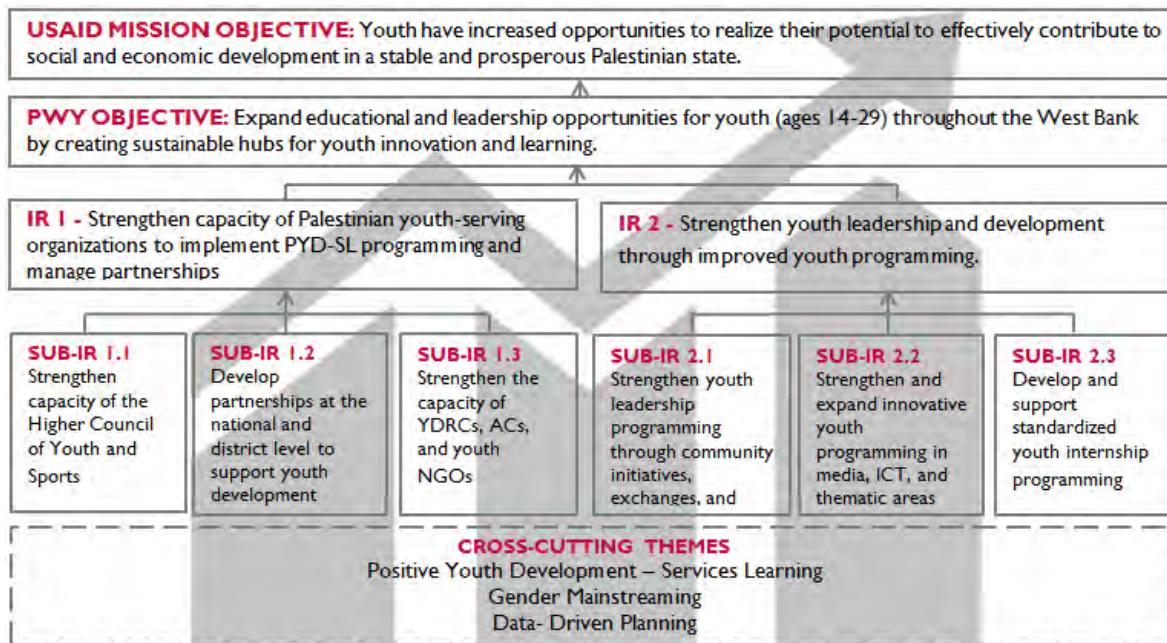


Figure 1. PWY Results Framework

METHODOLOGY

The methodology utilized in this study is designed to examine the PYD theory of change by investigating participant outcomes in employment, earnings and savings, employability, attitudes toward violence, community engagement, and self-efficacy, as well as describe participant demands and perceptions of the YDRCs. The study will focus on the following five USAID-supported YDRCs: Qalqilya, Jenin, Jericho, Hebron, and Nablus. These YDRCs are the most established PWY YDRCs. The Hebron and Nablus YDRCs were originally targeted under the predecessor to the PWY, Ruwwad, in 2008. The YDRCs in Qalqilya, Jenin, and Jericho joined PWY in 2014. These areas are illustrated in the map in Figure 2.



Figure 2: Map of Cohort Study Areas

COHORT STUDY

The Youth Cohort Study is predicated on a mixed-methods panel design, in which data are collected multiple times from the same set of individuals. Starting with a baseline at the time of initial participation at a YDRC, the study tracks youth (ages 18–25) over a 1.5-year period. Youth will be revisited nine months after baseline to assess short-term changes and again another nine months later to assess medium-term changes. During each of these data collection waves, all sampled youth are administered a survey and a sub-sample are administered a qualitative interview. To deepen analysis of youth change over time, the research design also includes a survey and qualitative interview with a member of the youth’s household.

YOUTH SAMPLING APPROACH

The study targeted a sample of 1,000 youth with the expectation that some youth would leave the study³ over the 18-month period in question. The study design outlined during study procurement proposed a baseline of youth enrolling in their first training/activity with YDRCs in January–March 2017. Youth were to be identified and surveyed at the time of application. However, during in-brief calls with USAID and IREX, as well as a scoping trip to the West Bank, it became clear that there would not be enough new entrants during this period to reach the targeted sample size of 1,000 youth.⁴ To make up for this shortfall, the study design had to incorporate both newly enrolled youth as well as youth who had previously participated in PWY programming. Priority was given to new entrants and a rolling baseline administered from March 2017 to May 2017, extending the intended data collection period by two months. The balance of the 1,000 youth would be backfilled from previous participants from the period August 2016–February 2017 using IREX’s training database (the backfill baseline), starting with the youth enrolling most recently, until filling the sample size. The study targeted all youth in the training database who had not participated in a YDRC previously and where contact information was available, from most recent to least recent, ending once the desired sample size was achieved.

The study targeted 150 youth for qualitative interviews. These youth were a sub-sample of the quantitative respondents. Knowing the limitations of the size of the sampling frame, all youth participating in the quantitative study were asked if they would participate in the qualitative and household study until the sample size was achieved. Participants in the rolling baseline were the main targets for the qualitative and household interviews.

HOUSEHOLD SAMPLING APPROACH

The target sample for the household respondents was 150. All youth participants in the qualitative sub-sample were asked to nominate a household member to participate in a shortened version of the quantitative survey and a qualitative interview.

DATA COLLECTION INSTRUMENTS

The Youth Cohort Study includes four instruments: two quantitative, two qualitative. The youth and household surveys were designed to mirror the study’s research questions and consist of ten modules on basic demographic characteristics, education, employment, employability, work readiness, income and savings, attitudes towards conflict, community engagement, self-efficacy, and YDRC perception; the

³ When contacting the same people repeatedly, all studies should expect some attrition due to respondents moving, changing contact information, or losing interest in continuing to participate. Based on previous longitudinal studies that the data collection firm, Alpha International, has conducted, the study anticipates at least 10% attrition, though as youth are particularly mobile, the Design Report includes analysis of attrition scenarios of up to 30%.

⁴ YDRCs had only a few trainings scheduled during this intended period for youth within the target age group, and within these, a fraction of trainees were returning youth who had participated in other YDRC activities previously. During the design phase, the study team estimated that it would be possible to reach approximately 40% of the sample size using the original sampling methodology.

household version of this survey covers the same topics, asking household members about youths' status, opinions, and capabilities in these areas. Surveys draw from validated questionnaires including the School To Work Transition Survey,⁵ the Generalized Self-Efficacy Scale,⁶ and the Attitude Toward Conflict Scale.⁷ The youth who are part of the backfill baseline were asked a slightly modified version of this questionnaire, where they were prompted to answers questions in relation to the period immediately prior to participating in their first YDRC activity. The survey instruments also include several questions that are specifically designed to complement the semi-structured interview, so that enumerators can return to those questions to follow up on youths' responses and probe in depth about the *whys* and *hows* of their answers and collect examples and *in vivo* quotations. The average length of time to complete the survey was 24 minutes for youth and 26 minutes for household members. The youth and household versions are presented in Annexes 2 and 3, respectively.

The semi-structured interview guide for the qualitative youth and household interviews is designed to collect in-depth qualitative data on the same topics as the survey, but asks open-ended and follow-up probing questions, to which enumerators recorded the respondents' answers in their own words. The Youth Cohort Semi-Structured Interview instrument is presented in Annex 4. The interview guide is structured to go into depth on each of the seven primary research questions and sub-questions. The approach is for the enumerator to first ask a closed-ended question and then follow up with a question about why the respondent chose a particular answer. Enumerators then continued to probe for the reasons why youth or household members gave the answers they did, without leading them to an answer, and whether conditions had changed over the previous nine months. This structure helps to make the interviews, which were collected by many different enumerators, more comparable and consistent and allows for more effective enumerator training. The average completion time was 48 minutes for both the youth and household interviews. The youth and household versions of the interview guide can be found in Annexes 4 and 5, respectively.

The research team developed both instruments in English, and Alpha International (Alpha), the firm conducting data collection for the study, translated them into Arabic and back-translated into English. The study team and Alpha field-tested the instruments in Hebron and Jenin from February 20 to 23, 2017, and made adjustments accordingly. The study team then trained the enumerators in the instruments from February 26 to March 2. The same instruments will be used at midline and endline.

RESPONDENT PROTECTION

⁵ International Labour Organization. *SWTS Questionnaire*. Rep. N.p., 2009. Web. <http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_140858.pdf>.

⁶ Chen, Gilad, Gully Stan, and Dov Eden. "Validation of a New General Self-Efficacy Scale." *Organizational Research Methods* (2001): n. pag. Web.

⁷ Center for Disease Control. *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*. Rep. N.p., 2005. Web.

The study team submitted study protocols and questionnaires to SI's internal Institutional Review Board (IRB) for approval on February 8, 2017, and received IRB approval on February 27. All modifications to data collection tools and consent scripts as a result of field testing were reported to the IRB and approved. Enumerators began each interview with the informed consent script, explaining the purpose of the research, informing respondents that their participation in the study was voluntary, and assuring them that their information would be kept confidential. During data collection, each youth and household member participating in the YCS was assigned a unique identifying number for the study so that the dataset can be otherwise de- or re-identified, with participant contact information stored in a separate data file to ensure confidentiality of youths' answers.

DATA QUALITY MANAGEMENT

Alpha conducted data collection using the Mobile Data Solutions platform on tablets. Enumerators conducted interviews at the location of respondents' choice, which was typically the YDRC, though some youth preferred to be interviewed in their homes. In Jericho, Alpha rented a hall to conduct interviews in order to limit disruption to YDRC activities. Alpha uploaded raw quantitative data onto a secure file-sharing folder weekly to share with SI, and SI performed data quality checks on each weekly update, which SI and Alpha then reviewed on weekly data management calls. Specific checks covered by SI's Stata .do file template include date/time consistency, survey completion, duplicates, routing/logic checks, variable distribution, "don't know"/"refused" frequencies, "other" frequencies, and outliers. Alpha performed back-checks on 115 (12%) of the youth and 23 (14%) of the household surveys, and supervisors accompanied 129 youth (13%) and 42 (26%) household surveys. Back-checks showed a high degree of correspondence (98% of non-subjective answers checked) with the answers recorded.

Youth and household members who agreed to participate in qualitative interviews were given the option to opt out of recording the interview, and nearly all opted out. This was not surprising given the sensitivity of many of the questions as well as the current political and social conditions in the West Bank. Otherwise, interviewers transferred their detailed notes into summary sheets immediately following the interviews. Alpha staff transcribed and translated qualitative summary notes and the few interview recordings.

ANALYSIS

Following enumeration, the study team imported the data into Stata and completed data cleaning; all changes to the raw data made during cleaning and analysis are recorded in .do files, leaving the raw data intact and ensuring that the process is completely replicable. In the baseline report, the analysis focuses on descriptive statistics for each of the key study questions and the associated indicators, disaggregating results by key participant characteristics, such as sex, age, YDRC, and residence type. Unless otherwise noted, the study tests differences in dichotomous and continuous variables through a t-test and categorical variables through a chi-squared test. When the report states that the comparison controls for another variable, the test is a multivariate regression, with categorical variables transformed into dummy variables. Where there are statistically significant differences in outcomes based on sex, governorate, refugee status, residence type, or in household members' answers compared to youths', they are presented in the report. Where such disaggregation is not included, the reader should assume that disaggregation does not reveal differences.

SI's qualitative team, led by the Team Leader, developed a codebook for the qualitative data using a two-step coding process. The first step was open-coding a subset of the interview summaries, which involved

labeling (or coding) words, phrases, sentences, and paragraphs as expressions of the wide variety of specific ideas, opinions, experiences, and examples mentioned by interviewees for each interview question. The resulting list of labels were grouped into axial codes—usually broader, Likert-scale types of labels—and pared down further into focused codes that represent the variety of ways in which questions were answered, often in the words (in vivo) of the respondent. Qualitative coders first used the focused codes on a subset of ten transcripts to determine inter-rater reliability, and the exercise demonstrated an acceptable level of reliability. The qualitative team then coded the rest of the summary sheets, keeping track of the frequency of each code using a tally sheet, which in turn were disaggregated by participant characteristics such as sex or YDRC, and then used the results to interpret the qualitative data. The qualitative data described in the Findings sections below are presented in concert with the quantitative survey data so as to describe in more detail the variety of specific ideas, opinions, experiences, and examples mentioned by interviewees. Generalized frequencies are used rather than specific numbers and ratios to ensure that codes are not misinterpreted as statistically representative data.

The purpose of the capacity study is to build on PWY’s baseline organizational capacity assessments (OCA), conducted in October–December 2016, augmenting in more detail and externally verifying the data already collected to answer the capacity study questions. The study’s Capacity Development and Evaluation Specialist visited each of the five YDRCs between April 9 and May 2, 2017, to collect the baseline data through key informant interviews with YDRC staff, interns, board members, and youth using a semi-structured interview tool that complements IREX’s OCA assessments. The interview tool was organized around the Organisation for Economic Co-operation and Development–Development Assistance Committee evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, and Sustainability. The Organizational Capacity Interview Protocol is presented in Annex 6. Twenty-nine people were interviewed in total, 16 male and 13 female (Table 1). A full list of people interviewed is in Annex 8.

Table 1. Number of Capacity Study Interviewees

Governorate	Respondent Type				Sex		
	YDRC Staff	YDRC Board	Youth	Total	Male	Female	Total
Jenin	2	1	2	6	2	3	5
Nablus	3	2	3	7	3	4	7
Qalqilya	1	1	3	5	4	1	5
Jericho	2	1	3	6	4	2	6
Hebron	2	1	2	5	3	3	6
Total	10	6	13	29	16	13	29

As with the cohort study qualitative data, the study team analyzed the capacity study through a two-stage, open-axial-focused coding method to identify themes in the detailed interview summary sheets that answer the capacity study questions. The study triangulates these results with IREX’s OCA data and the results from the quantitative and qualitative cohort study.

The OCA review, desk review, and interviews will be repeated at midline and endline. At endline, SI will also administer the same OCA activity that IREX did at baseline and midline, in addition to the interviews and document reviews, as USAID financial support for PWY will have concluded by then.

To answer the final capacity study question on cost, the study team received secondary data from IREX on the sub-grant amounts and participant numbers. The study team calculated cost per beneficiary by dividing sub-grant amounts by the total number of participants at the YDRC during that time period covered by the sub-grant. The study provides calculations per sub-grant and for the five YDRCs overall.

After consultation with USAID, this study will not conduct the cost-per-outcome analysis requested in the Task Order. As noted in the presentation of the Youth Cohort Study questions, this study will look at changes in youths' lives over time but is not an impact evaluation and therefore cannot directly attribute any quantitative outcomes to the project. Calculating a cost per outcome implicitly associates the two, suggesting that the project expenditures were the causes of the outcomes when this is not in fact what the methodology of the study can substantiate. The cost per participant calculations, on the other hand, look at the cost per output, which the data do support.

LIMITATIONS

RECALL BIAS

Because the baseline sample will include participants who first visited a YDRC up to eight months prior to the beginning of the study's data collection (36% of the cohort), these participants will have to rely on recall to provide baseline data. The study assessed the level of recall bias through comparing trends of the backfill sub-sample to those of the rolling baseline sub-sample. Most indicators did not show any differences, although there were some differences, both statistically significant and substantive, in trends in employment search, savings habits, and initial perceptions of YDRCs between the backfill and rolling baseline. These are detailed in Annex 10 and referred to in the relevant evaluation questions. Overall, while it will be important to continue tracking and accounting for these differences when examining changes at midline and endline, the differences between these two baseline types do not appear to pose a serious threat to the validity of the baseline results.

GOVERNORATE-LEVEL SAMPLE SIZES

Because of the desire to see outcomes disaggregated by YDRC, the effective sample size of this study is at the YDRC level rather than the full sample. With fewer than 200 observations per YDRC by endline, the effect sizes observed will need to be quite large in order to show statistically significant differences between YDRCs or change over time within each YDRC; assuming an attrition rate of 10% at both midline and endline and 200 observations per YDRC, the Minimum Detectable Effect Size at the YDRC level was estimated as .149 in the study Design Report. The full sample of 1,000 youth from the five YDRCs will be more sensitive to detecting changes over time, with a Minimum Detectable Effect Size of .096 using the same assumptions (the Study Design Report, Annex 1, contains full power calculations). The study will report key outcomes at both levels.

Initially, the study targeted 200 youth per YDRC for the quantitative survey and 30 youth and 30 household members per YDRC for the qualitative interviews. However, during the baseline period (August 2016–May 2017), several YDRCs offered fewer trainings than anticipated. At the Jericho YDRC, the number of youth trained during that period was less than 200, making it impossible to achieve that sample size. In consultation with USAID, the study team revised the sampling strategy to redistribute the remaining unfilled sample from Jericho to other YDRCs that conducted more training and thus had more new participants during the period. Consequently, the sample as a whole is more representative of

all youth participants of the YDRCs together. Comparisons of change in outcomes within the Jericho YDRC over time, however, will have less power.

SELECTION BIAS

The study's method of including youth in the qualitative component required that youth participants consent to have a household member participate in the study and subsequently provide their contact information. However, many youth were reluctant to have their households interviewed, saying in many cases that their family members didn't know much about their lives or were not aware of their participation in YDRC activities. Consequently, the refusal rate for the qualitative interviews was 59%, higher than expected, though household members themselves, once contacted, were generally willing to participate (87% of those contacted agreed to participate). This introduces the possibility that youth who were willing to consent to the qualitative and household parts of the study might be systematically different than the rest of the youth. To explore this, the study team compared survey responses of youth who participated in the qualitative study to those who did not for all key variables and demographic variables. Youth whose household participated in the study showed some minor differences in employment quality and satisfaction and community involvement. These are detailed in Annex I0. There may also be selection bias in the quantitative sample overall.

PROJECT MONITORING DATA LIMITATIONS

PWY keeps a participant database which collects basic information on participants, and will need to be supplemented with data from the cohort study in order to answer secondary analysis research questions. This alters the appropriate timeline for delivering the secondary analysis. This is discussed further in the Study Design Report, Annex I.

SECURITY AND RAMADAN

Strikes to protest prison conditions occurred regularly during the data collection period, making it difficult to travel locally and making some youth unavailable for interviews. Enumerators all lived in the governorates where they were conducting interviews, making it somewhat easier to continue working, and increased their workload during periods when strikes were not occurring. Ramadan began May 27, during which time the study anticipated fewer new trainees at YDRCs and more difficulty enrolling respondents. This provided a hard cutoff for finishing data collection rather than continuing with the rolling baseline.

MEASURING IMPACT

Since this study does not include a counterfactual, it will not establish causation or determine the impact of the YDRCs on participants. Youth are likely to see improvements in their lives over an 18-month period due to a maturation effect that they would have regardless of the YDRCs; as they age, youth are generally more likely to be employed, increase their income, and be more respected and engaged in their communities. Indeed, the qualitative data confirm that normal maturation and personal growth over time were common explanations for changes in youth attitudes and life conditions prior to baseline. Therefore, without direct comparison to a group of similar youth who have not participated in the YDRCs through a counterfactual, the study will not be able to claim that any outcomes observed are caused by the YDRC or separate the outcomes that youth have as a result of their engagement with the

YDRC versus the outcomes that they would have had anyway. This is still the case even where some youth or household members in surveys and interviews directly attribute outcomes to participation in YDRC activities. Even so, the qualitative data will help contextualize the YDRC's role in these outcomes though still not allow for attribution.

HETEROGENEITY OF TREATMENT

As part of the secondary analysis, the study will analyze the relationship between outcomes and different rates of participation to outcomes over time and determine if a higher rate of participation is correlated with increased positive outcomes in the short and longer term (dose-response effect). This will be limited by the fact that each training is different in length and character and that the trainers turn over frequently due to PWY's intern-trainer model. Therefore, it is unlikely that each training is of uniform value to any given outcome, so it is not certain that a dose-response effect would be observable.

DESCRIPTION OF THE SAMPLE

YOUTH

In total, the quantitative survey reached 1,002 youth. Sixty-four percent of the sample was collected as part of the rolling baseline and 36% as the backfill baseline (Table 2). The final youth qualitative sample size achieved was 188 youth. Table 3 below shows the demographic makeup of the youth and household cohorts.

Table 2. Final Sample Size Achieved

Governorate	Quantitative					Qualitative				
	Baseline Type		Sex		Total	Baseline Type		Sex		Total
	Rolling	Backfill	Male	Female		Rolling	Backfill	Male	Female	
Jenin	123	124	66	181	247	28	9	8	29	37
Qalqilya	136	104	39	201	240	33	14	7	40	47
Nablus	159	46	39	166	205	34	7	7	34	41
Hebron	189	16	82	123	205	37	2	16	23	39
Jericho	31	74	24	81	105	4	20	2	22	24
Total	638	364	250	752	1,002	136	52	40	148	188

Table 3. Cohort Demographics

	Youth Quantitative	Youth Qualitative	Household
Sex			
Female	75%	79%	94%
Male	25%	22%	6%
Average Age	21	21	44
Residence Type			
Urban	49%	51%	51%
Rural	43%	43%	43%
Refugee Camp	9%	7%	6%
Refugee	31%	32%	39%
Marital Status			
Married	5%	1%	83%
Single	88%	91%	10%
Divorced	1%	2%	1%
Widow/Widower	0%	0%	5%
Engaged	6%	7%	1%
Has children	3%	1%	n/a
Current or Highest Level of Education			
Primary	6%	2%	48%
Secondary	11%	8%	27%
Diploma	12%	10%	9%
University	71%	79%	14%

Post-graduate	1%	1%	1%
n	1,002	188	157

The sample is three quarters female, which mirrors first-time participants in the YDRCs during the baseline period (72% were female). Most youth were between 19 and 23 years old; this is also closely matched by PWY first-time participants in FY17, although participation of 18-year-olds is somewhat higher in PWY than in the sample (Figure 4).

Respondents in the **sample** mirror the age of **PWY** participants overall.

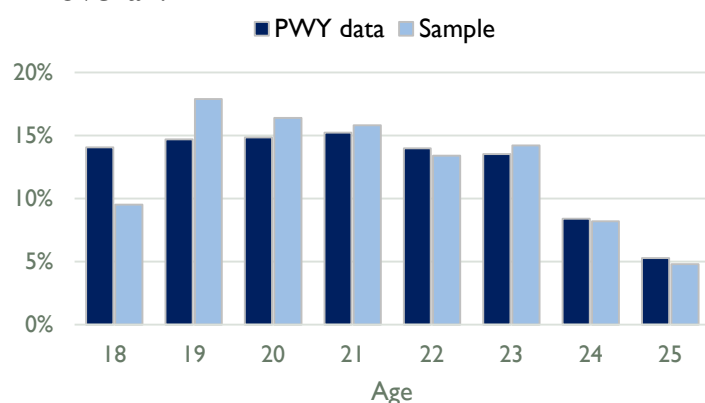


Figure 4: Age Comparison of Sample and PWY Data

Youth are close to evenly split between urban and rural areas. One in three classifies herself as a refugee, though fewer than 10% of the whole sample reside in refugee camps; most of the remainder live in urban areas. Most youth are single, though women are five times as likely to be married or engaged than men ($p=0.000$). Approximately half of those married have children.

Youth in the sample are very well educated, with 71% either enrolled in or having completed university. Youth are more educated than their parents; 14% of household members report having completed university.

There were no statistically significant demographic differences between the youth sub-sample that participated in the qualitative study versus the whole cohort.

HOUSEHOLD

The final household sample size achieved was 164 (Table 4).

Table 4: Household Sample Size

Governorate	Baseline Type		Sex		Total
	Rolling Baseline	Backfill	Male	Female	
Nablus	36	5	5	36	41
Qalqilya	27	11	1	37	38
Jenin	28	9	0	37	37
Hebron	12	21	1	32	33
Jericho	1	14	3	12	15
Total	112	39	10	154	164

Most household members interviewed were the youths' parents, though about one in eight nominated their siblings for interview (Figure 5). Married respondents nominated their spouses for interview. Most household respondents were female, meaning that the typical household respondent was the youth's mother.

87% of household respondents were youths' parents.

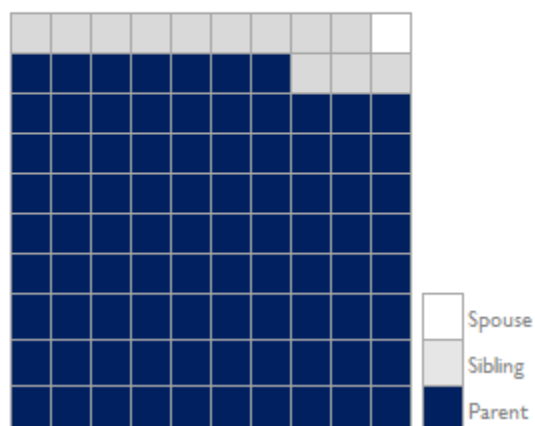


Figure 5: Relationship of household respondents to youth

YOUTH COHORT STUDY: FINDINGS AND CONCLUSIONS

Q1: EMPLOYMENT: TO WHAT EXTENT HAS PARTICIPANTS' STATUS CHANGED BETWEEN ENROLLMENT IN THE YDRC AND 9 AND 18 MONTHS FOLLOWING ENROLLMENT?

FINDINGS

EMPLOYMENT STATUS

For the purpose of the study, the definition of employment includes formal and informal, full-time and part-time, and self-employment. Enumerators first asked youth whether or not they were employed, and then follow up questions about number of hours worked, whether they were self-employed, and other variables to explore the nature of the employment. This section discusses the results related to employed youth.

Overall, 43% of youth said that they had ever been employed, and 18% were currently employed at the time of the survey (Figure 6). Employment was highest in Hebron and lowest in Qalqilya. Employment varied substantially by gender. Male youth were much more likely to have ever been employed—84% of males versus 29% of females ($p=0.000$)—or be employed at the time of the survey (42% of males versus 9% of females, $p=0.000$). Youth not enrolled in school were also more likely to have ever been, or currently be, employed. Men were also somewhat more likely to be confident that they would be able to find employment after finishing their education than women were.

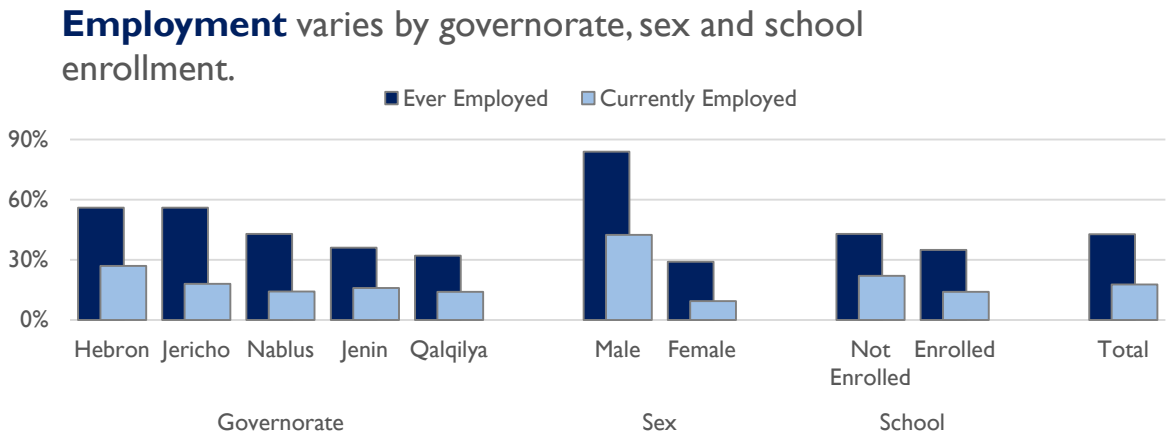


Figure 6. Employment Status Disaggregated

Twenty-eight percent of employed youth were self-employed (working for themselves or running their own businesses), but this varies by governorate. The highest rate of self-employment is in Qalqilya and the lowest in Nablus. The self-employed were most likely to say their job was in a technical or skilled mechanical position such as a mechanic or electrician.

Self-Employment varies across governorates.

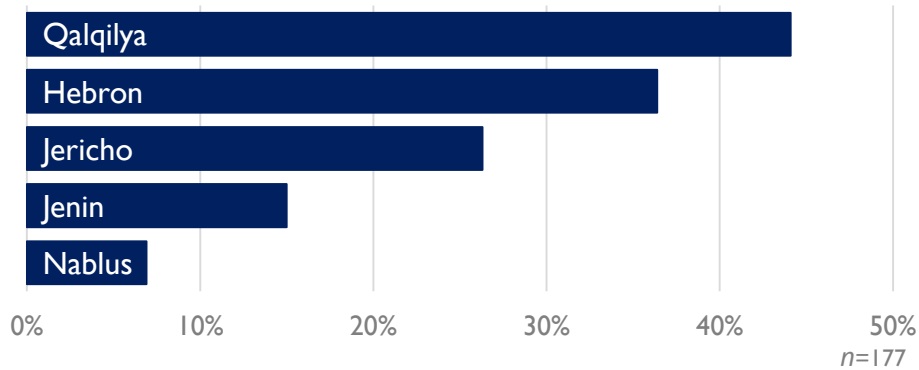


Figure 7. Self-Employment by Governorate

The survey measured underemployment by asking about number of hours worked per week, desire to work more hours, and secondary employment. Youth report working an average of 35 hours per week and a median of 42 hours per week; 47% of employed youth are working less than 40 hours per week, and 30% are working less than 30 hours per week. Number of hours worked varies based on whether youth are enrolled in school (Figure 8); students in school are more likely to work less than 40 hours a week, indicating that employed students hold part-time jobs. Sixty-four percent of employed youth were interested in working more hours; these youth also tended to be working part-time. Being currently enrolled in school did not make a statistically significant difference in the desire to work more hours, which upholds qualitative findings that youth who are in school full-time are still eager to work but constrained by their educational workload and schedule, making it difficult to find work that they can balance with their university commitments. Eighteen percent of employed youth (3% of the whole sample) have a second job.

Youth were more likely to work **fewer than 40 hours** if enrolled in school.
Youth working less than full time mostly wanted to be working more.

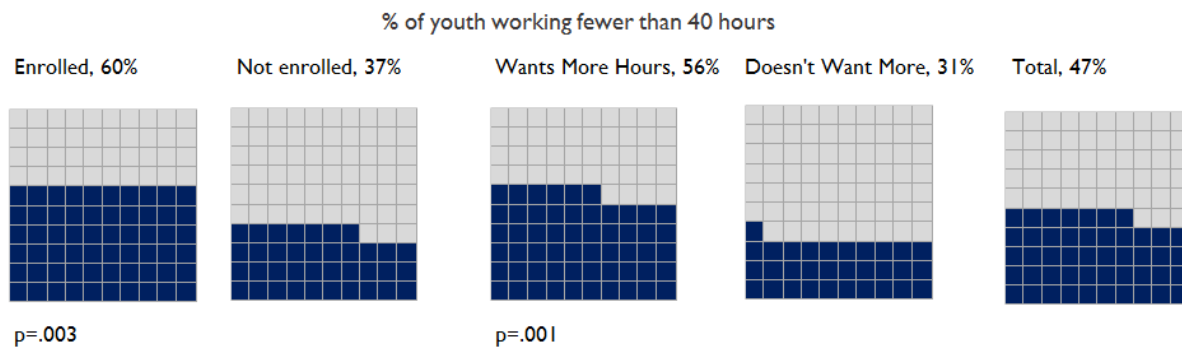


Figure 8. Percent of Youth working Fewer than 40 Hours per Week

Employed youth were asked what their current employment was, and all youth were asked what their preferred employment would be; youth could give only a single answer to each of these questions. There was variance between males and females both in their current type employment and their preferred employment (Table 5). Women were more likely than men to be currently in or would prefer to have semi-skilled office jobs such as secretaries or administrative work. Men were more likely than

women to be currently in or prefer to be in a skilled mechanical profession such as a mechanic or electrician. Both men and women commonly were, or would prefer to be, employed in technical occupations such as nurses, teachers, accountants, and social workers. Intellectual occupations requiring advanced degrees such as physician or lawyer were also commonly cited as preferred employment but less commonly stated as youths' current employment. Of the relatively few women employed, a very common profession was in media, specifically photography. Many of the "other" responses were in the arts or in an unspecified family employment.⁸

There were some differences between the backfill and the rolling baseline in current and preferred job types. The backfill was more likely to be currently employed as clerks, in intellectual occupations that require advanced degrees, or in "other" uncategorized jobs. The rolling baseline was more likely to be and desire to be employed in jobs in media, in services or commerce, or as technicians. This might indicate a difference in the kinds of courses being offered during the YDRC during the baseline data collection period; youth in the rolling baseline are also more interested in attending further media courses, while youth in the backfill baseline are more interested in attending further ICT courses. The full data table with this comparison is in Annex 10.

⁸ The study adapted the answer options from the World Bank Financial Literacy and Consumer Awareness Survey: West Bank and Gaza. The study team re-coded "other" responses into the categories where there was an obvious corollary.

Table 5. Youths' Current and Preferred Employment Types

Job Sector	Current Employment			Preferred Employment		
	Male	Female	Total	Male	Female	Total
Clerks	8%	25%	15%	10%	29%	24%
Technicians	10%	16%	12%	12%	21%	19%
Intellectual occupations	1%	6%	3%	7%	13%	12%
Other	9%	14%	11%	12%	11%	11%
Media	4%	21%	5%	9%	10%	9%
ICT	4%	1%	3%	10%	8%	9%
Craftsmen and maintenance mechanics	26%	3%	17%	20%	1%	6%
Managers or entrepreneurs	3%	1%	2%	8%	4%	5%
Skilled workers and operators	10%	7%	9%	2%	3%	2%
Workers in services and commerce	7%	1%	5%	4%	0%	1%
Military officer	1%	0%	1%	2%	0%	1%
Agriculture	4%	0%	2%	1%	0%	0%
Agriculture daily workers	3%	0%	2%	0%	0%	0%
Non-agriculture daily workers	7%	4%	6%	1%	0%	0%
Unskilled workers	3%	0%	1%	0%	0%	0%
n	106	71	178	250	748	998

UNEMPLOYMENT

This section examines those youth in the cohort who are not currently employed, meaning that they responded “no” when asked if they were currently employed. It includes youth who have been employed in the past. More than half (56%) of those who were not employed were looking for work, either full or part-time; those who were not stated that they were currently in school or receiving training (90%). The few youth who were not employed, in school, or looking for work—4% of the sample—listed a mix of reasons including personal family responsibilities, not having the right qualifications, and having given up because they could not find a job. Those looking for work reported being somewhat evenly split between looking for work for less than six months and more than six months, though none reported looking for work for more than a year (Figure 9). The types of jobs youth are looking for follow the same general patterns of employed youth (see Annex 10 for table).

Unemployed youth **looking for work** all report being on the job market less than a year.

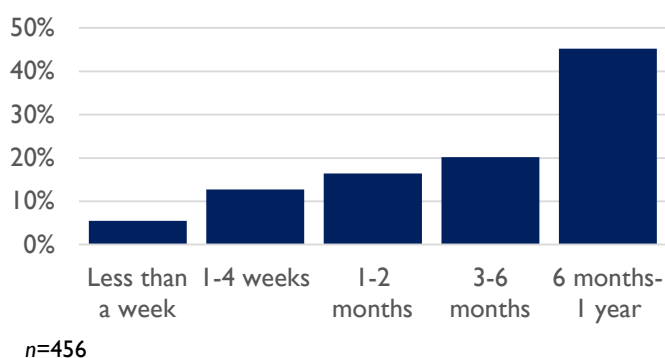


Figure 9. Length of Time Searching for Work

There were some differences between baseline types youths' employment searches. Unemployed youth in the backfill were more likely to have taken any steps to find employment during the four weeks prior to when they first began a training at the YDRC. Youth in the rolling baseline were less likely to have taken steps to find work in the last four weeks, and more likely to have done so through education or training. This might indicate that the backfill was more actively searching for work, although there were not any differences between the groups in their reported enrollment or employment status. The backfill may also be remembering themselves as more active in their job searches than they truly were. Annex 10 presents the full results.

Of those surveyed youth who had looked for work, the lack of available jobs and work experience were cited by three quarters of those interviewed as the major obstacles to finding a job; other reasons included difficulties with transportation, not having enough time to apply for jobs, and disagreements with their parents. In qualitative interviews, youth reported remaining unemployed because of labor market conditions, describing the lack of open positions in their fields, and/or not having the requisite qualifications or the right connections. Family and other social restrictions such as gender norms and domestic obligations were cited as well, which limited their time or ability to find employment.

For example, when asked about her job prospects over the next nine months, a young woman from Qalqilya said, "My parents have views of professions that require men and women mixing at the workplace. This attitude makes it less likely for me to get a job in the next nine months." Another woman from Jericho said, "My parents don't want me to work, and they provide all my needs at home. But I want to work to have new life experiences." The mother of a young woman from Nablus told us, "My daughter looked for jobs in sales at clothing stores, but the long hours (9 am – 7 pm) were not acceptable. Her father also refuses to let her work."

Household members' perception of obstacles to finding work follow the same general patterns, with about two thirds saying that the youth hadn't looked for work yet while a third citing not enough jobs being available as the biggest obstacle; however, more household members than youth cited unsuitable general education as the biggest obstacle in the survey. Qualitative interviews with household members, most of whom were the mothers of the youth, also reported the same factors as youth did when asked about changes in their daughter's or son's employment status.

Table 6. Major obstacles to finding work, by respondent type

Major obstacles to finding work	Youth	Youth Qualitative	Household
Not enough jobs available	27%	23%	30%
No work experience	19%	17%	13%
Other	13%	7%	13%
Poor working conditions in available jobs	8%	8%	4%
Mismatch between education requirements and that received	5%	8%	3%
Don't have the right personal or family connections	5%	9%	8%
Low wages in available jobs	4%	2%	7%
No suitable training opportunities	4%	7%	1%
No education	4%	2%	1%
Considered too young	4%	3%	2%
No obstacles	4%	5%	0%
Unsuitable general education	3%	4%	18%
Unsuitable vocational education	1%	2%	1%
Being male/female	1%	1%	1%
Discriminatory prejudices	0%	2%	0%
p		0.001	
n	651	121	120

EMPLOYMENT QUALITY

For youth currently employed, the study looked at employment quality through indicators for formality of employment, stability of employment, and reported job satisfaction. The researchers chose these using the ILO's School to Work Transition Framework, which defines the two pillars of youth's transition from school to work as job regularity and job satisfaction.⁹ Based on feedback from youth during the scoping trip and pilot period, the research team identified formality and stability as the most relevant components of job regularity to the youth participating in the YDRCs. The researchers then selected questions from the SWTS Questionnaire that were most relevant to these components and the West Bank and YDRC context. This analysis included youth who were both employed and enrolled in school, and disaggregated by enrollment status. Where enrollment status had a significant bearing on the results, those results are presented.

Employment appeared to be mainly informal, with 78% of employed youth reporting that they do not have a written contract. Youth reported mixed stability of employment, though more stable than not:

⁹ International Labour Organization. *SWTS Questionnaire*, 2009.

39% considered themselves very likely to keep their job over the next year, while 22% consider themselves unlikely to keep their jobs over the next year; the balance felt they were likely but not certain to keep their jobs.

The quantitative survey asked youth to what extent they were satisfied with their main job, using a four-item Likert scale (very satisfied, satisfied, unsatisfied or very unsatisfied). Job satisfaction appeared high: 84% of youth reported being satisfied or very satisfied with their current jobs. The qualitative interviews gave more nuance to these reports. About half of the youth who were employed at the time of this baseline reported that the quality of their employment in terms of pay, hours, benefits, and working conditions remained constant over the last nine months. The other half reported these things decreasing in quality as some struggled to hold onto part-time jobs that fit with their academic schedules and/or domestic obligations. “I’m balancing my current job with my training at the center, so I don’t have time to look for a different job,” a youth from Jenin told us. The economic conditions in the West Bank were consistently cited as reasons why the quality of their employment decreased or remained unchanged. A young man from Nablus said, “I applied to multiple companies and organizations, but I haven’t gotten a job yet. There aren’t enough vacancies and I don’t have any connections to people who can help me get a job.” Household members tended to report a higher rate of decrease in the quality of employment than the youth, citing the strains of time caused by education and training, as well as the increasing pressure on these youth to contribute financially to the household. “I help my mother with the house chores,” a woman from Hebron said, “but I want to help my family financially.”

CONCLUSIONS

A total of 43% of youth were employed at the time of the survey. Most of those who were unemployed were so because they were currently enrolled in school. As youth transition out of school and into the labor market, a lack of available jobs and lack of work experience are the largest obstacles to finding employment. Women are less likely to have work experience, and this, in combination with gender-related constraints such as domestic obligations and gender norms, pose special challenges to women as they search for jobs. Since the overwhelming majority of YDRC participants are female, this is a very significant and complex issue to overcome if the PWY project is to demonstrate positive outcomes in employment.

Male and female youth also have different job preferences. Male youth are more likely to want to have skilled mechanical jobs, which are also more conducive to self-employment, while female youth are more likely to want to work in semi-skilled office jobs. Youth of both sexes are hoping someday to have skilled jobs requiring certificates (technical jobs) or advanced degrees (intellectual occupations). These youth are typically currently enrolled in school and working on the credentials they will need for these jobs, so the larger obstacles they will face to employment will likely be the external factors listed above, as well as having to maintain the finances and support to remain in school. While youth and their household members voice general pessimism about labor market conditions, most youth remain optimistic about their personal employment prospects.

Though employment quality indicators demonstrate informality and underemployment, youth tend to report being satisfied with their jobs. Youth attributed these defects in employment quality to their status as students and, as a result, not having time or qualifications to improve their jobs presently. This is a tradeoff that youth appear to have accepted.

Q2: EARNINGS/SAVINGS: TO WHAT EXTENT HAVE PARTICIPANTS' EARNINGS AND SAVINGS CHANGED BETWEEN ENROLLMENT IN THE YDRC AND 9 AND 18 MONTHS FOLLOWING ENROLLMENT?

FINDINGS

The study uses the World Bank's LSMS approach to asking about income and income sources, inquiring first about the main source of income and then approximate monthly income from all sources. The study captured income in Israeli Shekels, Jordanian Dollars, and US Dollars, converting all currencies to USD for reporting. During the design period, the study determined in consultation with USAID and the local data collectors that asking how much a person had saved was too sensitive a question to include. Consequently, the researchers instead constructed a series of alternate questions that asked youth whether they saved, how often they had saved, and whether their savings had increased over the last six months. These questions, which the study team tested during the pilot period, are minimally intrusive while still capturing key information and changes about youth's saving habits.

The minimum monthly wage in the West Bank and Gaza is 339 USD, and the average monthly wage is 466 USD.¹⁰ The Palestinian Central Bureau of Statistics considers monthly income of 637 USD for a family of five to be the poverty line.¹¹ Youth reported an average monthly income (from any source, including a family allowance) at baseline of 186 USD and the median as 111 USD. Youth who reported employment as their main source of income had the highest self-reported income (average 448 USD, median 417 USD), followed by those with informal work (average 387 USD, median 250 USD).¹² Youth who are employed full-time—40 hours or more a week—and report earning most of their income from employment make an average of 515 USD per month, putting them slightly above the average local wage but with too low an income to realistically support a family on their own. An allowance from family was the most common source of money. The full results of income by source are detailed in Figure 10.

¹⁰ United States Department of State. "West Bank and Gaza." U.S. Department of State. U.S. Department of State, May 2015. Web. 19 July 2017

¹¹ United Nations Development Programme. 2014 Palestinian Human Development Report. Rep. N.p.: UNDP, 2014. Print

¹² Conversion from New Israeli Shequel (NIS) to USD uses a rate of 3.6 NIS per USD. Conversion from NIS to USD uses a rate of 3.6 NIS per USD. OANDA. "Currency Converter." OANDA. N.p., n.d. Web. 19 July 2017

Most youth receive income from their family. **Those with the highest income hold their own jobs.**

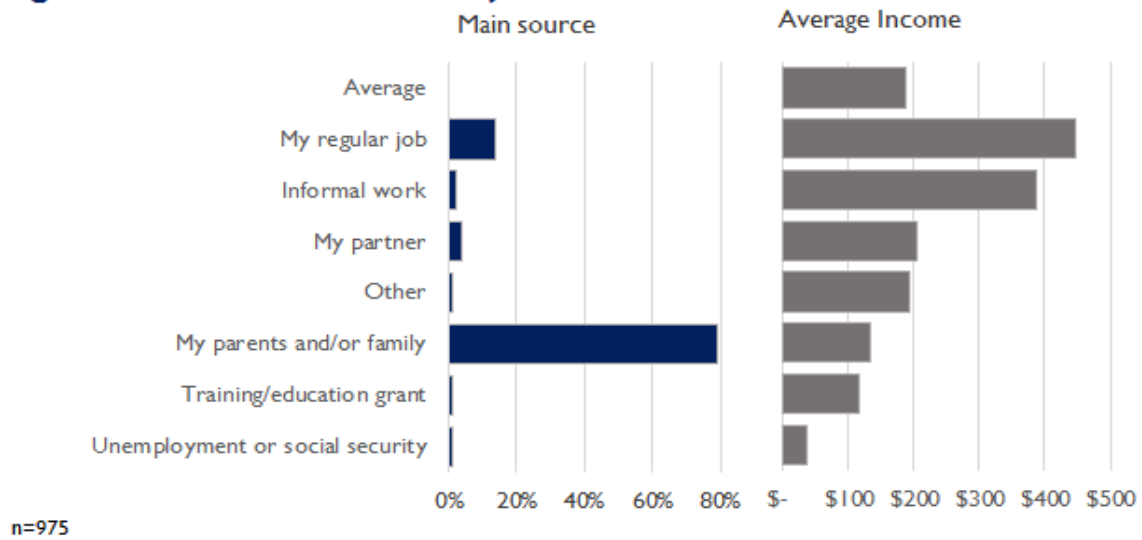


Figure 10. Source and Average Amount of Income

One in three youth reported having savings. This is positively associated with employment: 57% of employed youth have savings, while only 31% of unemployed youth do. The rolling baseline were more likely to have savings than the backfill sample (see Annex 10). As Figure 11 shows, even those youth who have some savings do not save regularly; most report saving only occasionally or rarely. Forty-nine percent of youth who save reported that their savings had increased in the last six months.

47% of youth who save report doing so only **occasionally**.

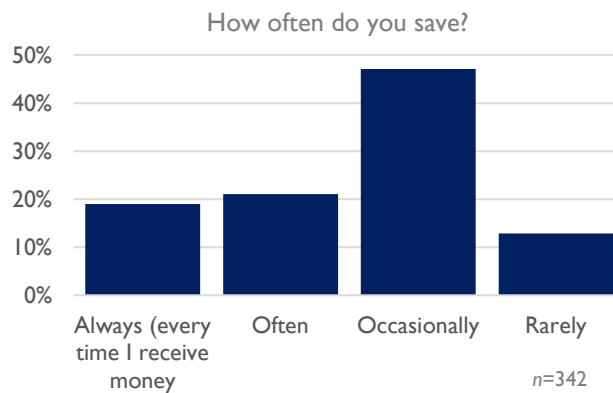


Figure 11. Frequency of Saving, Among Youth Who Save

Household members did not have a strong sense of youths' exact income or savings habits. Household members reported youths' average income as 221 USD, compared to their youths' reported income of 171 USD. A third of household members named the exact amount of income that youth stated, and 63% named an amount within 50 USD of the monthly income youth specified. Household members were about half as likely to say that youth were saving.

CONCLUSIONS

Employed youth are earning income on par with the average wage in the West Bank and Gaza, though this is not a high enough wage for youth to support their own families. A minority of youth are saving, and household members interviewed were not consistently aware of whether youth were saving, though household members were broadly aware of youths' incomes.

Q3: EMPLOYABILITY: TO WHAT EXTENT HAVE PARTICIPANTS' WORK-READINESS SKILLS AND PERCEPTIONS OF EMPLOYABILITY CHANGED BETWEEN ENROLLMENT IN THE YDRC AND 9 AND 18 MONTHS FOLLOWING ENROLLMENT?

FINDINGS

The study assessed youths' work-readiness skills and perceptions of employability through a variety of indicators that explored youths' overall optimism about their career futures, whether they thought they had the right education, experience and types of skills for the jobs they wanted, and household members' assessments of whether youth had certain employability qualities (interest in learning, carrying out their duties, punctuality; the latter two are proxies for responsibility) that the literature suggest are soft skills particularly important to succeeding in the workplace.¹³ Other employability and work-readiness skills, including communication, teamwork, leadership and learning, are also included in the results related to self-efficacy. To the extent possible, survey questions pull from pre-validated questionnaires including the ILO's School to Work Transition Survey and the Generalized Self-Efficacy Scale. Together, these give a picture of the extent to which youth believe they are likely to succeed in finding a job and have the soft skills to succeed once they do. Because of the diversity of job types youth have or would like to have and the diversity of YDRC trainings they participate in, looking at whether youth possessed specific technical skills required for these jobs was not practical. The study verified how youth made and defined these assessments through the qualitative interviews.

Overall, youth were positive about their career futures (Figure 12). Household members were even more so, being more likely than youth to rate youths' career futures as very positive, though the difference was statistically marginal.

¹³ Abdullah-Al-Mamun, M. "The Soft Skills Education for the Vocational Graduate: Value as Work Readiness Skills." *British Journal of Education, Society and Behavioural Science* (2012).

Youth were **very positive about their career futures**, and household members even more positive about youths' career futures.

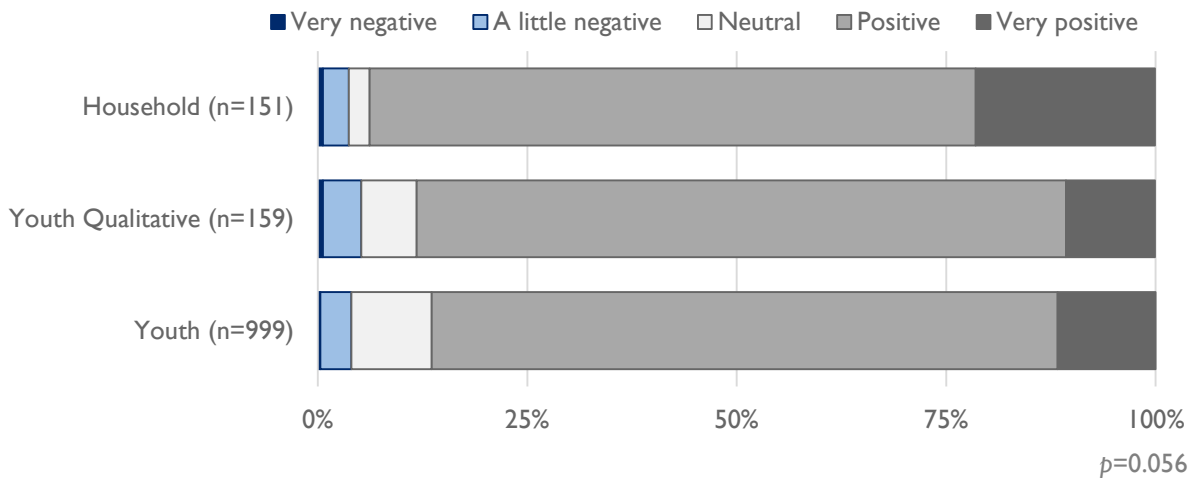


Figure 12. Self and Household Ratings of Youth's Attitudes Towards Career Futures

Youth generally rate themselves as very prepared for finding employment (Figure 13). This correlates with having a CV, an indicator that youth actually are preparing themselves to be on the job market and therefore supporting the self-assessments. Overall, 43% of youth had CVs.

Most youth feel **prepared to find employment**, and those with CVs were even more likely to feel so.

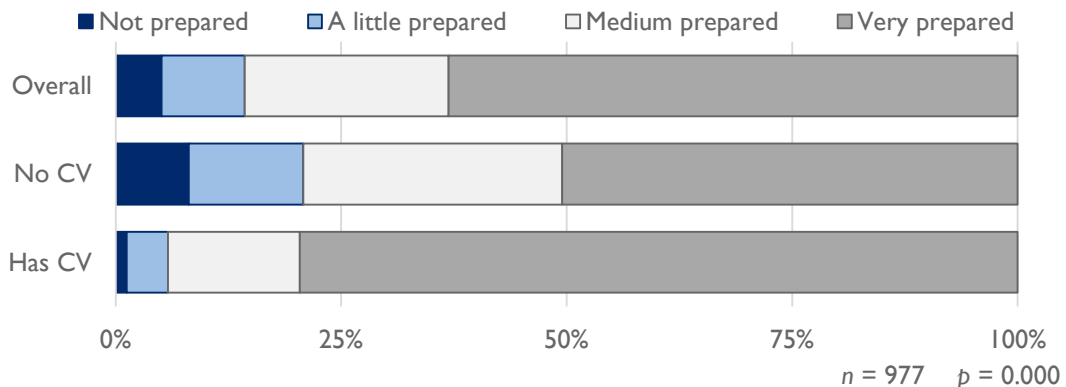


Figure 13. Youth Self Ratings of Their Preparedness to Find Employment, by whether they have a CV

Current enrollment in school predicted whether or not youth thought that they had the right education for the job they wanted, more so than level of education (Figure 14). A person whose highest level of completed education was primary school was more likely to answer that she “very much” had suitable education for the job she wanted than someone who was currently enrolled in university ($p=0.000$). Differences in youth self-assessment appear to reflect a difference in youths’ preferred types of work. Youth who were enrolled in school were more likely to say that they were interested in careers in intellectual professions like lawyers or physicians, media, or ICT, while youth not enrolled in school were more likely to say that their preferred careers were in administrative work or skilled maintenance

work (see Annex 10). Household members were more likely than youth to say that youth very much had the right kind of education for their preferred jobs.

Most youth feel they have the **right education for the job they wanted**, more so if they were not enrolled in school.

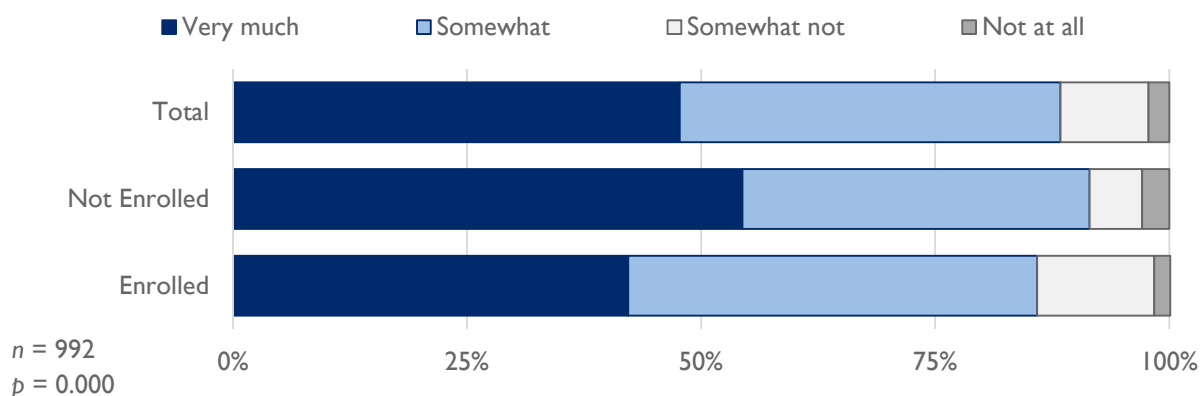


Figure 14. Self-Assessment of Education Appropriateness for Job Youth Wants, by Enrollment Status

Women, despite being generally better educated, were less likely than men to say that they had the right work experience for the job they wanted (Figure 15).

Men were more likely than women to say that they had **suitable work experience** for their preferred job.

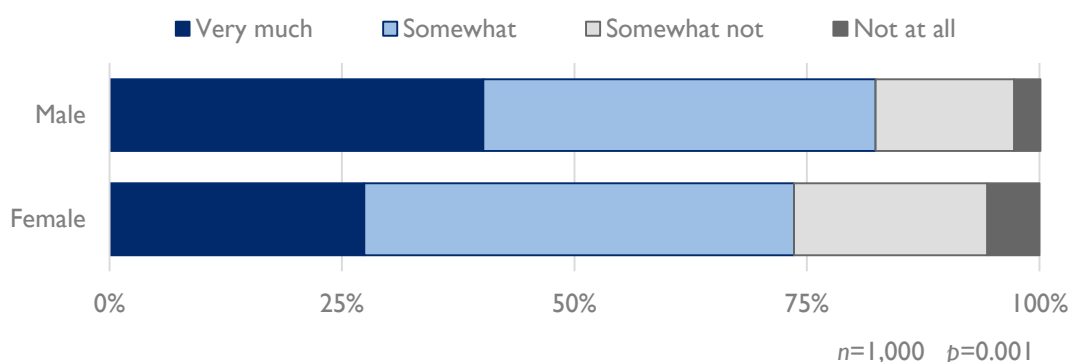


Figure 15. Self-Assessment of Experience Appropriateness for Job Youth Wants, by Sex

In interviews, nearly 4 in 5 youth were very optimistic about their ability to obtain employment or improve their employment circumstances over the next nine months, despite their expressions of frustration with the state of the job market. The most often cited reason for this optimism was their current or soon-to-be-obtained academic credentials and training. “I’m about to graduate and will look for a job afterwards. I’m also taking some media training courses on radio hosting, which will help me in my career,” a youth from Hebron told us. Employment experience and networking connections were also commonly cited as reasons for optimism. Some expressed hope that internships, volunteering, and an entrepreneurial spirit would also increase their chances of finding employment in the near term.

Youth also talked extensively about the variety of aptitudes they currently had as sources of optimism for employment in the near term, including those pertaining to languages, communication, and leadership. For example, a youth from Jenin said, “I believe more trainings on management or project management and language courses at work will definitely improve my skills.” Many cited specific skills or experience such as arts and multimedia, computing, management, and those obtained in professional training such as construction, engineering, counseling, health, teaching, and food preparation as factors that contributed to their optimism, but these very same factors were simultaneously cited as those that were needed in order to increase their competitiveness. “I have a strong personality, took a photography course at the YDRC, good painting/drawing skills and athletic skills,” a youth from Jenin said. “However, I need more photography training, leadership training, professional and technical training, and media skills.” Relevant job experience, however, was also commonly cited as something that many youth lacked.

This same demand was reflected in the quantitative data. Many youth considered themselves in need of soft skills (such as leadership or communication) and technical skills, but few thought they needed to improve their job-seeking skills (Table 7). Eighteen percent of youth had already received some kind of employment service and, of these, 42% had received either advice on how to search for a job or information on vacancies; the balance had received guidance on or placement in training programs. In the qualitative interviews, youth were somewhat more likely to list job-seeking as a professional skill they wanted to work on further.

Table 7. Respondent Assessment of What Skills Youth Needs to Develop, by Respondent

Skills Still Needed	Youth	Youth Qualitative	Household	p
Technical Skills	44%	44%	49%	0.345
Soft Skills	50%	60%	41%	0.001
Job-Seeking Skills	24%	23%	25%	0.676
n	1,002	159	151	

Household members perceived soft skills as being less important to youths’ job searches than youth themselves did. This corresponds with household members’ ratings of youths’ soft employment-related skills; key among these are punctuality, diligence in carrying out duties, and interest in learning.¹⁴ As Figure 16 shows, household members perceive youth as having these skills in abundance.

¹⁴ “Common Employability Skills: A Foundation for Success in the Workplace: The Skills All Employees Need, No Matter Where They Work.” National Network of Business and Industry Associations. July 2014.

Household members rated youth highly on **employability skills**.

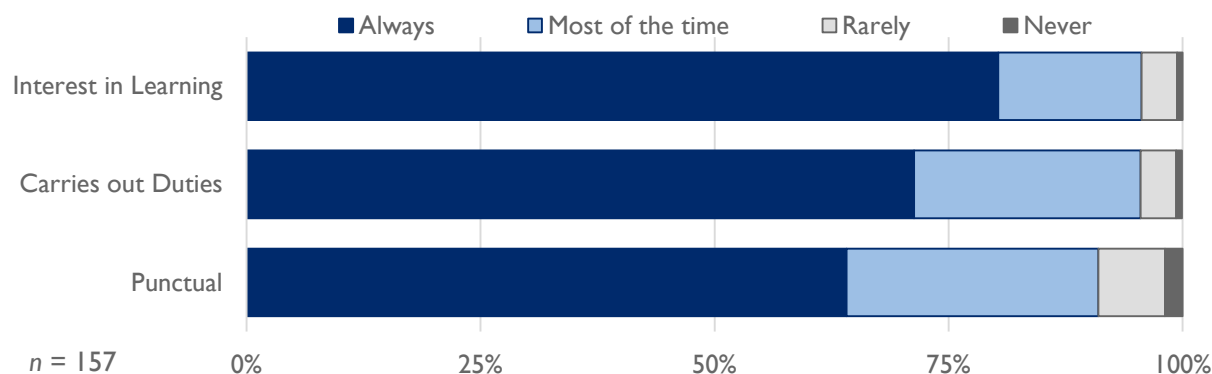


Figure 16. Household Rating of Youth Employability Skills

Household members were less optimistic than their youth counterparts in interviews, although about two-thirds cited ongoing education and training as the reason youth were not likely to be employed over the next nine months. However, the other third of household members also expressed concern about labor market conditions and youths' lack of proper qualifications. Household members additionally cited a lack of proper networking connections as a source of pessimism, the inverse from what youth told interviewers.

While household members were generally in agreement with youth regarding the specific aptitudes—both held and desired—they much more frequently cited employability skills such as leadership, organization, finding and applying for jobs, and interviewing, as well as personal motivation and persistence, as a major reason for their optimism about near-term employment prospects. Household members also cited a lack of work experience as something youth needed to be more competitive in the job market.

CONCLUSIONS

Youth generally see themselves as very employable as measured through their self-assessed appropriateness of education and employment, which they perceive as preparing them for the type of work they want. Household members view youth as having the soft skills they need to function in the workplace, though youth themselves state a preference for developing these skills further. Most youth do not yet have work experience. Both youth and household members view this as the largest barrier to employment, but less important than the educational credentials they are on track to receiving.

Though youth did not demonstrate high demand for job-seeking skills, very few have had training in applying to jobs and there is likely unmet need in this area, as youth are relatively inexperienced in job-searching and may not be aware of what skills they truly need to find a job.

Whether youth will retain their optimism about their employability and perception of the job market as they transition from school into the workforce is an important question that the study will track at midline and endline.

Q4: ATTITUDES TOWARDS VIOLENCE: TO WHAT EXTENT HAS PARTICIPATION IN THE PWY IREX ACTIVITY CHANGED ATTITUDES RELATED TO VIOLENT OR NONVIOLENT RESOLUTION OF CONFLICTS?

NOTE ON APPROACH TO RESEARCH ON YOUTH VIOLENCE

Because of the sensitive nature of the political situation in the West Bank and an effort by the researchers to ensure the highest degree of trust and participation among the youth targeted for this study, the methodology used to answer this study question was carefully considered. A good deal of research on youth and violence shows that a cross-section of many factors, both intrinsic (psychology and health) and extrinsic (social, economic, and political) contribute to the reasons why youth resort to violence, and thus every situation should be treated as unique.¹⁵ As a result, in addition to an extensive literature review, in-person consultations with youth and staff of the five YDRCs included in this study were held in December of 2016 seeking input into the design and approach, and in particular, on the most effective and ethical way to answer Study Question 6. The results of this inquiry have yielded an approach divided into four “pressure points,” outlined below, which this study will examine individually and in combination to understand and track changes in cohort attitudes toward violence and nonviolent conflict resolution.

I) ATTITUDES TOWARDS VIOLENCE

This pressure point is drawn from recommendations of YDRC staff and youth and guidance from the literature. First, researchers were instructed by nearly all YDRC staff and participants to avoid direct questions about political violence, as this would increase refusals to participate and erode trust between the researchers and subjects. They recommended instead to treat “violence” as a broad category and include everyday conflict such as interpersonal conflict, crime, vandalism, gender-based violence, or discrimination against ethnic or religious groups. While this approach avoids asking youth directly about political violence, the overall approach including the other three pressure points below allows study participants multiple openings to bring up this subject on their own. Indeed, very few did.

¹⁵ Krug EG, Dahlberg LL, Mercy JA, Zwi AB, Lozano R (eds.). World report on violence and health. Geneva, Switzerland: World Health Organization, 2002.

United States Department of Health and Human Services. Youth violence: a report of the Surgeon General. Washington, DC: US Government Printing Office, 2001.

Thornton TN, Craft CA, Dahlberg LL, Lynch BS, Baer K. Best practices of youth violence prevention: a sourcebook for community action. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2000.

Mihalic S, Irwin K, Elliott D, Fagan A, Hansen D. Blueprints for violence prevention. Juvenile Justice Bulletin. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, 2001 (July).

Lipsey MW, Wilson DB. Effective interventions for serious juvenile offenders: a synthesis of research. In: Loeber R, Farrington DP (eds.). Serious and violent juvenile offenders: risk factors and successful interventions. Thousand Oaks, CA: Sage 1998:313–345.

With this advice in mind, the researchers consulted the Centers for Disease Control (CDC) Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youth Compendium of Assessment Tools¹⁶ and selected the Lam Attitudes Toward Conflict Scale. This scale measures attitudes toward the use of violence in response to disagreements or conflicts by posing eight one-sentence statements, then asking youth to indicate if they strongly agree, agree, disagree, or strongly disagree. This study used five of the eight questions, which were the most relevant to this study. The questions were part of the youth survey and are listed in our data collection tools in Annexes 2 and 3. In addition to the Lam scale, we also asked youth to rate their own ability to resolve conflicts peacefully in the survey and followed up in qualitative interviews why they viewed themselves in the way they did, if their ability had changed in the last nine months, and if so, how and why.

2) SAFE SPACES

This pressure point is drawn from positive youth development literature, which advocates for the creation of safe spaces that are tailored to the needs of youth—including physical infrastructure as well as emotional safety.¹⁷ It is argued that safe spaces for youth are necessary to practice, engage, and learn creatively and collaboratively. Emotionally safe spaces are considered critical to learning as well. Safe Space questions were asked to also investigate if the YDRCs were seen in such terms by youth and are included in the qualitative interviews.

3) EMPLOYMENT

Questions about employment status and perceived employment prospects will be included in our analysis of attitudes toward violence at midline and endline, as studies demonstrate a correlation between growth in numbers of unemployed or underemployed youth and an increased risk of political violence.¹⁸

4) EDUCATION AND EXPECTATIONS

Recent research on education and violence in Somalia shows that education alone does not impact youth susceptibility to engaging in violence and in fact can in some cases increase it.¹⁹ This research suggests that providing education and training builds expectations among youth; unmet expectations

¹⁶ Centers for Disease Control, 2005..

¹⁷ Hinson, L., Kapungu, C., Jessee, C., Skinner, M., Bardini, M. & Evans-Whipp, T. (2016). *Measuring Positive Youth Development Toolkit: A Guide for Implementers of Youth Programs*. Washington, DC: YouthPower Learning, Making Cents International.

¹⁸ Caruso, Raul and Evelina Gavrilova. "Youth Unemployment, Terrorism and Political Violence, Evidence from the Israeli/Palestinian Conflict" *Peace Economics, Peace Science and Public Policy* Vol. 18 Iss. 2 (2012).)Available at: http://works.bepress.com/raul_caruso/51/

¹⁹ Tesfaye, B. "Critical Choices: Assessing the Effects of Education and Civic Engagement on Somali Youths' Propensity Towards Violence," Mercy Corps. November 2016.

such as poor-quality education or a lack of available jobs following education can lead to disillusion, one of many factors driving youth to violent behavior. Thus, in addition to the three pressure points above, the researchers will also pay close attention to youth attitudes about their future career prospects as a manifestation of their expectations and measure these against actual employment and employability gains.

FINDINGS

On the customized Lam scale, most youth scored very high, expressing nonviolent attitudes in response to all five questions (Figure 17). For example, 78% of youth either disagreed or strongly disagreed with the statement, “Sometimes a person doesn’t have any choice but to fight.” Ninety-seven percent of youth either agreed or strongly agreed with the statement, “There are always better ways to solve problems than fighting/violence.”

Most youth preferred nonviolent **conflict resolution**.

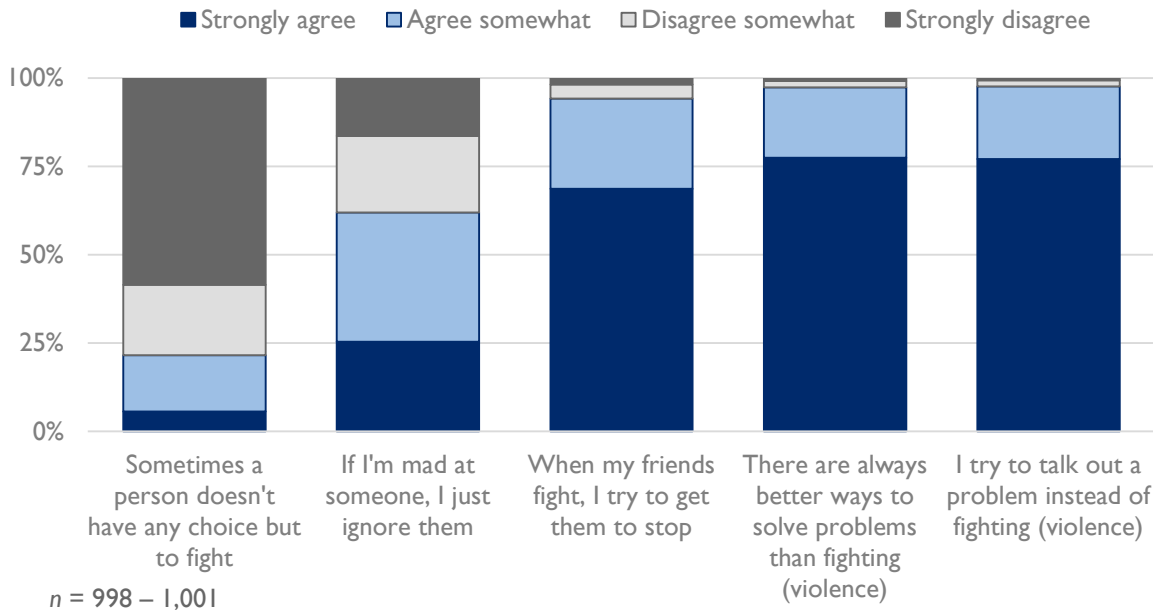


Figure 17. Youth Self-Assessment of Attitude Toward Conflict Scale Response Items

Male youth were somewhat more likely to support the strongest statement favoring violence in the index (“Sometimes a person doesn’t have any choice but to fight”), while female youth were somewhat more likely to strongly agree with the strongest statement against violence (“There are always better ways to solve problems than fighting”), as indicated in Figure 18.

Female youth tend to express **less violent attitudes toward conflict resolution** than male youth.

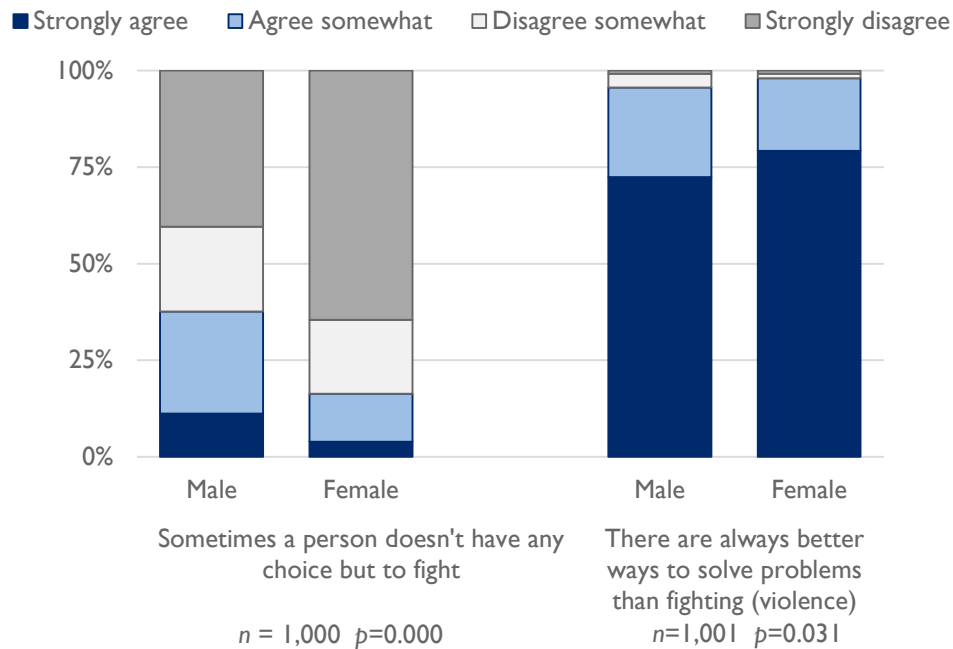


Figure 18. Youth Self-Assessment of Attitude Toward Conflict Scale Items, by Sex

When asked directly about their ability to peacefully resolve conflict, youth rated themselves with either a high or medium ability to do so. Household members rated youth more highly than youth rated themselves (Figure 19).

Household members rated youths' **ability to resolve conflict peacefully** more highly than youths rated themselves.

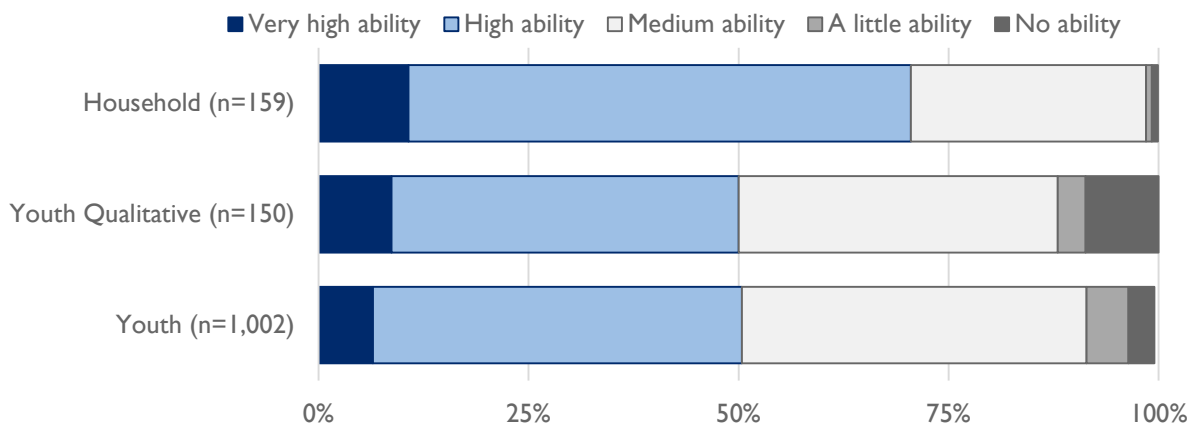


Figure 19. Assessment of Youth Ability to Resolve Conflict Peacefully, by Respondent

In interviews, both youth and household members cited cafés by a very wide margin—close to 90%—as a place where youth were most likely to get in trouble or acquire bad habits. The “bad” habits, however,

most often cited were smoking, the mixing of genders, and girls not wearing hijab. Public parks and streets, colleges and universities, and social media and the Internet were also oft-cited places where youth could get in trouble or acquire bad habits; again, household members and youth were in direct agreement on these places. Similarly, both youth and household members report that the places where youth get in trouble or acquire bad habits include those that are unsupervised, gender-mixed, where drugs and alcohol are available, and where there is smoking, where peers are present, and/or where there is gender-based harassment. Only a few youth cited the political situation as a characteristic.

“I used to stick to my point of view, but now I listen to other people and patiently try to find some compromise.”

—Female youth, Jenin

When asked about what could be done to reduce the acquisition of bad habits by youth, close to 80% of both youth and household members cited the need for education, awareness training, and adult supervision. Employment opportunities and recreation were also

commonly cited. About 1 in 5 youth brought up the need for increased policing, cultural activities, and creative outlets as ways to decrease youth belligerence.

Both youth and household members cited parents, teachers, and peers as those with the most ability to change youth behavior for the positive, as well as places such as the YDRCs, other community centers, colleges and universities (which, interestingly, were also commonly cited simultaneously as places where youth acquire bad habits). Household members also cited mosques and recreation centers, while youth more often cited cultural centers as places that reduced the acquisition of bad habits by youth.

When asked what a “safe space” for youth was like, both youth and household members cited spaces that offered education, training, and skills development, where youth could freely express themselves and that were supervised by adults. Household members also cited spaces where religious education was available and/or that provided emotional support and social/recreational opportunities. Youth also cited spaces that were youth-focused and/or where mentors and positive role models were available to work with youth. When asked if there were places that fit these descriptions, close to 4 in 5 youth and household members unanimously cited the home. In addition to the places cited above, nearly two in five youth interviewed mentioned the YDRC as a space where youths’ acquisition of bad habits could be reduced. “Jabal an-Nar Center is a safe space because it provides trainings in development, folklore dancing, and drawing,” a young man from Nablus said, for example.

Both youth and their household counterparts overwhelmingly expressed confidence in this youth cohort’s ability to resolve conflicts peacefully, as more than 3 in 5 cited good problem-solving skills, ability to stay calm, communicate, listen to all sides of an argument, and foster dialogue. In addition, these youths’ persuasive personalities were also often cited as sources of this confidence. “I used to stick to my point of view, but now I listen to other people and patiently try to find some compromise,” a young woman from Jenin told us. When asked to provide examples of this ability, nearly all described examples where the youth helped resolve conflicts within their family or between friends.

About three quarters of youth and their household counterparts claimed in interviews that this youth cohort’s ability to resolve conflicts improved over the last nine months. When asked how, both groups cited maturation, normal personal growth, and life experiences as the source. “She’s meeting new

people and taking more psychology courses,” the mother of a youth from Nablus said. “She’s honing her dialogue and conflict-resolution skills.”

Roughly 15% of those interviewed in both groups also cited particular training or education courses as the source of such growth. Roughly one in four report that there was no change in their conflict-resolution capabilities.

Conclusions

The youth in this cohort as well as their household counterparts unanimously characterize themselves as highly nonviolent and very unlikely to resort to violence to solve problems. It should be noted that these characterizations are susceptible to social desirability bias and are not objective measures.

Both youth and household members cite intrinsic personality traits most often as the source of their ability to solve conflicts nonviolently and attribute recent increases in these abilities to the normal course of maturation and life experiences, as opposed to technical strategies or things they might have learned in leadership or other formal training.

Both youth and household members overwhelmingly cite cafés significantly more than any other location as places where youth can get in trouble or acquire bad habits. Cafés are associated with Western or modern lifestyles that feature habits and activities such as gender-mixing, cigarette smoking, live music and dancing, and diverse political views and free speech.

Colleges and universities are frequently characterized by youth and household members in contradictory terms: both as places where youth can get in trouble or acquire bad habits—by nature of gender-mixing and the free flow of ideas—but also as places where youth can learn nonviolence—through education, training, and increased employment prospects, which in turn keep youth out of trouble.

Taken together, the data suggest that youth and household members locate both violence and solutions or alternatives to violence along the tensions between tradition and modernity (for example, citing universities as places where youth can both acquire bad habits but also acquire the skills to avoid bad habits). Though this dynamic is common in many Islamic societies, it is also a likely function of the fact that this cohort is highly educated and mostly female, characteristics that magnify this daily experience.

Emerging research²⁰ suggests that a very high proportion of youth in this cohort who describe themselves as nonviolent, are able to solve conflicts peacefully, score high on the Lam scale, and have very high expectations of their education and employment future, will be at an increased risk of negative changes to their attitudes toward violence if their education and training do not lead to improved

²⁰ Caruso et. al., 2012.

Tesfaye, 2016.

employment and employability; others may as a result be more resilient to disappointment. The study will pay close attention to the dynamics between the very positive baseline expectations that youth have of themselves and of the future with the realities and outcomes at midline and endline.

Q5: COMMUNITY ENGAGEMENT: TO WHAT EXTENT HAS PARTICIPATION IN THE PWY IREX ACTIVITY INFLUENCED YOUTH ENGAGEMENT AT THE FAMILY, COMMUNITY, REGIONAL AND NATIONAL LEVEL?

FINDINGS

The study first considers youth engagement at the community, regional and national level together, and then family engagement. The study measures youth engagement in the community and at regional and national levels by asking about participation in specific community- and socially-oriented activities: volunteer work, Facebook groups promoting social issues, and participation in community groups and organizations. Youth were then asked whether each activity they participated in was at the community, regional, or national-level, and about their frequency of involvement. These questions are based on PWY's 21st Century Youth Competencies questionnaire, updated to reflect the feedback from the study piloting period. Family engagement questions parallel the structure of the community engagement questions. Both sections also include more open-ended qualitative questions to better capture how youth see themselves as engaging in their communities and families.

COMMUNITY

Participation in community organizations and Facebook groups promoting social causes are not very common; volunteering is by far the more widespread way that youth engage formally with their community or issues in their community. For all of these activities, men participate more commonly than women (Figure 20). Youth in the backfill baseline were more likely to say that they volunteered than those in the rolling baseline (Annex 10).

Male youth are more active than female youth in community activities and social causes.



Figure 20. Participation in Community Activities, by Sex

Although volunteering tends to be the most common way youth engage with their community, it is the least frequent activity. Facebook participation is the most frequent; most youth had participated in their

Facebook groups promoting social issues in the last week, while volunteering was more likely to be in the last year or more than a year ago (Figure 21).

Most youth volunteer, but do so only from time to time. Fewer engage in other social groups, but those who do, do so more frequently.

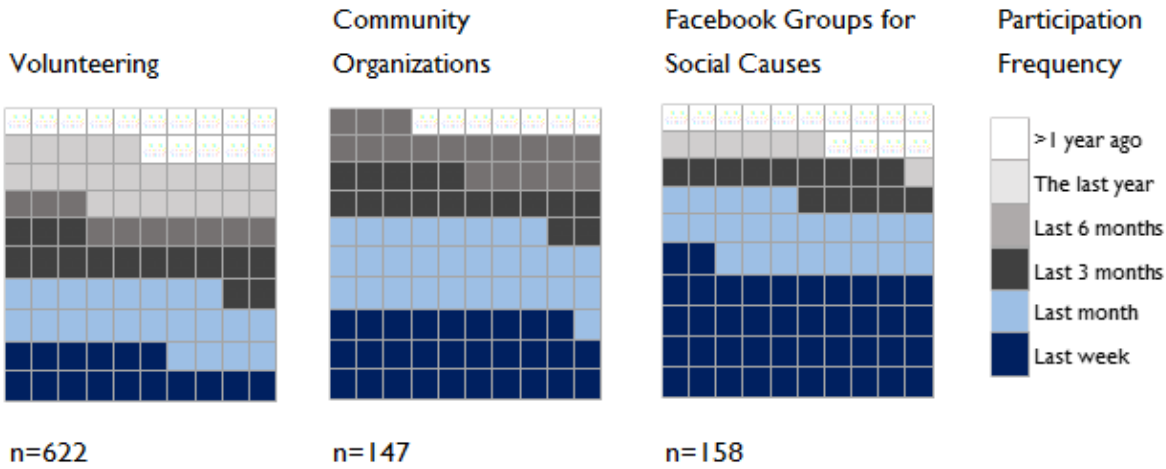


Figure 21. Frequency of Participation in Community Activities

Most people felt like they belonged in their communities, though this was lowest in Hebron (Figure 22). Most people were somewhat or very involved in their communities and felt respected by other members of their community.

Youth generally felt that they **belong in their communities**, though those in Hebron were most likely to disagree.

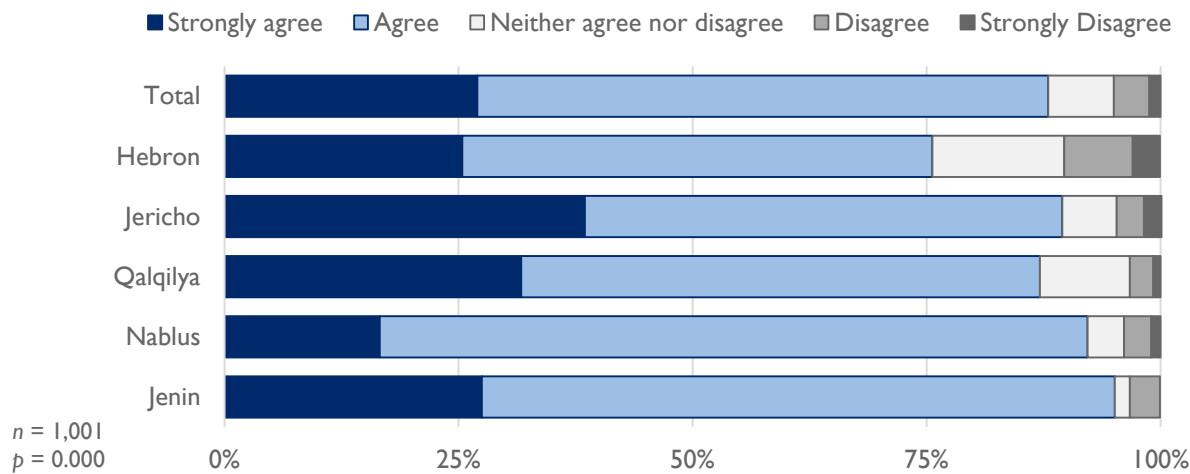


Figure 22. Feeling of Belonging in Community, by Governorate

Household members were more likely than youth **to think youth were involved in the community and had community respect.**

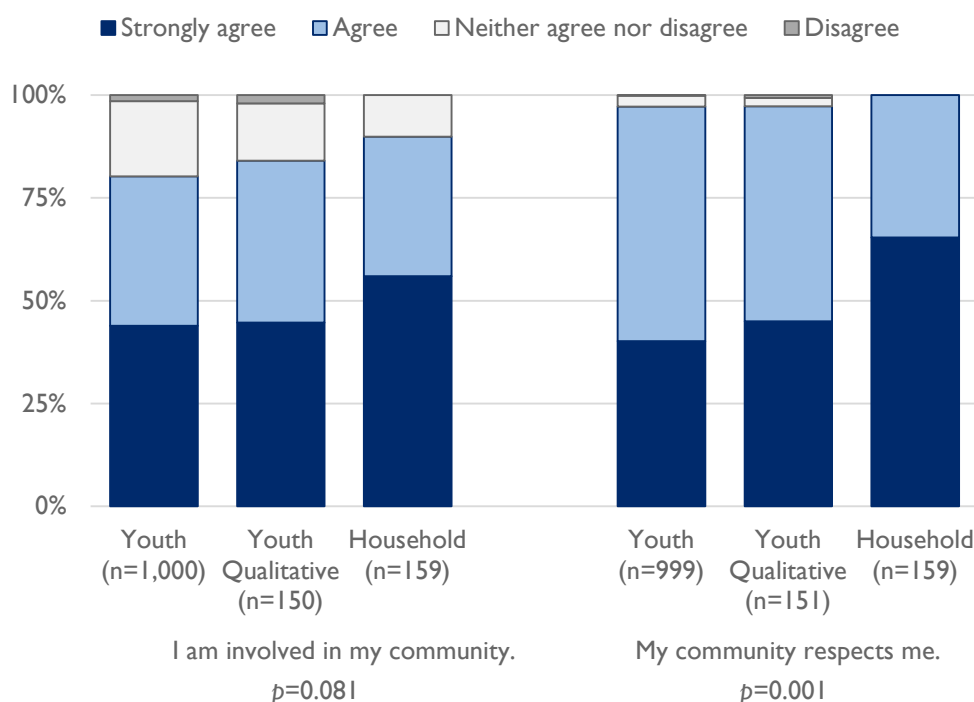


Figure 23. Assessment of Youth's Feeling of Community Belonging, by Respondent Type

Roughly four out five youth and a slightly larger proportion of household members interviewed claim to be actively engaged in their communities. However, both youth and household members commonly included things like knowing the people in the village or community, socializing with others who live in the community, or time spent at home as sources for increasing “community engagement.” For example, a young woman from Jericho said, “My involvement with my community increased through socializing with friends and family. When I was married I had lots of responsibilities and I got a bit isolated but now I am completely free after my divorce, so I started to participate in the center’s courses and activities.” After inquiring with enumerators about the possibility that respondents in these cases may have misunderstood what was meant by “community engagement,” the researchers have concluded that while there may have been some misunderstanding, in most cases, respondents insisted that increased “socializing” with the community is what led to increased interest in community service.

Both youth and household members also cited occasional volunteer activities at schools, community centers, and community events such as elections, clean-ups, and religious events as evidence of community involvement among the youth in the cohort. One in five youth cited the time they spend on school and homework as barriers to participation.

Roughly two thirds of youth and household members interviewed claim that community involvement had increased over the last nine months, citing new interests and awareness of opportunities, involvement at the YDRC and other community centers, and graduation from school as the most common reasons for this increase. The other third cite school and a lack of time as reasons for stagnant

or decreased community involvement. “My community involvement decreased,” a woman from Hebron said, “because my father passed away and I’m dedicating my time to study.”

Very few youth claimed involvement in social issues or groups at the regional or national levels.

FAMILY

The majority of youth by far said they were very involved with their family, while household members, though most still saw youth as very involved, were somewhat less likely to categorize youth as very involved with the family. Women were more likely to say that they were very involved with their families than men (Figure 24).

Female youth characterized themselves as more **involved with their families** than male youth. Family members saw youth as less involved than youth themselves did.

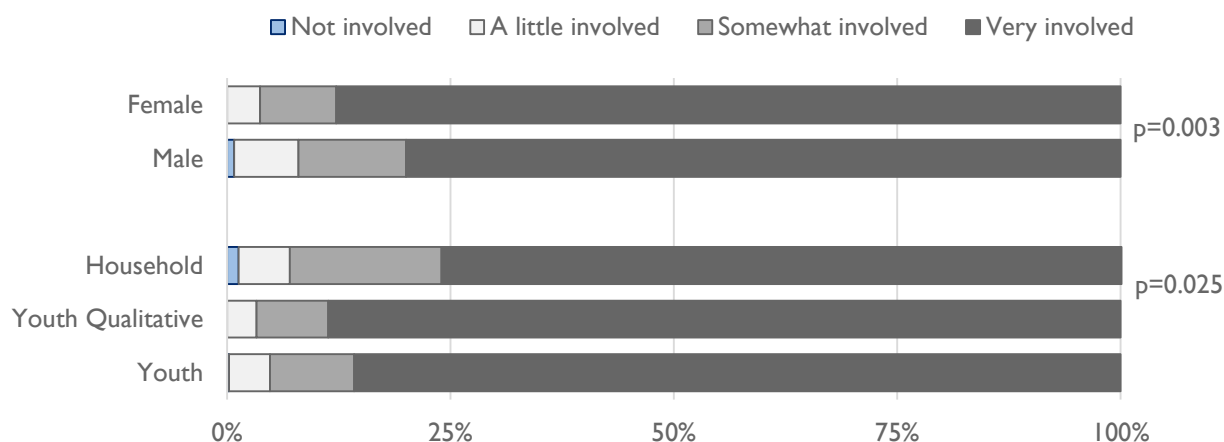


Figure 24. Involvement in Family, by Sex and Respondent Type

In interviews, about three-quarters of youth and household members claimed that youth are very involved with their family and that this involvement has increased over the last nine months, citing maturity and personal development most often as the reason for the increase. However, many of these youth also described the difficulty of balancing school and family, explaining that school often takes up the time they normally would spend helping out at home. For example, the mother of a young woman from Qalqilya said, “My daughter’s involvement with my family decreased because she is busy with college.”

Assisting with family decision-making and helping with siblings and housework were by far the most cited ways youth were involved, accounting for more than 4 in 5 youth and household members interviewed. In addition to maturation, graduating from school and better family relations were also cited as reasons for increasing family involvement. One in five youth interviewed also described feelings of increasing responsibility for their families. “They used to rely on my older sister when I was still in school,” a young woman from Nablus said. “But after she married I had to take responsibility for her role.”

CONCLUSIONS

While community engagement through volunteerism among youth in this cohort is reported as high, volunteer opportunities are very infrequent, usually associated with annual or seasonal religious holidays and civic events. Formal and regular engagement with community issues or charity work appears low.

While claims of community engagement—mostly through occasional volunteering—was high, neither youth nor household members were able to articulate very well what constituted community engagement; answers to questions about for what or with whom they volunteered were met with vague responses or lacked details, and respondents often equated social engagement with community engagement. Social engagement can indicate that youth are connected to their peers and their communities, although it does not necessarily indicate a sense of civic engagement or responsibility.

Both youth and household members report modest to high engagement with family, citing increasing feelings of responsibility with age and normal maturation as reasons for this engagement. Because a majority of the youth in this cohort are in school, time available due to homework and school obligations were common reasons for being less involved in family obligations.

Q6: Self-efficacy: To what extent has participation in the PWY IREX activity changed participants' self-efficacy (e.g., one's ability to communicate effectively, to overcome adversity, and to reach educational and employment objectives, among others)?

FINDINGS

Self-efficacy refers to an individual's belief in her ability to accomplish goals or perform under different situations.²¹ The study measures youths' self-efficacy in the study's key areas of interest through commonly used scales for generalized, academic and employment self-efficacy.²² Overall, youth were confident in their ability to reach longer-term goals and scored themselves highly in self-efficacy categories. Household members' responses concurred with youth self-ratings (Figure 25). Male youth tended to rank themselves in the very highest self-efficacy categories more often than female youth.

²¹ Tsang, Sandra, Eadoin K. P. Hui, and Bella C. M. Law. "Self-Efficacy as a Positive Youth Development Construct: A Conceptual Review." *Scientific World Journal*. 2012; 2012: 452327.

²² Chen et al, 2001.

Most youth consider themselves to have **high self efficacy skills**, though more so in communication, employment, and academic categories than general self efficacy.

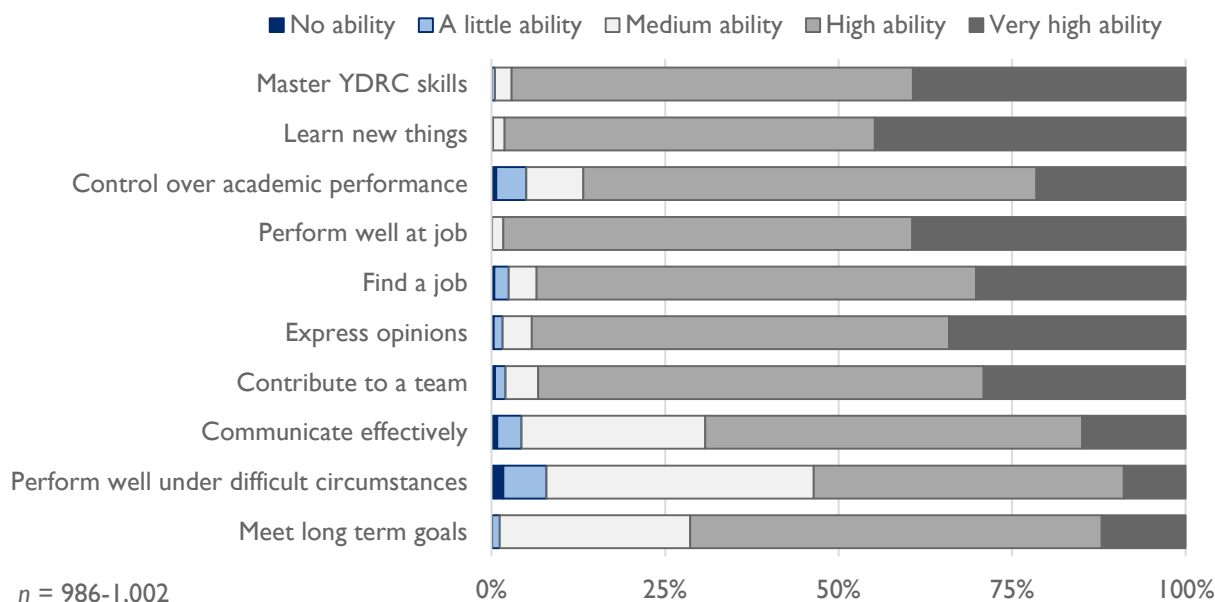


Figure 25. Self-Assessment of Self-Efficacy Skills

In interviews, both youth and household members described very high ability among the cohort to communicate effectively. When asked for examples of this ability, about 60% of youth explained that they are not shy or afraid to express opinions or, to a slightly lesser extent, their social personalities and high self-confidence. “I have a strong personality,” a young woman from Jenin said, “and the ability to convince the person in front of me. I have life experience I acquired through my university.” About two in five youth claimed that good communication skills were acquired through formal education and training. A young man from Hebron told us, “I see myself as an active person in my community with the ability to influence people and express myself. My home, school, and college helped me develop my personality and learn how to deal with people.”

More than 3 in 5 youth and household members also claim that the effectiveness of communication among this cohort has improved, citing personal development/maturation, personal drive, and interaction with new people as the source of this improvement. Participation in the YDRC, specific education and training, and increasing confidence were also cited reasons for improvement. Among those who reported no change in their communications skills over the last nine months, almost all cited that there was no change in the youth’s personality.

Conclusions

Overall, youth were very confident in their ability to reach longer-term goals and scored themselves highly in all self-efficacy categories. Males tended to be slightly more superlative in their self-assessment.

Although much of the confidence that the youth expressed in their own self-efficacy likely stems from their comparatively advanced educations, in interviews both youth and households consistently pointed to intrinsic or personal attributes in explaining why this confidence was so high, citing maturation, interaction with new people, and personal drive as sources of this confidence.

Q7: BASELINE FOR DEMAND AND PERCEPTION OF YDRCs

FINDINGS

To measure youth demand and perception of the YDRCs, the study asked youth about their overall perception of YDRCs, their main reason for interest in the YDRC and expected usefulness of the training, and challenges attending. Questions on perception asked youth both about their own and their parents' perceptions of the YDRC on a five-point Likert scale ranging from very positive to very negative. In qualitative interviews, enumerators also asked youth whether there were some who felt differently and why, which helps capture viewpoints that youth might be hesitant to voice otherwise.

More than 80% of youth and household members expressed positive views of the YDRC in both the quantitative and qualitative data (Figure 26). The courses and training, job search resources, and opportunities for personal development were all by far the most cited reasons for the positive views in interviews, as well as the things youth valued most about the YDRC; similarly, in the survey data, 98% rate the YDRCs as either very or somewhat useful for finding a job someday, and the two most common reasons youth cite for participating in the YDRC are learning new skills and improving their chances of finding a job (Figure 27). Far fewer cite their main reason for participating in the YDRC as recreational. In qualitative interviews, where youth were able to speak more broadly and give more than one answer, making new friends, community engagement, and access to skill development in the arts, culture, and other creative endeavors were also common answers.

Both youth and household members thought the general **view of YDRCs was positive**, though they both thought that youth had more positive perceptions than parents.

According to respondents, most **Parents** view YDRCs...



According to respondents, most **Youth** view YDRCs...

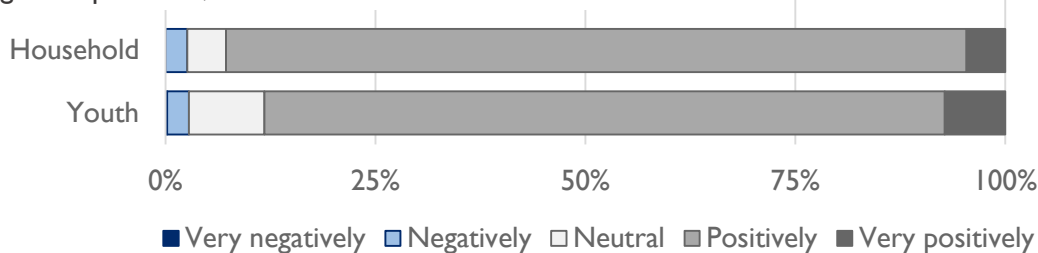


Figure 26. Youth and Parent Views of YDRCs, by Respondent Type

Youth said they enrolled at the YDRC to **learn new skills** by a wide margin, followed by wanting to improve their chances of finding a job.

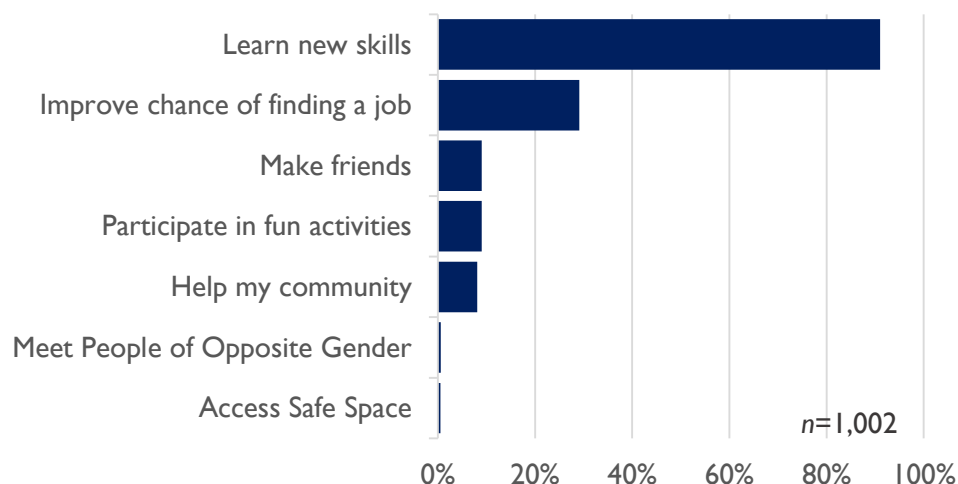


Figure 27. Youth Reasons for YDRC Participation

When asked why they were interested in the YDRC, the rolling baseline was more likely than the backfill to say that they had done so to improve their chances of finding a job and to make friends (Annex 10). This could be an instance of recall bias in the backfill youth, who, possibly finding that the YDRCs were not directly improving their chances of finding a job, reformulated their memories of their reasons for joining. This also goes somewhat counter to the employment findings, where backfill youth reported themselves as being more active in searching for employment than rolling baseline youth; on the other hand, backfill youth were also less likely to list education or training as one of the steps they had taken to find employment, which could support the idea that they saw their participation in the YDRC as independent from their job search. (The backfill baseline did not cite any one reason that was significantly higher than the rolling baseline.)

In qualitative interviews, more than three-quarters of youth also claimed that the general view of the YDRC had become even more positive over the last nine months because more youth they knew were participating and they had observed the benefits of participation among their peers firsthand. It should be noted, however, that very few provided details about what those benefits were when asked, and when they did, they were more related to personal growth and the making of new friends rather than employment- or skills-related benefits. About one in ten youth interviewed, and one in five household members, reported that they had yet to observe or hear about any change or improvement in life circumstances among participants.

Household members had very similar views of the YDRC in interviews. Assistance with finding employment, personal development, and new skills acquisition were commonly cited as the most valued aspects, followed by meeting new people and community engagement.

Most youth—more than 90%—said that they were interested in participating in the YDRC further, beyond the activity that they’ve already enrolled in. Here, the most common activity they were

interested in participating in the future were cultural and arts activities, followed closely by employability training and leadership training (Figure 28). The “other” category responses often included interest in YDRCs’ English-language courses. More men were interested in leadership training (37% of men versus 30% of women, $p=.036$) and sports activities (19% of men versus 6% of women, $p=0.000$). Household members gave similar responses to youth, though fewer thought youth would be interested in leadership training and more thought youth would be interested in community initiatives. This is echoed in the qualitative data, where employment- and job finding-related skills were consistently cited as the most valued skills youth wanted to develop. Courses and activities related to the arts, creativity, and culture were also consistently cited as among the most valued YDRC offerings. Many youth also requested more diversity in the subject matter of courses and training, adding more language courses as well as advanced versions of current courses. About one in ten youth interviewed thought that many of the courses were not relevant or useful to their employment or career goals. It should be noted that about one quarter of youth interviewed said that due to the fact they had just recently started participating at the YDRC, they did not yet have any opinion about its value.

Cultural and arts activities and employability training were the most common YDRC activities youth thought they might be interested in participating in in the future.

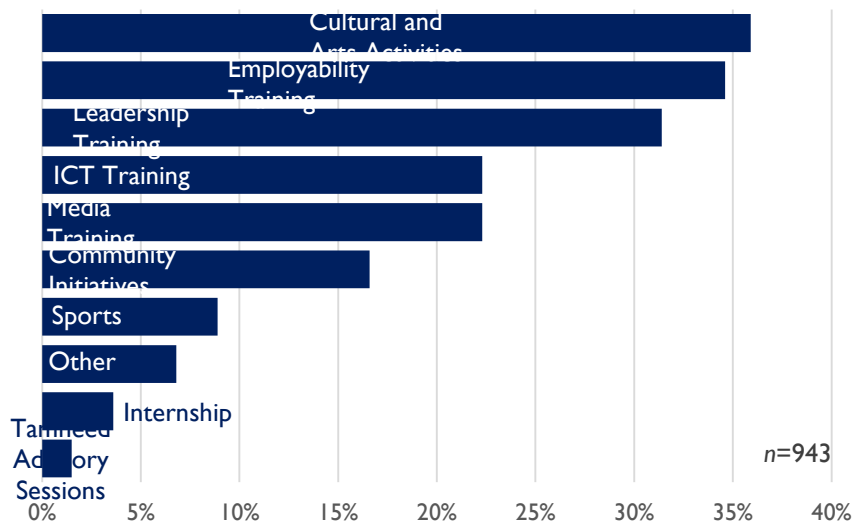


Figure 28. Youth Interest in Future Activities

Though mostly positive, when asked if there were some in their community who viewed the YDRCs differently than most, many youth cited reasons for others’ more negative attitudes about the YDRC as gender-mixing or participation as a waste of time either because there was no immediate monetary gain or because it would not lead to gainful employment. Likewise, many household members reported that they knew parents who had negative views of the YDRC due to attitudes about gender-mixing or that they considered participation a waste of time. While these do not appear to be the attitudes of most of those interviewed, they are the main perceived objections to the YDRCs.

Slightly more than a quarter of youth anticipated some challenge in attending the YDRC further. This varied by governorate; youth in Jenin were the least likely to expect difficulty while youth in Hebron were the most likely (Figure 29).

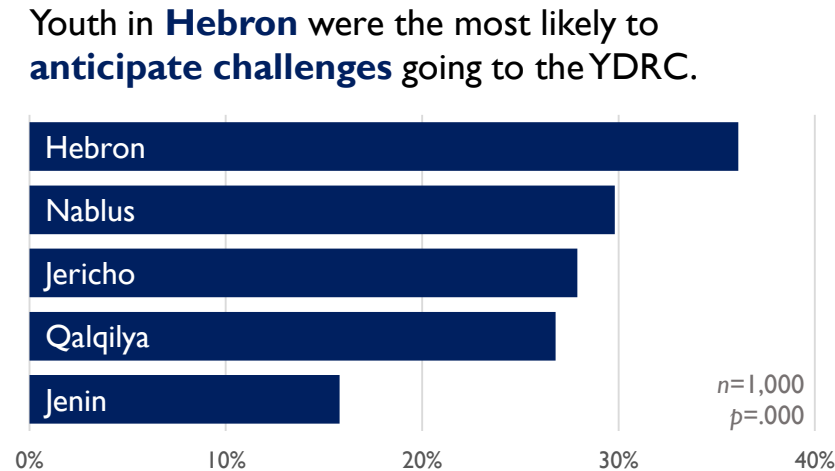


Figure 29. Anticipation of Challenges, by YDRC

By far the most common concern with attending the YDRC was transportation (Figure 30). Living in a rural area increased the likelihood that youth would cite transportation as a possible obstacle (Figure 29). Inconvenient times followed (Figure 30). Youth who cited inconvenient times were more likely to have jobs or children, though enrollment in school did not make a statistically significant difference. In qualitative interviews, youth similarly expressed concern about the location, transportation, and course schedules when asked what could be improved. In some cases, this pertained to youth who lived in more rural areas or on the other side of town and/or lacked the means to pay for transportation. In a few cases, the location of the YDRC was cited as inconvenient or close to an Israeli military checkpoint. Finally, since a large majority of students were in school, many reported some difficulty attending courses due to their busy schedules and therefore did not have the time to attend YDRC activities.

Transportation and inconvenient times were the most common obstacles youth anticipate to their participation at YDRCs.

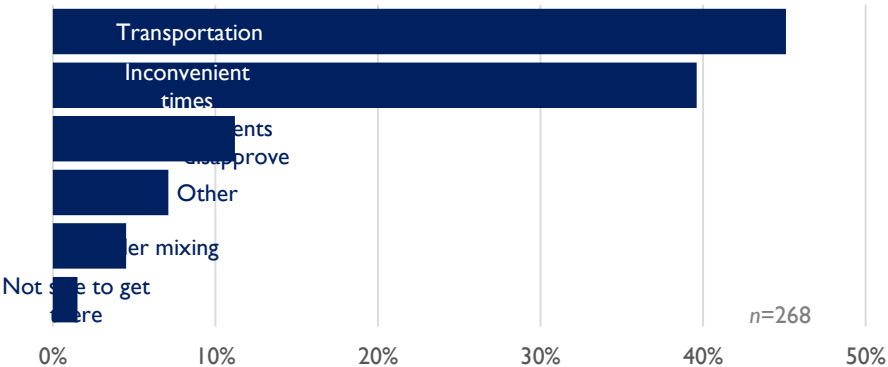


Figure 30. Obstacles to Participation in YDRC

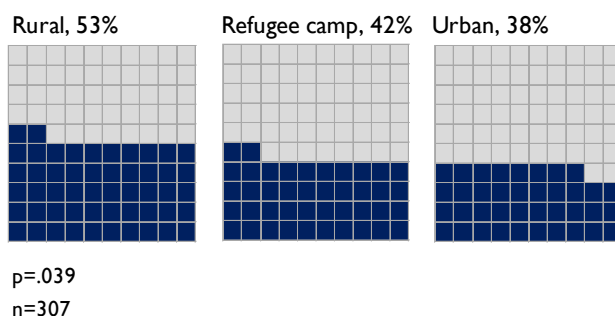


Figure 31. Transportation as a Barrier, by Residence Type

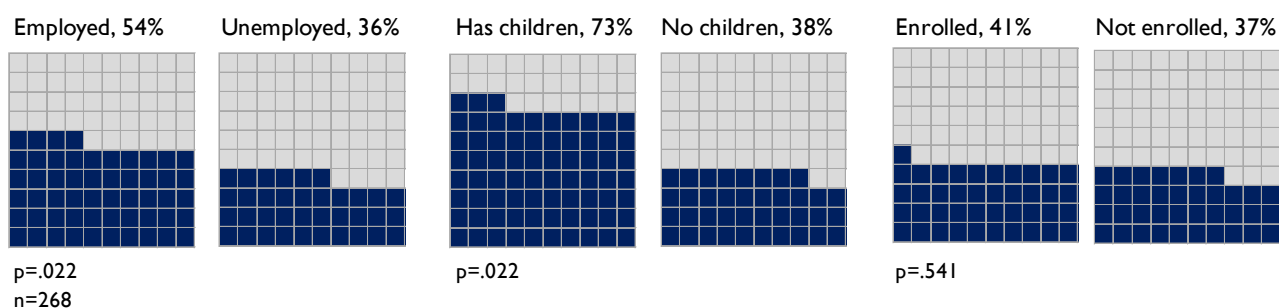


Figure 32. Training Times as a Barrier, Disaggregated

Household members generally listed the same challenges as youth, though they were more likely to list gender-mixing as an obstacle; 11% said this was a problem, while no youth in the qualitative sub-sample, and 5% of the full youth sample, said so. In qualitative interviews, in addition to issues with location, transportation, and course schedules, household members expressed the need for more robust employment placement and job experience opportunities, as well as assistance in helping youth expand their networking skills and the need for a wider range of course subjects.

Conclusions

Both youth and household members have very positive reviews of the YDRCs thus far. However, few are able to cite tangible results to support this view; there appears to be an assumption that the services will lead to positive employment and career outcomes. Less tangible positive results are mostly cited to support this view, including personal growth and making new friends.

Given the assumption that the YDRC courses will lead to positive outcomes, both youth and household members advocate for more diverse course offerings as well as more advanced versions of existing courses and training.

While employment- and job finding–related skills were consistently cited as most valued by youth and households, courses and activities related to the arts, creativity, and culture were also consistently cited as among the most valued offerings of the YDRC. This suggests that while youth may initially be interested in the YDRCs because of the former, the latter also constitute an important draw and, given that the YDRCs may have limited capacity to develop more advanced trainings in technical subjects of interest to youth in the near term, are an important way to keep youth continuously engaged in the YDRCs. They may be avenues to influencing the non-employment outcomes of the cohort study such as self-efficacy, community engagement, and attitudes towards conflict.

Both youth and household members consistently cited transportation assistance, location, and course schedules as areas in need of improvement for the YDRCs.

CAPACITY STUDY

QUESTION 1: TO WHAT EXTENT HAS USAID SUPPORT INCREASED TARGETED YDRCS' ABILITY TO PROVIDE RELEVANT, QUALITY SERVICES TO YOUTH?

Findings

All interviewees from the five YDRCs reported that their developmental training programs were relevant to the centers' needs, visions, and missions in terms of planning, designing, delivering, and monitoring and evaluation (M&E).

Most interviewees (26/29) believed that the training programs available are fully relevant to youth needs and are delivered to youth with good quality. Youth considered the courses' content basic and not advanced and the time, which never exceeds five days, as too short (22/29 interviewees). Seventeen out of 29 interviewees expressed the importance of conducting both basic and advanced training to respond to youth needs and suggested amending these programs to better help youth get job opportunities. The YDRCs' directors in Jericho, Hebron, Jenin, and Qalqilya are seriously considering amending the training programs by designing permanent and long-term programs, such as tourism guidance and agriculture technical guidance programs. These programs, however, require special licenses from the Ministry of Education and the Ministry of Labor prior to any implementation.

The YDRCs' training programs target youth from both sexes, different social classes, and different levels of educational attainment, according to all respondents; however, the vast majority of youth accessing services and training at the YDRCs are female and currently enrolled in school. An analysis of class diversity was not included in the capacity study as these data are unreliable. None of the centers systematically update youth participant information. See the Youth Cohort Study Description of the Sample for a view of the educational diversity of the youth cohort, which should be considered representative.

Stakeholders characterized IREX's Training of Trainers (TOT) programs, which IREX delivers to YDRCs' interns, as relevant to youth and the content. The trainers' skills and logistics were reported to be of high quality (28/29 interviewees).

Although very critical, there seems to be very little involvement of parents in YDRCs' programs as reported by 10 interviewees (others did not know). The same 10 interviewees recognized that it is important to build trust with parents, keep them engaged, and obtain their input, especially when designing training programs and initiatives for females. For example, and as reported by the YDRC director in Qalqilya, females are hesitant to participate in sports activities along with males, because of parents' and the community's misperception of those activities as not appropriate for females. This results in females' exclusion from participation in such activities and therefore limits their opportunities. None of the interviewees reported that YDRCs obtain information from the private sector or available labor market data to ensure the relevance of their training and services to the job market.

CONCLUSIONS

YDRCs' training programs and sports activities are relevant to the centers' vision, mission, and youth needs. However, these centers do not follow a systematic approach for consulting with the private sector, labor market, or parents so as to acquire pragmatic inputs about labor demands, course quality, and recruitment factors. Parents' opinions in particular are essential to ensure support and allow active female participation and empowerment.

Training programs funded by USAID delivered good quality in terms of both trainers' skills and content. However, the content of those courses has become outdated and needs to be updated.

QUESTION 2: TO WHAT EXTENT HAS USAID SUPPORT INCREASED TARGETED YDRCS' INSTITUTIONAL CAPACITY (E.G., GOVERNANCE, MANAGEMENT, FUNDRAISING, SERVICE DELIVERY, AND ADVOCACY)?

FINDINGS

2.1 GOVERNANCE

YDRCs are overseen by Boards of Trustees; trustees are elected every two years by the General Assembly and confirmed by board members in the five YDRCs. Fourteen of 29 interviewees reported that they were aware of the boards' involvement in the development of the vision, mission, strategic, and annual plans. According to the majority of respondents (26/29), staff and youth were involved in implementing the annual and strategic plans. Board members are not active in fundraising efforts to sustain YDRCs' strategic plans as reported by 10/29 interviewees, while others did not know.

Less than half of the interviewees knew that YDRCs had strategic or annual plans. The plans are not systematically disseminated nor available as hard copies at the five centers. All center directors reported that strategic plans were not fully implemented because of uncertain funding and lack of available resources.

According to reports from board members and directors, there is no risk management plan in place in any of the YDRCs, meaning no processes exist for identifying, assessing, and controlling threats facing the centers' resources and earnings. Threats could stem from a wide variety of sources, including financial uncertainty, legal liabilities, strategic management errors, accidents, natural disasters, and conflict.

2.2 MANAGEMENT SYSTEMS

Human and financial resources

No internal human resources systems are in place in any of the five YDRCs, according to 15/29 respondents. Board members have yet to effectively develop YRDC human resource policies, and current staff numbers are insufficient, according to interviews. A majority of respondents reported that staff and interns use job descriptions to refer to their work. A majority also stated that staff participated in the implementation of training initiatives but did not participate during the planning stages.

Twenty-one of 29 interviewees reported that financial resources are not sufficient to incentivize staff and interns to remain at the centers. Only 5/29 believed that YDRCs are or would be able to keep the staff during periods where grants are delayed; these were mainly in Hebron. Thirteen of 29 interviewees, from Jenin and Hebron, believed that YDRC are able to keep sports program staff only, as

their cost can be covered from local resources. Only 4/29 respondents believed that YDRCs abide by labor laws; others did not know.

Jericho, Qalqilya, and Jenin YDRCs use manual financial systems, and external auditors produce their annual reports. Hebron and Nablus have software systems developed through previous USAID funding. Jericho, Qalqilya, and Jenin are planning to hire part-time accountants and purchase software systems after acquiring more projects and sufficient funding.

Accessibility and working environment

YDRCs' premises are adequate for persons with disabilities in Hebron and Jericho, but not in Nablus, Jenin, and Qalqilya, according to 16/29 respondents. Eighteen of 29 reported that YDRC interns lack special knowledge or skills for working with people with disabilities.

Monitoring and evaluation (M&E)

Eighteen of 29 respondents reported that YDRCs do not have M&E systems in place in to monitor plans, databases, indicators, or tools to collect data, nor do they have assigned staff to use them. YDRCs instead distribute evaluation forms to gather trainees' feedback after training ends. They are discussed with interns to improve performance and are sometimes, but not always, analyzed. Trainers submit weekly and monthly reports in Arabic to YDRCs directors, who then draft monthly reports to IREX, according to 22/29 respondents. Additionally, directors and board members prepare annual administrative and financial reports to present at General Assembly meetings. Twenty-three of 29 respondents confirmed that YDRCs lack a follow-up system to track whether participants find jobs after their training.

Planning

Interviewees reported that YDRC stakeholders participated in the implementation of activities but were not involved in the planning process (18/29 interviewees). Less commonly, 12 of 29 respondents stated that they participated in the trainings on how to use the OCA tool in guiding YDRCs' developmental plan. Eight respondents reported that the tool helped them to build YDRCs developmental plans, and three said that using the tool increased their knowledge of planning.

2.3 FUNDRAISING

Fifteen of 29 interviewees stated that YDRCs based their design and implementation of youth activities and programs on their current donors' priorities in order to maintain donor support. Twenty-three respondents believed that YDRCs' developmental programs cannot be sustained without external donor funding. However, donor relations in the five YDRCs are limited due to low staff capacity in fundraising and proposal writing (11/29 respondents). Interviewees reported that IREX provided on-time financial contributions but were not clear as to whether they would have financial support through December 2017. Eighteen respondents said that there were no potential donors besides IREX.

Directors and board members reported that there is management segregation between sports programs and the developmental programs funded by USAID and managed by YDRC directors. The majority of board members expressed the most interest in sustaining the sports activities and less interest in developmental programming.

2.4 SERVICE DELIVERY

Twenty-eight of 29 interviewees stated that the objectives of the training programs were achieved and that youth initiatives were designed and delivered based on youths' ideas. Furthermore, all interviewees reported that program outputs were effective and delivered on time. Twenty-seven of 29 confirmed that interns have the skills and qualifications to provide effective employability, media, ICT, and leadership programs at a basic level. Seventeen of 29 of the interviewees believe training halls and training aids are adequate. Fifteen of 29 of the respondents said that the number of trainees exceeded the available media and ICT equipment; these respondents were primarily from Jenin, Qalqilya, and Nablus.

Interviewees perceived youth who participated in YDRCs' programs to have benefited from the training and enhanced their technical skills. Twenty-six respondents believed training was an opportunity for youth to build their capacities in media, ICT, leadership, and employability. However, 23 commented that the training alone was not likely to reduce youth poverty or increase employment. Nineteen proposed to combine training with internships and short-term jobs. They also reported that the training was an opportunity to meet with other peers. Female participants noted the training was an opportunity to get outside their houses, as stated by 24/29.

Additionally, YDRCs are flexible in their program implementation when considering issues such as security situations, youth availability, national holiday schedules, and availability of funds. However, a majority of respondents reported that they are unable to update course content due to staff inexperience. Twenty of 29 said that the training cost is reasonable and comparable to market cost.

2.5 PARTICIPATION AND COMMUNICATION

Most interviewees (28/29) reported that YDRCs have good relations with stakeholders, usually naming universities, schools, nongovernmental organizations (NGOs), and government entities. Part of these relationships are recruitment and outreach, as well as the provision of on-site training and youth initiatives. Twenty-eight of 29 of the stakeholders confirmed that staff frequently and effectively use Facebook to recruit trainees and follow up with them after the completion of the programs; however, YDRCs are not using websites for communication or information sharing. Interviewees in Hebron and Nablus stated that there was a plan for IREX to support them in developing websites. Thirteen of 29 confirmed that YDRC did not have any communication plan, and 6/29, mainly in Hebron, confirmed they have a communication plan prepared in Arabic and not in English, but believed IREX would help YDRCs to implement their communication plans. YDRCs in the five locations, coordinating with different stakeholders, implemented outreach activities and training to service youth living in poor and remote areas, as reported by 10/29 interviewees.

YDRCs also offered free services to stakeholders such as using YDRCs training halls and sports equipment.

2.6 COMPARISON TO IREX OCA SCORES

IREX performed a participatory OCA workshop with the five study YDRCs in November–December 2016. The OCA is scored on a benchmarked scale of 1–4, with multiple elements within each of the six overall categories. The overall results are presented in Figure 33 and show a fairly wide range in organizational capacity among YDRCs: Jericho's scores are consistently the lowest, and Hebron's the highest.

Hebron had the highest PWY OCA scores in all categories, while **Jericho** had the lowest.

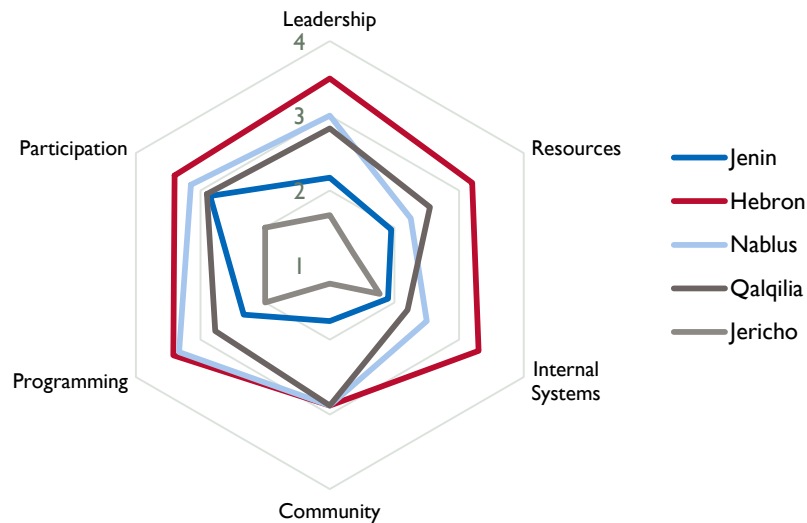


Figure 33. PWY OCA Scores

These findings are broadly consistent with the PWY Organization Capacity Assessment (OCA) scores for Jenin, Qalqilya, and Jericho (Table 8); Jericho has moved to a new facility since the PWY OCA was conducted, so current findings show Jericho with somewhat better and more accessible facilities than they had at the time of the OCA, which is reflected in the table.

Table 8. Study Verification of OCA Scores

YDRC	Programming		Leadership		Resources		Participation		Internal Systems		Community	
	PWY	YCS	PWY	YCS	PWY	YCS	PWY	YCS	PWY	YCS	PWY	YCS
Jenin	2.33	✓	2.17	✓	1.95	✓	2.85	✓	1.90	✓	1.75	✓
Hebron	3.42	↓	3.50	↓	3.20	↓	3.40	✓	3.30	↓	2.88	✓
Nablus	3.33	↓	3.00	✓	2.25	✓	3.15	↓	2.50	✓	2.88	✓
Qalqilya	2.77	✓	2.83	✓	2.55	✓	2.90	✓	2.20	✓	2.88	✓
Jericho	2.00	✓	1.67	✓	1.35	↑	2.40	↑	1.77	✓	1.25	✓

1=Developing, 2=Operational, 3=Well-Developed, 4=Model of Excellence

In Hebron and Nablus, interviews demonstrated some differences in the scoring of certain elements within the OCA categories and findings from the capacity assessment. These were the following:

- **Programming:** Neither had systematic evaluation and follow-up methods to measure and learn from the results of training, which are components of the third level of the Program/Activity Evaluation elements.

- **Leadership:** In Hebron, youth did not participate in setting the mission and vision or organizational planning, required for the third level of the Youth Leadership element.
- **Resources:** In Hebron, interviews demonstrated problems retaining human resources, meaning that not all positions are consistently staffed, a requirement for the third level of one of the human resources elements.
- **Participation:** In Nablus, the building was not sufficiently accessible to participants with physical disabilities, while the third level of one of the accessibility elements requires that most of the building be so or that activities be.
- **Internal Systems:** In Hebron, the M&E systems are still rudimentary, which is inconsistent with the third level of one M&E element. They also do not have the internal capacity for fundraising suggested by their scores in these elements.

These differences represent 15% of the OCA elements in Hebron and 4% of the elements in Nablus. Table 8 indicates where elements within the categories may depart from the OCA scores; other elements within that category may be consistent with the study's findings.

Conclusions

GOVERNANCE

YDRCs have a clear vision and mission to support youth and promote their performance in different social and economic sectors. The centers are governed by Boards of Trustees, who are involved at the strategic level but not at the operational level. They are not active in attracting funds to sustain the programs or ensuring risk management.

Although YDRCs developed strategic and annual plans, these plans are not disseminated among youth and interns. Furthermore, these plans are not fully implemented as planned due to shortages or uncertainties of funding.

MANAGEMENT

Fundraising

The fundraising processes are insufficient. Unavailability of funds will affect the sustainability of the training programs but likely not the sports programs. Boards' relative lack of interest in development programming worsens this.

M&E system

The five YDRCs do not have sufficient M&E systems. They use simplified evaluation forms, but there are no tools to monitor progress or measure effectiveness.

Environment

The premises of the Jericho and Hebron centers are more adequate than those of the other three centers in terms of physical space, equipment, and access for persons with disabilities.

Resources

YDRCs do not have efficient human resource systems or policies, and staffing is reported as insufficient. Financial systems are in place, some manual and some through software. The five YDRCs are producing

acceptable auditing reports. All YDRCs suffer from insufficient budgets, due to the limited funds, and the sustainability of youth development programs funded by USAID are at severe risk.

Service delivery

Employability, media, ICT, and leadership trainings were sufficient at basic levels. Equipment, however, was not available to all trainees, especially those for media and ICT applications. Trainings were sufficiently funded, but training alone (for example without the availability of internships, work experience, or more advanced training) will not achieve longer-term impact on youth employment.

Communication, networking, and outreach

YDRCs have effective communication and information sharing with stakeholders through Facebook, especially to recruit youth and implement initiatives; however, male youth are severely under-represented, and it is not known how well different economic classes are represented. There are no written communication plans in place.

IREX OCA COMPARISON

Though the participatory nature of IREX's OCA allows an element of bias into the OCA scores, the study interviews broadly verified the OCA scores arrived at through the Activity workshop process. Hebron, which had the highest OCA scores, also had more of a tendency to self-score a bit higher than the evidence demonstrated; however, the difference in these assessments—approximately one level in 15% of elements—would have a minor effect on overall results. This may result, however, in Hebron's scores rising less than other YDRCs' in future assessments.

QUESTION 3: WHAT IS THE COST PER PARTICIPANT?

FINDINGS

The study calculated the cost per participant using secondary data from IREX, reflecting the principles of the USAID Cost Reporting Guidance for USAID-Funded Education Projects, which try to represent the overall cost of youth programming—not the marginal cost of training a single youth.²³

We calculate cost per participant per YDRC by dividing a YDRC's sub-grant for a given period by the number of youth trained during that period; this calculation counts a youth for each time they participate in a training. Figure 34 illustrates how this compares for the five YDRCs of interest over the period of November 2014–September 2016. Nablus and Hebron YDRCs had grants from PWY starting in January 2014, but training numbers from Fiscal Year 14 were especially low due to start-up and funding issues, so a calculation for that period is not representative. The current YDRC grants began in

²³ IREX has conducted a separate cost-per-participant calculation for programmatic reasons, which is intended to understand the marginal cost per participant in trainings. This was done for a different purpose than the study's calculation, so the two figures should not be directly compared.

October and November 2016; because the activities associated with these sub-grants are still underway, there are not yet final data on the number of participants who will be trained under these sub-grants, and therefore the cost per participant calculations presented here stop at September 2016. Nablus and Hebron experienced several gaps in sub-grants, causing several gaps in the data.

From November 2014 to September 2016, **cost per participant** ranged from \$11 to \$73.

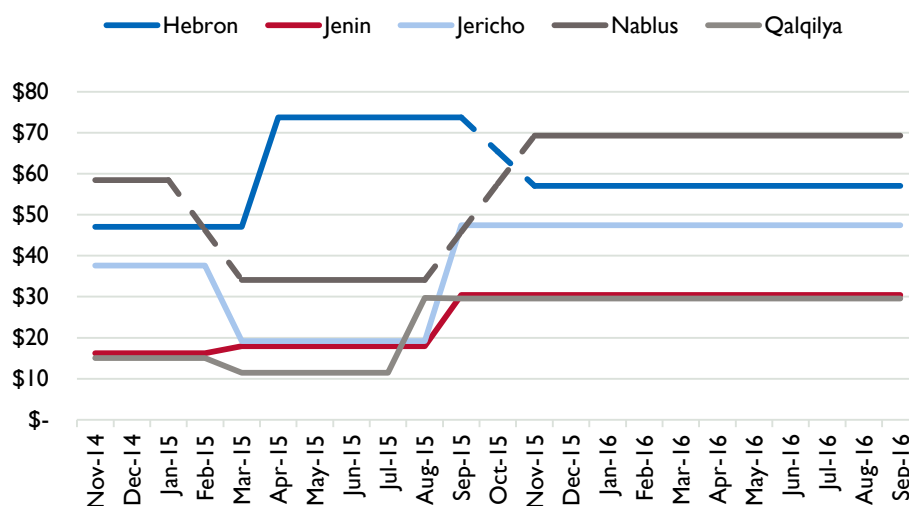


Figure 34. Cost per Participant, by Governorate

The overall cost per participant for all five YDRCs from November 2014 through September 2016 was 34 USD. Hebron's cost per participant varied the most, ranging from 47 USD to 73 USD; its average cost per participant, 59 USD, was also the highest of the five YDRCs. Qalqilya had the lowest average cost per participant, at 23 USD per participant. There was some correspondence between cost per participant and OCA score, with Hebron and Nablus relatively high in both compared to the others and Jenin relatively low in both, though Qalqilya's OCA scores were relatively high while its cost per participant was not. Investing in personnel and systems are expensive and contribute to higher overhead costs, which could explain part of the range across YDRCs. The other important factor, of course, was number of people trained; Qalqilya offered 203 trainings in FY15 and FY16, a third again more than most of the other YDRCs and nearly three times as many as Hebron.

Conclusions

The overall cost per participant was 34 USD. This varied based on organizational capacity, which raised cost per participant, and with number of people trained, which lowered cost per participant.

Recommendations

Because this is a baseline report, the following recommendations are not based on judgments on the performance, impact, or effectiveness of the PWY activity. Similarly, since the focus of this report is only on a sub-segment of YDRC participants (namely the 18- to 25-year-old segment of a 14- to 29-year-old population), we cannot make conclusions or recommendations regarding the younger (and largest) segment or the older (smallest) segment. This segment was chosen as a focus of study because participants in this age group are the most likely to experience positive outcomes within the 18-month timeframe of the study. However, because the next report of results from this study may be at the end of the project lifecycle, the researchers have attempted instead to suggest areas on which USAID can focus in the short term to maximize positive outcomes among 18- to 25-year-olds in the longer term. The recommendations below are thus based on an increased understanding of the demographics of YDRC users at these ages, suggestions made by the participants themselves, and the current perceptions of YDRC stakeholders, including staff, board members, interns, participants, and parents.

YOUTH COHORT STUDY

The YDRC's beneficiaries within the 18- to 25-year-old age range of the study are overwhelmingly female, considerably better educated than the rest of the Palestinian population, and currently enrolled in but about to graduate university. A strong link between outreach, service delivery, and the lives of these young women will help to maximize positive outcomes.

ON OUTREACH

A topic for USAID to address immediately is whether the demographic of YDRC users at this age represent those of the intended target population, and if not, whether the demographic makeup is an outcome of current outreach efforts, the types and strategies of service delivery, and/or social practices. Answering these questions, and making program adjustments accordingly, may assist the YDRCs in reaching a more diverse youth population if that is the desired outcome.

ON SERVICE DELIVERY

If, however, the current demographic of the YDRC users do reflect the intended target population—or are perhaps an acceptable outcome of uncontrollable forces—then minor adjustments to the service delivery strategy of the YDRCs can be considered to maximize positive outcomes. These adjustments include how the services at the YDRCs could be better tailored to:

- a mostly **female** user—for example, by arranging for child care, and courses and training based on the career preferences of young women;
- a **better educated** user—for example, by providing more advanced versions of current training and more internship and work experience opportunities in the private sector;
- users currently **enrolled in university** but about to graduate—for example, by providing tutoring (a writing center, perhaps) and study spaces, school-to-career planning, internships and job shadowing, and assistance searching for part-time work suitable for youth in school.

Considering these adjustments may assist the YDRCs in maximizing positive outcomes for those currently participating in YDRC activities.

Additionally, while gender and school-to-career transition are certainly relevant foci of the YDRCs, the provision of courses and training in media, arts, and culture should not be sacrificed. These topics appear to be a draw for participants and are valued equally with employment-related services. Maintaining arts and culture activities can continue to be a way for youth to continuously engage with the YDRC.

VIOLENCE

Given that unmet expectations of the quality and outcomes of education and training may contribute to negative changes in attitudes toward violence and nonviolent conflict resolution, USAID should consider providing additional support to maintain strategies to strengthen school-to-career services at the YDRCs. These may include expanding links to the private sector through internships, work experience, and employee recruitment; providing counseling and career planning services; and increasing access to business start-up funding and support for entrepreneurs and the self-employed. Cross-sector integration and linkages—for example, with economic development, infrastructure, and agriculture initiatives—may also create work experience and career opportunities and in turn increase the likelihood of positive outcomes not only in employment but also in reducing the number of youth turning to violence. As stated above, these are also services that are appropriate for a better educated, university enrolled cohort. Furthermore, these services are among the most commonly requested by individuals in this cohort.

CAPACITY STUDY

Given the current social, political, and economic challenges in the West Bank, combined with lower YDRC capacity for development and communications, the YDRCs are at risk of not being able to sustain the services supported by USAID after funding ends. If possible, USAID should plan to continue to offer financial and technical support to PWY as long as possible while focusing on increasing the sustainability of YDRCs by:

- Building their institutional capacities to locate additional funding mechanisms and their technical capacity for fundraising, proposal writing, and donor relations;
- Developing their M&E systems;
- Promoting YDRCs' visibility through both traditional and digital media; and
- Supporting YDRCs efforts to increase parental and community involvement, including other NGOs, cultural institutions, governmental institutions (both Palestinian Authority and Israeli), the private sector, and other civil society organizations.

ANNEX I: STUDY DESIGN REPORT



West Bank Youth Cohort Study

RESEARCH DESIGN REPORT

January 2017

This publication was produced by Social Impact at the request of the United States Agency for International Development. It was prepared independently by Andrew Epstein, Jade Lamb, and Mateusz Pucilowski.

ACRONYMS

AWRAD	Arab World for Research and Development
ET	Evaluation Team
HQ	Headquarters
ILO	International Labor Organization
IRB	Institutional Review Board
KII	Key Informant Interview
MDES	Minimum Detectable Effect Size
M&E	Monitoring and Evaluation
OCA	Organizational Capacity Assessment
PMEP	Project Monitoring and Evaluation Plan
PWY	Partnerships with Youth
SI	Social Impact
SOW	Scope of Work
TL	Team Leader
U-FE	Utilization-Focused Evaluation
USAID	United States Agency for International Development
WBG	West Bank and Gaza
WHO	World Health Organization
YCS	Youth Cohort Study
YDRC	Youth Development Resource Center

TABLES AND FIGURES

TABLES

[Table 1: Study objectives, methods and data sources](#)

[Table 2: Youth Cohort Study Questions and Data Sources](#)

[Table 3: Number of new participants at each YDRC in FY2016 aged 18-25](#)

[Table 4: Sample projection \(rolling baseline versus backfill baseline\)](#)

[Table 5: Enumerator training agenda](#)

[Table 6: Cohort Study Illustrative Indicators](#)

[Table 7: Secondary Analysis Questions](#)

[Table 8: Key Questions to Guide Data Analysis](#)

[Table 9: Key Questions to Guide Capacity Study](#)

[Table 10: OCA Categories](#)

[Table 11: Deliverables Schedule](#)

FIGURES

[Figure 35: PWY Results Framework](#)

[Figure 2: Youth Age Range Distribution](#)

I. INTRODUCTION

The services to be provided under USAID West Bank and Gaza's Partnerships with Youth (PWY) Activity Task Order AID-OAA-I-15-00037/AID-294-TO-I 6-00004 are as follows:

1. A **Longitudinal Youth Cohort Study** focused on a subset of youth participants and geographic implementation areas;
2. A **Secondary Analysis of existing participant data** that has been collected by the implementing partner; and
3. A **Youth Development Resource Center (YDRC) capacity study** focused on understanding the extent to which USAID support has increased the YDRCs' ability to provide relevant, quality services to youth.

The study described in this evaluation design report is not intended to supersede monitoring and evaluation (M&E) activities conducted by IREX, the PWY's implementing agency, in accordance with the project's approved Project Monitoring and Evaluation Plan, or evaluate IREX's performance. Instead, it is designed to provide in-depth information about the results of USAID's program and identify the critical ingredients of a successful youth development programming in a complex, conflict-affected environment.

I.1 PROJECT BACKGROUND

Investment in the future of youth in the West Bank is at a critical moment. 86% of youth in the West Bank feel there are insufficient opportunities for growth and 84% feel that the outlook for the future is bleak (AWRAD, 2015).²⁴ Youth unemployment continues to rise, currently at 43% in West Bank and Gaza overall, and 67% for young women.²⁵ Many youth, frustrated by the current lack of opportunity, have signaled that violence is the solution: 73% of youth 18-22 across West Bank and Gaza support the recent wave of stabbings throughout Israel that have mostly been perpetrated by youth.²⁶

PWY is a five-year, \$16 million USAID-funded activity implemented by IREX, a nonprofit organization that works to build a just, prosperous, and inclusive world by empowering youth. The agreement will run from February 2013 to February 2018. PWY seeks to expand educational and leadership opportunities for youth age 14-29 throughout the West Bank by creating sustainable hubs for youth innovation and learning.

²⁴ Arab World for Research & Development (2015), "Current Protests: An Online Study of Palestinian Youth (16-35 Years Old)", Ramallah, <http://www.awrad.org/files/server/Online%20youth%20english%20dec%202015+tables.pdf>.

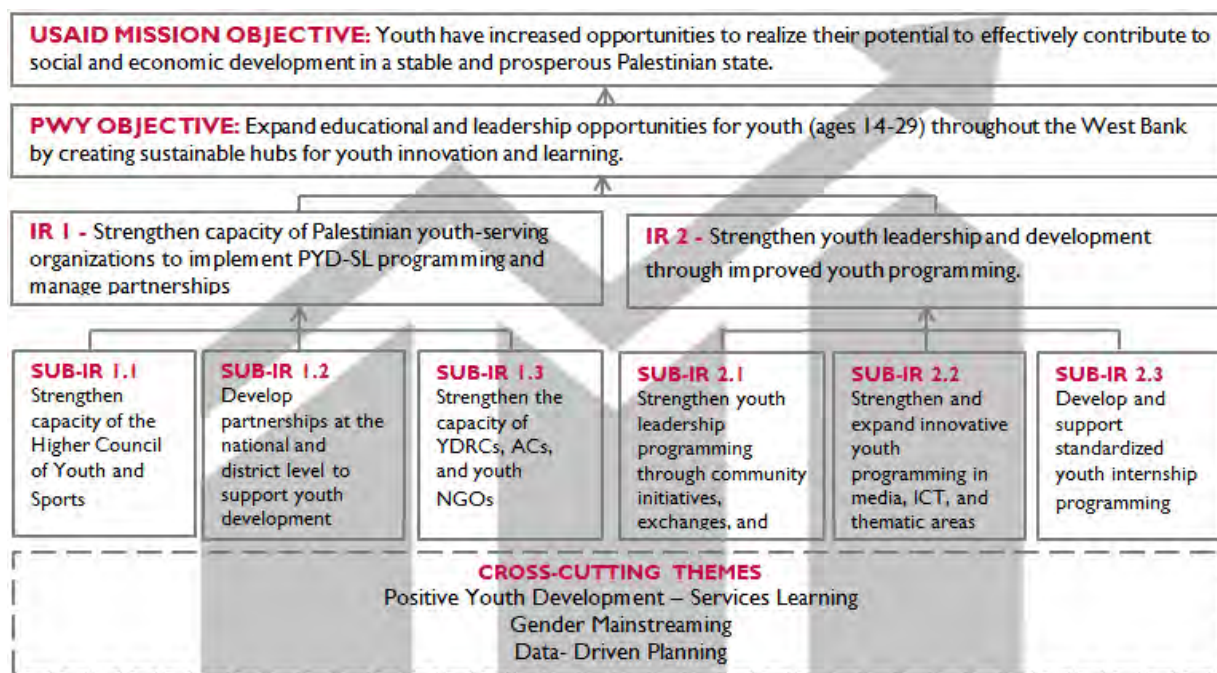
²⁵ Palestinian Central Bureau of Statistics. "International Youth Day 2016 Statistics." *Palestinian Central Bureau of Statistics - State of Palestine*. PCBS, 8 Nov.

²⁶ Palestinian Center for Policy and Research, (2015) "Palestinian Public Opinion Poll No-58", Ramallah, <http://www.pcpsr.org/en/node/625>.

PWY will improve the organizational environment of six existing Youth Development Resource Centers (YDRC), establish five new YDRCs, and build a network of youth centers in rural areas. IREX and USAID will also build supportive partnerships so that youth have better access to educational and leadership opportunities that respond to their aspirations. Through the improved YDRC structure, IREX, USAID and their partners will introduce a Palestinian Positive Youth Development and Service Learning Approach that will lead to developing and implementing a national youth engagement and participation strategy.

PWY is designed around a cohesive youth engagement strategy based on the principles of Positive Youth Development (PYD) and Service Learning (SL). The PYD-SL approach ensures that participating youth develop key personal skills, pre-employment skills, and technical skills. PWY focuses on two Intermediate Results (IRs); 1) to strengthen the capacity of selected Youth Development Resource Centers (YDRCs) to provide sustainable youth programming, and 2) to increase the number of youth throughout the West Bank who are participating in activities, training, and other leadership opportunities through the YDRCs.

Figure 1: PWY Results Framework



The developmental hypothesis of PWY is: if youth-serving organizations develop the capacity and commitment to implement PYD-SL programming and partnerships, and if youth engage in meaningful, well-structured PYD-SL activities; then these organizations will sustainably expand educational and leadership opportunities for youth, and youth will develop a set of 21st Century Youth Competencies that facilitate their future participation in the economy and society. This is illustrated in Figure 1 above.

PWY's work strives to affect some of these outcomes directly, connecting youth to the workforce through hard and soft skills training, and connecting them to community through service learning. PWY has captured some data indicating a positive effect on youth participants, as detailed in its assessments of 21st Century Competencies.

This study will seek to identify the critical elements of a successful youth development programming in a complex, conflict-affected environment. Identifying these components will provide USAID the information it needs to support effective youth programming that can contribute to better lives and lesser conflict in WBG and around the globe.

I.2 STUDY OBJECTIVES

The objectives of this study as defined by the task order are as follows.

- To document changes in outcomes for youth age 18-25 participating in targeted YDRCs
- To investigate differences in responses to YDRC intervention among beneficiaries of different demographic and socio-economic profiles
- To examine attitudes of parents or household members toward youth participation in YDRC intervention, and their views of the outcomes
- To identify how USAID support has affected the ability of targeted YDRCs to deliver quality, relevant services to youth
- To conduct cost analyses associated with the objectives noted above

2. SCOPING MISSION

Between December 4th and the 16th, the Team Leader and Project Manager visited multiple YDRCs around the West Bank, the IREX office in Ramallah, and USAID in Tel Aviv in order to gather information to finalize the design of the study as presented in this report and its annexes. Their itinerary can be found in Annex I.

The key outcomes and conclusions of the scoping report are as follows:

Youth Design Workshop

The study team held a Youth Design Workshop at the Caesar Hotel in Ramallah on Wednesday, December 14th for the purpose of getting feedback from YDRC staff and youth participants on the study design. The workshop agenda is in

Annex 2: Youth Study Design Workshop Agenda. The following summarizes the main points made by YDRC staff and youth participants during the youth design workshop:

- Trust between data collectors and youth and their families is essential to getting reliable data. This is discussed further in the fieldwork section.
- Care must be taken to account for the community and capacity variations between YDRCs. This is discussed further in the capacity study section.
- Youth and staff are eager to participate in the study, both as participants and assistants, and see the outcomes as ultimately beneficial to the financial future of the YDRCs.
- Staff and youth made suggestions about how to phrase sensitive questions about income, violence, and gender, which have since been integrated into the questionnaires annexed to this report.

IREX Monitoring Data: The study's Project Manager met with IREX's M&E Specialist and established the scope and limitations of the data in the participant database. This database was intended to serve as the foundation for a Secondary Data Analysis report, recommended in the task order to be delivered to USAID in March 2017 and examine the demographic breakdown of participants, the relationship between participation and different demographic variables, and the relationship between participation and outcomes. Upon review, the study team determined that the participant database captures too limited a set of characteristics to inform an independent report. The participant database tracks unique participation in training activities, also capturing participant contact information, age range (14-17, 18-25, 26-29), gender, and governorate. It is not presently possible for this database to be combined with PWY's outcome data from the 21st Century Competencies Assessment, which were anonymously collected. As discussed in the scoping trip outbrief with USAID, the study team will instead merge the participant tracking with the YCS data to analyze the key secondary analysis questions and include a basic analysis of the participant data with the baseline deliverables. This approach is described in further detail in the secondary analysis section and the proposed modifications to deliverables are included in Section 9.

Baseline Sampling Issues: Reviewing the YDRC participant data and training schedule, the anticipated sample size cannot be reached through a rolling baseline in the time allotted for data collection, and filling the sample size completely with a rolling baseline would take nearly a year. The study team recommends a rolling baseline for a period of two months, combined with a backfilling process to reach the remainder of the sample size. This approach is described in Section CIII below in response.

USAID Report Utilization Needs. In the study team's correspondence and conversations with USAID HQ and the West Bank/Gaza Mission, the study will contribute to a small but increasing body of knowledge on Positive Youth Development principles and its use in developing country contexts. It will also influence future youth development policy and programming in the region. Because of this, SI will provide two data utilization workshops for Mission staff. The first will be during the midline data collection and will be a general introduction to data-driven policy making open to staff from all sectors, and include a discussion of the baseline results. The other will follow the endline data collection period specific to the Youth Cohort Study preliminary findings.

3. EVALUATION TEAM COMPOSITION

Team Leader: Dr. Andrew Epstein. Dr. Epstein will establish clear lines of communication, expectations, and roles among team members as well as between the SI team and USAID. He will be responsible for coordinating all YCS activities, working closely with the Contracting Officer and Contracting Officer's Representative. He will manage the design and drafting of the cohort study, conduct a thorough review of all deliverables and reports, and ensure that all deliverables are completed and submitted in a timely manner. The TL will maintain direct oversight over each team member, as well as Alpha and all data collection activities, throughout the period of performance. For the Youth Cohort Study, Dr. Epstein will lead the development approach, data collection instruments, and analysis.

Local Data Collection Firm: Alpha International. Alpha will conduct all quantitative and qualitative data collection related to the youth cohort study. The point of contact at Alpha is Faisal Awartani, the Data Collection Coordinator for this study and Alpha's president, who will oversee all data collection-related activities. Dr. Awartani will directly manage Alpha's Data Collection Manager, who will oversee data collection recruitment, training, logistics, and field management, and Alpha's Data Processing Manager, who will oversee survey form setup, qualitative data transcription and translation, data aggregation and data cleaning.

Data Analysts: An SI quantitative data analyst will work closely with Alpha to ensure adherence to data quality standards and clean the data to produce high quality datasets, as well as lead the quantitative data analysis. This quantitative analyst will also lead the secondary data analysis. An SI qualitative data analyst will support Dr. Epstein to clean, code and analyze the qualitative data.

Capacity Development Evaluation Specialist: Ms. Nadia Saad. Ms. Saad will lead the development, implementation and analysis of the capacity study approach under Dr. Epstein's leadership.

Headquarters Support: The team will be supported by a three-person headquarters backstopping team.

Project Director: Mateusz Pucilowski is the Project Director for this study. Mr. Pucilowski will offer high level oversight of the evaluation, reviewing deliverables to ensure consistency with SI's internal quality standards.

Project Manager: Jade Lamb is the Project Manager for the study. Ms. Lamb will provide day-to-day management of study activities, including ensuring contractual compliance and financial management. She will also serve as the quantitative data analyst for the Youth Cohort Study and secondary analysis.

Project Assistant: Julia Higgins, the Project Assistant, will support the Project Manager with logistics, research, and other activities as needed.

4. LONGITUDINAL COHORT STUDY

4.1 METHODOLOGY

The Youth Cohort Study is designed to be a panel study, collecting data on the same group of youth over an 18-month period following their enrollment in the YDRC. Youth register for YDRC trainings and activities on a rolling basis for specific, short-term trainings and activities that they are interested in. Youth may or may not enroll in multiple trainings or activities based on their interest; approximately 30% do so.²⁷ The study will target youth between the ages of 18-25 that are newly or recently enrolling in their first training or activity with YDRCs to establish a baseline of their characteristics near the beginning of their interactions with the YDRCs, and follow up with them nine and eighteen months afterwards to measure what has changed. The study team anticipates that this will cover youth enrolling in the YDRCs between October 2016-April 2017.

This approach provides more reliable and nuanced information about youth outcomes than studies that do not track participants or collect data from the same individuals. The extended time period, including a nine-month period following the end of PWY's anticipated support for YDRCs, allows for the benefits of the program to accrue to participants before final data collection and thus enhances the likelihood that any changes in outcomes youth experience will be captured, as some key outcomes, particularly rises in employment and income, may take several months or more to manifest. This study does not include a counterfactual, but only follows enrollees in YDRCs; therefore, the study cannot attribute any changes observed solely to the YDRC. Other factors external to the program may also influence outcomes observed (see Limitations section for further discussion).

The study will focus on following five USAID-supported Youth Development Resource Centers (YDRCs): Qalqilya, Jenin, Jericho, Hebron, and Nablus. These YDRCs are the most established PWY

²⁷ PWY Quarterly Report, April 1-June 30, 2016.

YDRCs. The Hebron and Nablus YDRCs were originally targeted under the predecessor the PWY, Ruwwad, in 2008. The YDRCs in Qalqilya, Jenin and Jericho joined PWY in 2014. The additional YDRCs that PWY currently works with joined PWY in 2016 and are not part of this study, as these YDRCs are at a much more nascent level of development and still developing their programming; the study instead focuses on the relatively more established YDRCs in order to test their more established models.

The Youth Cohort Study will include both quantitative and qualitative methods and interview both youth and their family members. 200 youth per YDRC, or 1,000 youth total, will answer a quantitative survey. A subset of 30 per YDRC will also participate in an in-depth qualitative interview. In addition, representatives from these 30 youths' households will also be interviewed. This approach will provide a holistic profile of the youth's economic and employment profile, education, self-efficacy and attitudes towards violence, community engagement and perception of the YDRC, including an understanding of the role of household support in their participation in the YDRCs and change community perceptions of youth over time. The sub-sections below go into more depth on the study questions addressed by the cohort study, the sample selection, the data collection instruments, the preparation for and implementation of fieldwork, and data analysis.

4.2 STUDY QUESTIONS & EVALUATION MATRIX

The key YCS questions and data sources as specified in the Task Order are outlined in Table I below. It is important to note from the onset that the study questions are focused on change, not impact. The YCS will describe changes that occur in youths' lives over the eighteen month period, but because there is no comparison group, will not be able to attribute any changes observed directly to PWY. The lack of a counterfactual is also discussed in the study limitations section.

Table I: Youth Cohort Study Questions and Data Sources

	Questions	Data Collection Timing	Notes
I	<u>Employment:</u> To what extent has participants' status changed between enrollment in the YDRC and 9 and 18 months following enrollment?	Baseline 9 Months 18 Months	Employment quality measurement should include multiple dimensions to assess vulnerability of employment and the degree to which employment meets basic needs. Include this question in family surveys.

	a. Employment status (including self-employment) b. Employment quality		
2	<u>Earnings/Savings</u> : To what extent has participants' earnings and savings changed between enrollment in the YDRC and 9 and 18 months following enrollment?	Baseline 9 Months 18 Months	Survey of youth and family members
3	<u>Employability</u> : To what extent has participants' work readiness skills and perceptions of employability changed between enrollment in the YDRC and 9 and 18 months following enrollment?	Baseline 9 Months 18 Months	To include both pre-and post-assessment for knowledge and skills, and perception survey.
4	<u>Attitudes toward violence</u> : To what extent has participation in the PWYIREX activity changed attitudes related to violent or nonviolent resolution of conflicts?	Baseline 9 Months 18 Months	Survey and in-depth interviews with youth and family members to triangulate findings.
5	<u>Community Engagement</u> : To what extent has participation in the PWY IREX activity influenced youth engagement at the family, community, regional, and national level?	Baseline 9 Months 18 Months	Survey and in-depth interviews with both youth and family members to triangulate findings.
6	<u>Self-efficacy</u> : To what extent has participation in the PWY IREX activity changed participants' self-efficacy (e.g., one's ability to communicate effectively, to overcome adversity, to reach educational and employment objectives, among other outcomes?)	Baseline 9 Months 18 Months	Survey and in-depth interviews with both youth and family members.
7	<u>Demand/Perception of YDRCs</u> : 1. Reasons for low participation, drop-out. 2. What features of the YDRCs do young people find particularly	18 months	Survey and in-depth interviews with both youth and family members to triangulate findings; investigate perceptions of families/participating youths' household members.

	<p>attractive?</p> <p>3. What are the main benefits of participating in YDRC activities, according to young people themselves? According to their parents/significant others?</p> <p>4. What recommendations could be made to improve the effectiveness of YDRCs in promoting holistic youth development?</p>		
8	<p><u>Disaggregated Results:</u> How do the outcomes addressed in the questions above vary by participant characteristics (e.g., sex, age, ethnic group, rural, urban, and youth in refugee camps) and YDRC?</p>	N/a	

Table 2 below present a summative glance at the overall structure and approach of the cohort study organized by research question:

Table 2: Evaluation Matrix

Research questions	Indicators	Data sources	Data collection methods	Sampling/Selection criteria ²⁸	Analysis Methods ²⁹
<u>I. Employment:</u> To what extent has participants' status changed between enrollment in the YDRC and 9 and 18 months following enrollment?	I.1 Change in employment status (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	<ol style="list-style-type: none"> 1. YDRCs: The five longest running centers (Hebron, Nablus, Jenin, Qalquilia, Jerico). 2. Study participants: All new enrollees in March and April, 2017, between the ages of 18 and 25 years. Then "backfilled" beginning with the most recent enrollees of the same ages until 200 participants per YDRC are identified (n=1000). 	<p>Quantitative: Descriptive statistics, frequencies, cross tabulations, significance testing.</p> <p>Qualitative: Open and focused coding, tally sheets.</p>

²⁸ See Section 4.3 for more details on the sample and sampling approach.

²⁹ See section 4.8 for more details on data analysis.

Research questions	Indicators	Data sources	Data collection methods	Sampling/Selection criteria ²⁸	Analysis Methods ²⁹
	1.2 Change in employment quality (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. IREX project participation data 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews Secondary data analysis 	See above	See above
2. Earnings/Savings: To what extent has participants' earnings and savings changed between enrollment in the YDRC and 9 and 18 months following enrollment?	2.1 Change in monthly income (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews 	See above	See above
	2.2 Change in amount of savings (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews 	See above	See above
3. Employability: To what extent has participants' work readiness skills and perceptions of employability changed between enrollment in the YDRC and 9 and 18 months following enrollment?	3.1 Change in perceptions of work readiness (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. IREX project participation data 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews Secondary data analysis 	See above	See above
	3.2 Change in perceptions of employability (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. IREX project participation data 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews Secondary data analysis 	See above	See above

Research questions	Indicators	Data sources	Data collection methods	Sampling/Selection criteria ²⁸	Analysis Methods ²⁹
4. Attitudes toward violence: To what extent has participation in the YDRC changed attitudes related to violent or nonviolent resolution of conflicts?	4.1 Change in <i>Attitudes Toward Conflict Scale</i> (Lam, 1989), (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above
	4.2 Change in perception of ability to peacefully resolve conflicts (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above
	4.3 Change in perceptions of access to “Safe Spaces” (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above
5. Community Engagement: To what extent has participation in the YDRC influenced youth engagement at the family,	5.1 Change in reported participation in volunteer and other service activities at the family level (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data • 21st Century Competencies data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above

Research questions	Indicators	Data sources	Data collection methods	Sampling/Selection criteria ²⁸	Analysis Methods ²⁹
community, regional, and national level?	5.2 Change in reported participation in volunteer and other service activities at the community level (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data • 21st Century Competencies data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above
	5.3 Change in reported participation in volunteer and other service activities at the regional and/or national level (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data • 21st Century Competencies data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above
6. Self-efficacy: To what extent has participation in the YDRC changed participants' self-efficacy (e.g., one's	6.1 Change in perception of ability to communicate effectively (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data • 21st Century Competencies data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above

Research questions	Indicators	Data sources	Data collection methods	Sampling/Selection criteria ²⁸	Analysis Methods ²⁹
ability to communicate effectively, to overcome adversity, to reach educational and employment objectives, among other outcomes)?	6.2 Change in perception of ability to overcome adversity (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data • 21st Century Competencies data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above
	6.3 Change in perception of ability to reach educational goals (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data • 21st Century Competencies data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above
	6.4 Change in perception of ability to reach employment goals (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data • 21st Century Competencies data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above
	6.5 Change in perception of ability to reach other personal goals (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> • YDRC enrollees and their parents or significant others. • IREX project participation data • 21st Century Competencies data 	<ul style="list-style-type: none"> • Quantitative surveys • Qualitative, semi-structured interviews • Secondary data analysis 	See above	See above

Research questions	Indicators	Data sources	Data collection methods	Sampling/Selection criteria ²⁸	Analysis Methods ²⁹
7. Demand/ Perception of YDRCs # 1: What are the reasons for low participation or dropping out among some YDRC enrollees?	7.1 Reported reasons for low participation or dropping out (at 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews 	See above	See above
8. Demand/ Perception of YDRCs # 2: What features of the YDRCs do young people find particularly attractive?	8.1 Reported perceptions of “most useful” aspects of the YDRC (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews 	See above	See above
	8.2 Reported perceptions of “least useful” aspects of the YDRC (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews 	See above	See above
9. Demand/ Perception of YDRCs # 3: What are the main benefits of participating in YDRC activities,	9.1 Reported perceptions of how most youth view the YDRC (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews 	See above	See above

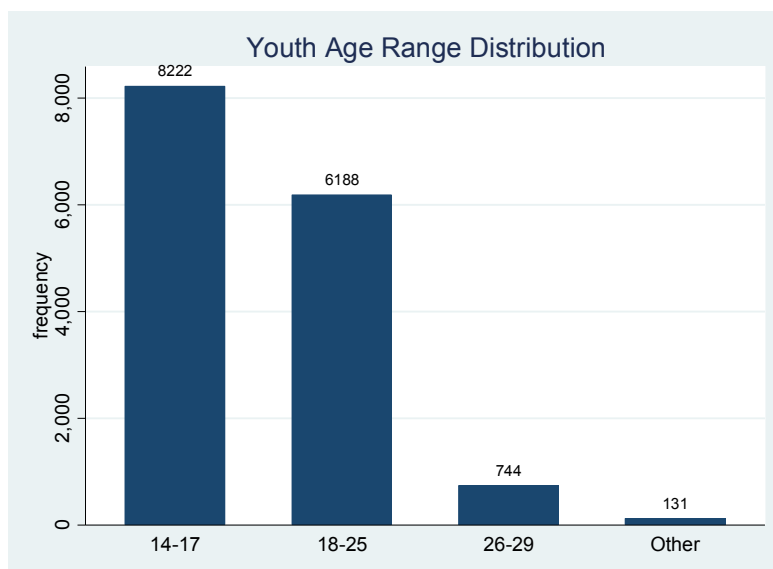
Research questions	Indicators	Data sources	Data collection methods	Sampling/Selection criteria ²⁸	Analysis Methods ²⁹
according to young people themselves? According to their parents/significant others?	9.2 Reported perceptions of how most parents/significant others view the YDRC (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews 	See above	See above
	See also indicators 8.1 and 8.2				
<u>10. Demand/ Perception of YDRCs</u> # 4: What recommendations could be made to improve the effectiveness of YDRCs in promoting holistic youth development?	10.1 Suggestions to improve programming and services at the YDRC (from baseline, 9 months and 18 months).	<ul style="list-style-type: none"> YDRC enrollees and their parents or significant others. 	<ul style="list-style-type: none"> Quantitative surveys Qualitative, semi-structured interviews 	See above	See above

4.3. SAMPLE

4.3.1 QUANTITATIVE SAMPLE

The quantitative sampling section presents power calculations based on the available sample size and key indicators, and the approach to sampling respondents. The targeted respondents for this cohort study are youth enrolled newly or in the last 4 months in YDRCs aged 18-25. YDRCs work with youth aged 14-29; those within the study's target age group make up approximately 38% of the overall number of youth enrolling at YDRCs. The majority, 54%, are younger than 18 (see Figure 2). Many of YDRCs' activities are specifically designed for this younger age range, as part of their mandate is to enhance young people's engagement in learning while they are still in secondary school.

Figure 2: Youth Age Range Distribution



4.3.1.1 POWER CALCULATIONS

This section presents calculations for how the sample size available for the study will determine the minimum detectable effect size (MDES) that the data will yield. To calculate the MDES, we use the outcome of employment, one of the key indicators for the study and for which there exist reliable data on which to base assumptions. In the West Bank and Gaza, the Palestinian Central Bureau of Statistics places the youth employment rate at 57%.³⁰ The Task Order for this study specified a per YDRC sample size of 150-200 youth. We further assume, based on Alpha International's experience conducting longitudinal youth research in the West Bank, that there will be an attrition rate of approximately 10% at each wave of data collection,³¹ corresponding to a final sample size of 162 per YDRC if we begin with 200 at baseline. Using a z-test comparing two proportions, we use the following equation, where p_1 and p_2 are the proportion of youth employed at baseline and endline, n_1 and n_2 are the size of the baseline and endline samples being compared, \hat{p} is the estimator of the pooled sample proportion \hat{p} , and z is the test statistic for significance.³²

$$z = \frac{(\hat{p}_2 - \hat{p}_1) - (p_2 - p_1)}{\sqrt{\hat{p}(1 - \hat{p})\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Using the following inputs:

- $N_1=162$
- $N_2=162$
- $Z=1.96$, based on:
 - $\alpha=.05$

³⁰ Palestinian Central Bureau of Statistics. "International Youth Day 2016 Statistics." *Palestinian Central Bureau of Statistics - State of Palestine*. PCBS, 8 Nov.

³¹ Based on final attrition rates reported in two youth focused studies conducted by Alpha International: *Creating the Next Generation of Palestinian Democratic Political Leaders (2015-2016)*, and *Enhancing Voluntarism in Local Government Units (2013-2014)*, with 12% and 15% total attrition rates respectively. Given the range of youth participation in the YDRC, assuming a 10% attrition rate at each wave of data collection will yield a total rate of 30%.

³² Calculation conducted in STATA using power two proportions. Documentation in: *Stata Power and Sample Size Reference Manual*, Release 13. StataCorp LP: College Station, TX, 2013.

- Power=.8
- $P_1=.57$

This yields a standardized MDES, or the difference between p_2 and p_1 , of .149, or a change in employment of 14.9%. This means that if the baseline employment rate for youth in the study is 57%, as it is in the Palestinian youth population, employment would need to rise above 71.9% (or fall below 42.1%) in order to show a statistically significant change.

Should attrition be higher than expected due to extenuating circumstances, such as increased migration as economic and political circumstances in the West Bank evolve, the MDES will also change. Table 3 below presents a sensitivity analysis of how this will evolve, up to an attrition rate of 30% at each wave. With a 30% attrition rate, MDES at the YDRC level would be .188, or in the illustrative example, an increase of 18.8% in employment.

Table 3: Effect of Attrition Rate on MDES

Attrition Rate		10%	20%	30%
YDRC level	n	162	128	98
	MDES	.149	.166	.188
Full sample	n	810	640	490
	MDES	.096	.107	.122

Because a primary study question is how the different approaches the YDRCs take and the different contexts the YDRCs operate in may affect outcomes of interest, we base our effect size calculations on the sample at the YDRC level, even though a per YDRC sample of 162 will yield an overall sample size of 810. To calculate the MDES of the full sample, we include a design effect of 2 in the calculation to account for the intra-cluster correlation, which assumes that the outcomes of youth in each YDRC will be correlated with each other and therefore that the variance within the study sample will be higher than for a simple random sample. Using a design effect of 2 implies a variance twice as high as that of a simple random sample, and therefore an effective sample size of half the actual sample size. Using N_1 and N_2 of 405 with otherwise the same inputs as above, this yields a MDES of .096 for the full sample; translating this into the context of the employment rate, the employment rate would need to rise 9.6% to 66.6% (or decline below 47.4%) or more to detect a statistically significant effect. With a 30% attrition rate, as illustrated in Table 3, the MDES would rise to .122.

IREX and YDRC staff stated during the scoping mission indicate that they expect change in employment to be relatively low, as job opportunities for youth are typically scarce; the existing literature also suggests that these outcomes are quite difficult to change (a 2016 systematic review of youth employment programs by Kluve et. al.,³³ for example, found a standard mean difference of .08 for employment and .12 for earnings in low and middle income countries; many of the programs in their sample also had more intensive employment-focused interventions than PWY). Considering this together with the power calculations, the study will be limited in its ability to detect statistically significant change at the YDRC level for some key indicators. Even in the full sample, any changes in outcomes will need to be quite substantial to be statistically significant differences. The limitations section in this report also discusses this issue.

4.3.1.2 ROLLING BASELINE AND BACKFILLING SAMPLING APPROACH

As a matter of best practice, data are best collected as a “pure” baseline, before youth have had any training at the YDRCs. This minimizes recall bias and best captures what youth are thinking at a given moment in time, especially on questions related to perceptions and attitudes. Consequently, the study will prioritize this approach to the extent possible through collecting a rolling baseline which will identify study participants on an ongoing basis as they register for YDRC training courses or activities, and interview these youth prior to beginning of their trainings or activities.

While it would be ideal to sample all 1,000 youth in a rolling baseline, programmatic realities do not allow for such a possibility. The study will take a dual sampling approach, beginning with a rolling baseline during the months of March and April to capture as many youth before they first participate in the YDRC as possible. The study will then fill the remainder of the sample size (hereafter referred to as “backfilling”) with youth who joined the YDRCs prior to March. Subject to IRB approval, the study will offer both youth and household participants a 50 NIS (\$13.57) compensation for each time they participate in the study. This amount is equivalent to the transport required to travel to and from the YDRC for participants in more rural areas plus a few days’ worth of mobile phone credit.

In the section below, we explain the obstacles to a comprehensive rolling baseline and propose a sampling design that includes as many new participants as possible while maximizing sample size.

³³ Kluve, Jochen, Susana Puerto, David Robalino, Jose Manuel Romero, Friedericke Rother, Jonathan Stöterau, Felix Weidenkaff, and Marc Witte. "Do Youth Employment Programs Improve Labor Market Outcomes? A Systematic Review." *IZA Discussion Paper Series* (2016): n. pag. Web.

Obstacles to Rolling Baseline

YDRCs are unlikely to have 200 new participants during the time period available for data collection, which will need to be completed by the end of March in order to follow participants over an 18-month period within the timeline of the study. The number of new participants fluctuates, but is related to the number of trainings being offered at the YDRCs in a given month; on average, about five youth per training are new to YDRCs, though this certainly is subject to variation. In YDRCs that have the most active outreach and expansion currently, such as Qalqilya, it might be possible to capture as much as 30% of the sample through new participants joining during the data collection period. In other YDRCs, there may only be 30-40 new enrollees in the correct age range during the baseline data collection period. Table 4 illustrates how this varied in FY2016.

Table 4: Number of new participants at each YDRC in FY2016 aged 18-25

Month	Hebron	Jenin	Jericho	Nablus	Qalqilya
Oct-15	0	59	60	0	30
Nov-15	0	134	40	28	63
Dec-15	41	59	29	31	44
Jan-16	32	1	0	82	3
Feb-16	6	191	61	11	52
Mar-16	23	52	11	30	43
Apr-16	74	66	7	6	37
May-16	2	49	39	34	19
Jun-16	22	68	0	33	17
Jul-16	42	85	29	36	61
Aug-16	25	36	45	21	86
Sep-16	8	0	37	58	64

The rolling baseline will last from March 5 until April 30. This time period was chosen to maximize the number of “pure” baseline youth included in the study, while still taking into account the constraints of the study’s schedule and the realities of YDRC trainings. Based on calculations of the average number of trainings per month and the average number of new youth registering for each training, a pure rolling baseline could last nine months. Given the need to do a second wave of data collection nine months after baseline data collection, the preference to follow youth for a full 18-month period, and the available study budget, the rolling baseline approach is not feasible for collecting the entire sample. Instead, based on the sample size achieved by surveying all youth who register for YDRC trainings between March 5 and April 30, the study will fill the rest of the recommended sample size through a retrospective baseline beginning in May, targeting youth that first joined YDRC activities as recently as possible prior to the onset of the baseline. We do not expect to know the final number that need to be surveyed using the backfill approach until the end of April, but if enumerators have time while they are not interviewing new youth during the rolling baseline, they can begin the retrospective baseline during that period.

While, as discussed above, the exact number of youth who join the YDRCs in March and April is unknown, Table 4 below illustrates what the breakdown of the sample might look like in terms of those that will be part of the rolling baseline versus the backfill baseline, using the average number of new participants per training in each YDRC during FY2016 and the YDRC’s training schedules for March and April. Nablus has not yet finalized its training schedule for this period, but the study team anticipates that its number of trainings will be similar to those of Hebron, Jenin and Jericho. Youth typically enroll in specific trainings only the week before the trainings occur, so the table below presents an estimate.

Table 5: Projection rolling baseline sample versus backfill baseline sample

	Hebron	Jenin	Jericho	Qalqilya
Rolling Baseline	40	40	35	75
Backfill	160	160	165	125
Total	200	200	200	200

Rolling Baseline and Backfilling Approach

Alpha and YDRCs will stay in close touch regarding the YDRC training schedule, with regular calls to communicate about updates to the training schedule and the registration status for each. In the days prior to the onset of the training or activity, Alpha enumerators will contact new youth who have just registered for their first YDRC training to set up appointments and conduct the baseline interviews with youth. These interviews will happen in the period between registration and the beginning of the activity or training. During the first two weeks in May, Alpha will backfill the sample size from youth

participants who joined the YDRCs as recently as possible prior to the onset of data collection, beginning with the most recent youth and going backwards in time until the sample size has been reached. We will use the PWY participant database to select these participants where possible and, for January 1-March 4, where PWY will not yet have available that quarter's cleaned participation data, YDRC attendance records. We expect to select the sample based on those who have most recently registered for trainings, but prior to this finalization will check the balance of the sample from the rolling baseline to see if any types of training are underrepresented compared to PWY's overall reach. If this is the case, the study team will consider whether, balancing recentness of training against representation of types of training, these trainings need to be oversampled or specifically targeted in the retrospective baseline.

4.3.2 QUALITATIVE SAMPLE

While the quantitative sample size will need to be collected through a combination of a rolling baseline and backfill retrospective baseline, the number of anticipated new YDRC trainees between March-April (35-75, see Table 4) is high enough that it is likely that the qualitative cohort, with a sample size of 30 per YDRC, can be filled entirely through the rolling baseline. To maximize the inclusion of "pure" baseline respondents in the qualitative component, the study will target every new youth registering in a YDRC training during the baseline period for the qualitative interview as well as the household survey and interviews until achieving the target sample size of 30 per YDRC.

4.4. DATA COLLECTION INSTRUMENTS

Data will be collected using a mixed methods approach incorporating quantitative and qualitative methods. All surveys will be loaded onto tablets and collected electronically by enumerators. This section provides an overview of the data collection instruments that will be used.

Youth Cohort Survey: The youth survey targets the 1,000 youth cohort that the study will follow from March 2017-September 2018 and collects quantifiable data on nine subjects to answer the study questions:

- 1) Basic demographic characteristics,
- 2) Education,
- 3) Employment,
- 4) Employability and work readiness,
- 5) Income, savings and access to capital,
- 6) Attitudes toward conflict,

- 7) Community engagement,
- 8) Self-efficacy, and
- 9) YDRC perception.

To the extent possible, survey questions are drawn from already validated questionnaires including the School To Work Transition Survey³⁴, the Generalized Self-Efficacy Scale³⁵, and the Attitude Toward Conflict Scale³⁶. The youth who are part of the May 2017 backfill baseline will be asked a slightly modified version of this questionnaire, where they are prompted to answer according to their status immediately prior to participating in their first YDRC activity. The survey instrument also includes several questions that are specifically designed to be complementary to the semi-structured interview, so that enumerators can return to those questions to follow up on youths' responses and probe in-depth about what their answers meant. The Youth Cohort Survey instrument is presented in Annex 3.

Youth Cohort Semi-Structured Interview: The youth interview targets 30 new participants from each of the 5 YDRCs for a total qualitative youth sample of 150. The interview is designed to collect in-depth qualitative data on the same topics as the survey, but asks open-ended and follow-up probing questions, and records the respondents' answers in their own words. This allows for a deeper understanding of the complexities and contexts of each subject, frames the results in the respondents' own words and constructs, and addresses "why" and "how" dimensions of answers not captured by the closed ended questions of a survey. In addition to the production of raw notes and summary sheets for each interview, interviewers will also audio record the interview with the consent of the interviewee.

The Youth Cohort Semi Structured Interview instrument is presented in Annex 4. The interview guide is structured to go into depth on each of the 7 primary research questions and sub-questions as articulated in Table 2 above. The approach is for the enumerator to first ask a closed ended question,

³⁴ International Labor Organization. *SWTS Questionnaire*. Rep. N.p., 2009. Web.

<http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_140858.pdf>.

³⁵ Chen, Gilad, Gully Stan, and Dov Eden. "Validation of a New General Self-Efficacy Scale." *Organizational Research Methods* (2001): n. pag. Web.

³⁶ Center for Disease Control. *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*. Rep. N.p., 2005. Web.

and then follow up with a question about why they chose a particular answer. Enumerators will then continue to probe for the reasons why youth gave the answers they did from numerous angles without leading them to a particular answer. They will ask if conditions have changed over the previous 9 months. This structure will help to make the interviews, which will be collected by many different enumerators, more comparable and consistent, and allow for more effective enumerator training.

Household Survey: The household survey collects quantitative data from the parents of the youth selected for the qualitative sub-sample, and addresses the same subjects as the youth survey. However, except for the basic demographics section which reflects those of the interviewee, the questions are oriented toward how the household member perceives the youth cohort member's participation at the YDRC, perceived changes in the youth, and the household member's own personal attitudes about the YDRCs. The questions are closely aligned with those in the youth survey to maximize comparability. The Household Survey instrument is presented in Annex 5. As with the youth survey, certain questions in the household survey are designed to be followed up on during the household semi-structured interviews.

Household Semi-Structured Interview: The household interview targets the parents, guardians, or significant others of 30 new participants from each of the 5 YDRCs for a total qualitative household sample of 150. The interview is designed to collect in-depth qualitative data on the same topics as the survey, but asks open-ended and follow-up probing questions and collects qualitative data on the same subjects as the youth interview, but asks parents/guardians/significant others about their perceptions of their son/daughter/other and how participation in the YDRCs did or did not impact their lives. In contrast to the questions asked in the Household Survey, open ended questions are asked and the respondents answers are recorded in their own words and is structured in the very same way as the youth interview described above. This allows for a deeper understanding of the complexities of each subject, contextualizes them by using respondents' own words and constructs, and addresses "why" and "how" dimensions of answers not captured by the closed ended questions of a survey. In addition to the production of raw notes and summary sheets for each interview, interviews will also be audio recorded with the consent of the interviewee. The Household Interview Protocol is presented in Annex 6. As with the youth semi-structured interview, the household interviews are designed so that enumerators are following up on responses that they gave earlier to close-ended questions.

Institutional Review: The Project Manager submitted study protocols and questionnaires to SI's internal Institutional Review Board for approval February 8 2017 and received IRB approval on February 27th. All modifications to data collection tools and consent scripts as a result of field testing have been reported to the IRB and approved.

4.5. TRANSLATION & FIELD TESTING

From February 12th to the 16th, the instruments described above were translated into Arabic and back-translated into English. SI will train Alpha staff on the use of cognitive interviewing techniques and accompany them during field testing during the week of February 20. Field testing of the instruments on tablets will be conducted in two YDRC locations, each with contrasting characteristics in terms of history and length of time with support from USAID, enrollment, and economic context.

If the required changes are extensive, SI will re-submit the tool to the IRB. Throughout the process, SI will consult with USAID on the progress of piloting and any substantive changes, as per its commitment to utilization-focused evaluation (U-FE). There will be one day of classroom training on the project, study goals, instruments, and cognitive interviewing and piloting methodology for Alpha’s enumerators, followed by one day of testing the tools for inter-rater reliability. The enumerators will then pilot test the instrument, using cognitive interviewing techniques for questions that were not validated from other instruments or need to be validated in the West Bank context, over the course of two days with youth from Jenin, Qalqilya and Hebron. The study team will submit the final instruments for approval by USAID.

4.6 TRAINING

From February 26th to March 2nd, SI’s data collection partner, Alpha International (Alpha), will lead the training of enumerators with the on-site support of the Team Leader and Project Manager. The study team will train 40 enumerators and five field supervisors over five days. Enumerators will have 1.5 days of practice administering the tools with youth who have participated in YDRC activities previously but are not part of the cohort study sampling frame. The training will cover all four instruments outlined above as well as the project background, protocols for engaging and setting up appointments with respondents, data quality and enumeration best practices, and expectations for follow up at midline and endline.

The training curriculum will consist of following modules outlined in Table 6.

Table 6: Enumerator training agenda

DAY I	Time Allotment
Module and Session	
Module 1: Introduction	
Session: Introduction and Icebreaker	40 minutes
Session: Objectives, Expectations and Ground Rules	40 minutes
Session: Training Activities and Agenda	40 minutes
Module 2: Study Objectives and the Roles of the Enumerator	

Session: PwY Programme Objectives	15 minutes
Session: PwY Components and Participants	30 minutes
Session: Role and Contribution of the Enumerator	1 hour
Module 3: Good Enumerator Habits and Effective Data Collection Techniques	
Session: Good Enumerator Habits	45 minutes
Session: Effective Data Collection Techniques	3 hours 30 minutes
DAY 2	Time Allotment
Module 4: Review of Data Collection Instruments	
Session: Review of Data Collection Instruments and Tablets	1 day
DAY 3	Time Allotment
Module 5: Workshop Setting: Practice Using Data Collection Instruments	
Session: Practice Using the Data Collections Instruments in Workshop Setting	1 day
DAY 4 – 5	Time Allotment
Module 6: Field Setting: Practice Using Data Collection Instruments	
Session: Practice Using Data Collection Instruments in a Field Setting	1.5 days
Module 7: Enumerators Terms of Reference and Data Collection Assignments	
Session: Final Instructions to Enumerators	4 hours

4.7 FIELDWORK

Baseline data collection of new intakes at the YDRCs is scheduled to commence on March 5th and continue until April 30th. SI anticipates that sample “backfilling” will commence immediately after and continue through May 12th, though the study team will assess the progress of data collection continuously during the rolling baseline to determine if a longer baseline is warranted based on lower than expected response rates. Midline data collection will commence in December 2017 and the endline in September 2018. See Annex 7 for a detailed work plan GANTT Chart.

Alpha International will recruit a team of local researchers from the five study YDRC governorates as the enumerators for this study. All enumerators will have at least three years of experience and a university degree, and will have completed Alpha’s internal two-day training covering survey questionnaires, indicator use, quality control, data management, and tablet data collection. The study team will select enumerators from this pool based on their past experience conducting similar surveys successfully, history of submitting high quality data, and demonstrated ability to build trust with respondents.

Data will be collected electronically using the Mobile Data Studio application on tablets. Enumerators will upload completed surveys upon their completion if they have internet access. If they cannot connect, all enumerators will upload their surveys to the server by the end of the day. All completed surveys will be uploaded to the server within 24 hours of their completion. The server will be managed through a partnership between Alpha and the SI management team.

Alpha will upload raw quantitative data onto a secure file-sharing folder daily to share with SI, and SI will perform daily data checks during the first week of field work. Unless there are serious, persistent issues, the frequency of checks will taper off to weekly reviews. The purpose of these checks is to proactively identify and remedy issues related to enumerator error/performance, question clarity, and undetected programming errors or areas for improvement. Specific checks covered by SI's Stata .do file template include date/time consistency, survey completion, duplicates, routing/logic checks, variable distribution, "don't know"/"refused" frequencies, "other" frequencies, outliers, enumerator comment review, and enumerator fixed effects. In addition, SI will incorporate Mobile Data Studio's in-built data quality features into the high frequency check process, including speed violations, module time stamps, text audits, and soft check suppression.

To ensure data quality, Alpha will assign one district field supervisor to oversee the four enumerators assigned to each governorate, to monitor and mentor them throughout the process. Supervisors will also monitor the data submissions of enumerators upon upload, noting anomalies in interviews and responses that may indicate data quality issues. To further minimize errors in data collection, the survey team will include a Data Quality Monitor from Alpha staff, responsible for auditing 5% of completed surveys. Rolling analysis of completed surveys will allow early detection of data quality issues so that they can be immediately addressed. During the first week of data collection, Social Impact's Team Leader will be present to monitor data quality and troubleshoot issues that may arise. Each week of data collection, Alpha will submit a fieldwork report to Social Impact using Social Impact's template, which will cover the number of survey administered, contact attempts, and interview length; data quality checks conducted by supervisors and irregularities found; sampling and measurement challenges; and summary statistics to identify anomalies and outliers in the data for further verification. SI will also have access to the data daily through a secure file-sharing server and will perform spot-checks on the data to verify these summary statistics. SI and Alpha will have weekly phone check-ins throughout the data collection period to discuss data collection progress and any challenges that arise.

The data collection instrument will include multiple forms of contact information for each youth, including their phone numbers, other household member phone numbers, their address, and Facebook account names. Enumerators (to the extent possible, the same enumerators who interviewed youth at baseline) will follow up with youth two months prior to the beginning of the midline and endline waves of data collection in order to ensure that they have up to date contact information and remind youth of the upcoming interviews.

Following enumeration, quantitative data will be exported into STATA and processed through two rounds of cleaning, first by Alpha, and then by SI staff at HQ. All changes to the raw data made during cleaning and analysis will be recorded in .do files, leaving the raw data intact and ensuring the process is completely replicable. Each youth participating in the YCS will be assigned a unique identifying number for the study so that the dataset can be otherwise de- or re-identified, with participant contact information stored in a separate data file to ensure confidentiality of youths' answers.

USAID will have access to both raw and cleaned datasets after the study team has removed all personal identifying information in order to preserve the respondents' confidentiality. SI will upload the cleaned, anonymized dataset, along with the codebook and other documentation, to the USAID Development Data Library within 30 days of finalizing each report.

Alpha staff will transcribe and translate qualitative interview recordings. Interview protocols will strive to respect the time of survey participants, scheduling time appropriately with YDRC staff and with the qualitative sub-sample participants and their households. All interviews will be conducted in Arabic language.

4.8. DATA ANALYSIS

4.8.1 QUANTITATIVE ANALYSIS

The Project Manager will lead the quantitative analysis during the four weeks following data collection. At baseline, the analysis will focus on descriptive statistics for each of the key evaluation questions and the associated indicators (illustrative indicators can be found below in Table 7). These indicators will also be disaggregated by key participant characteristics, such as sex, age, YDRC, residence type, type of training, and socioeconomic background.

At the midline and endline analyses, we will conduct a simple gain score analysis, which will examine the change in key outcomes for the cohort and the statistical significance of this change. For each outcome, we will present the overall change for the whole cohort as well as disaggregate the changes in outcomes by gender, YDRC, and other key characteristics. The study team will also conduct a multivariate regression for each outcome of interest. The regression analysis will control for key demographic and other variables such as gender, type of residence, age, and education to better understand the complex interaction of these variables with any change in outcomes of interest (for example, respondent gender and type of residence may co-vary—rural females might be less likely to participate and might have fewer access to employment opportunities than rural males or urban females—so a regression would control for both of these factors).

Table 7: Cohort Study Key Indicators

Question	Key Indicators
Employment	% of youth employed full-time, part-time % of employed youth are mostly satisfied with their jobs
Earnings/Savings	\$ value of youth earnings in the last month \$ value of current youth savings
Employability	% of youth who have received employment services % of youth who consider themselves employable (who consider themselves to have the right education and the right experience for the kind of job they want)
Attitudes towards violence	Average youth score on nonviolent conflict resolution index (1-4 scale, 5 question index)
Community Engagement	% youth who have participated in a community event or group in the past month % youth who feel like they belong in their community % of youth who feel like their community respects them
Self-efficacy	Average youth score on Generalized Self-Efficacy Index Average youth score on Communication Self-Efficacy Index Average youth score on Education and Employment Self-Efficacy Index
Demand/Perception of YDRCs	% of youth who consider their family to be very or somewhat supportive of their participation in the YDRC % of youth who see challenges in going to YDRCs

Subject to a Hausman test of the data, we will use a random effects model for continuous outcomes (such as income or savings) under the assumption that demographic characteristics that do not vary over time have explanatory value for the outcomes.

For binary outcomes, such as employment, we will use a logistic regression. The use of a multivariate regression will allow SI to analyze the changes in different sub-populations for each outcome (i.e. employment, earnings, etc.), offering USAID a clearer picture of programming's effect on youth in the

West Bank. Reports will contain clear explanations of the analyses and their outcomes, and will undergo SI's quality assurance and U-FE processes to ensure their usefulness to USAID.

4.8.2 QUALITATIVE ANALYSIS

Andrew Epstein will lead the Qualitative analysis. All interviews will be transcribed, translated, and imported into Atlas.ti. For interviews where respondents did not permit recording, detailed interview notes will be used instead. The Team Leader will lead the analysis of all qualitative data regarding the Youth Cohort Study using a two-step coding process, in order to eliminate team member bias and increase efficiency. The first step will be open coding, which produces a deep and detailed labeling of words, phrases, sentences, and paragraphs that express an idea, opinion, or experience in a diverse subset of the interview transcripts. The resulting list of labels are grouped and paired down to make a list of focused codes. These codes are then used to analyze all transcripts. Atlas.ti will allow us to tally and disaggregate the prevalence of codes and use this analysis to interpret the qualitative data.

Throughout the analysis process, the qualitative team will work closely with the quantitative analyst to triangulate qualitative data with those collected by the quantitative survey. The TL will integrate quantitative and qualitative data after analysis and present findings and conclusions. In midline and final rounds of data analysis, the qualitative analyst will use the previously determined codes to analyze what themes have evolved and which stayed the same during the time period, as well as openly analyze the data for additional themes that have arisen.

4.8.3 MEASURING & ANALYZING ATTITUDES TOWARD VIOLENCE

One of the primary study questions asks about the effect of the YDRCs on youth attitudes toward violence and conflict resolution. Social Impact conducted a literature review of well tested and endorsed metrics designed to measure youth attitudes towards violence and conflict resolution. The following instruments and scales are the most widely cited:

1. The [MICS Palestine Survey](#)
2. The PCBS Violence Survey (most recently in 2011)
3. The [Arab Barometer Survey](#)
4. The CDC [Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youth](#), Lam Scale.
5. [IZA: Identifying Conflict in Micro-level surveys](#).
6. The Institute for Homeland Security Solutions [Innovative Survey Methodologies for the Study of Attitudes Toward Terrorism and Counterterrorism Strategies](#).

Input on the best way to approach collecting and analyzing data to answer the study question about youth attitudes toward violence was also obtained during the team leader and project manager's

scooping mission last December (see Section B). There was broad agreement that asking questions directly related to political resistance and violence risked decreasing trust between enumerators and participants because it could be interpreted as using them as government informants and searching for dissenters.

Combined with our literature review and the in-person discussions with youth and staff of five YDRCs, our approach to answering this particular study question will be as follows:

Data Collection Approach: The CDC Lam Scale questions will be used, and “Violence” is treated as a broad category and includes everyday violence such as crime, vandalism, gender-based violence, or discrimination against ethnic or religious groups. In addition to the CDC questions, respondents will be asked a number of additional quantitative and qualitative questions about risk behaviors and safe spaces. In this way, participants will be given multiple opportunities to bring up on their own the presence of different kinds of violence and conflict resolution in the qualitative follow-up questions.

Data Analysis Approach: The Centers for Disease Control Attitudes towards conflict scale, originally developed by Lam 1989 will be used.³⁷ A number of additional qualitative questions have been added to expand the scope of the Lam scale. These ask about spaces where youth “get in trouble,” once again taking an “everyday violence” approach to the subject, and following up with questions about “risk behaviors” and “safe spaces” for youth. Finally, questions about employment status and perceived employment prospects will be included in our analysis of attitudes toward violence as the growth in numbers of unemployed or underemployed youth is correlated with an increased risk of political violence.³⁸

5. SECONDARY DATA ANALYSIS

³⁷ Center for Disease Control. *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*. Rep. N.p., 2005. Web.

³⁸ Raul Caruso and Evelina Gavrilova. "Youth Unemployment, Terrorism and Political Violence, Evidence from the Israeli/Palestinian Conflict" *Peace Economics, Peace Science and Public Policy* Vol. 18 Iss. 2 (2012)

Available at: http://works.bepress.com/raul_caruso/51/

The study will integrate secondary data with primary data analysis to look at youth participation and its correlation to outcomes. PWY's participant database tracks youth participation in the YDRCs, storing their contact information, age range, gender and which YDRC activities they have joined. Analysis of secondary data began in January of 2017 shortly after the scoping mission, and will continue through April as data from the Youth Cohort and Capacity Study emerge. SI will begin its analysis by cleaning data relevant to finalizing the sampling methodology and work with IREX to clarify any anomalies found. SI will then begin to analyze the secondary data to answer each of the key questions:

Table 8: Secondary Analysis Questions

Questions	Approach
1. What is the composition of youth participating in YDRC activities?	Summary statistics of participants by gender, age range (14-17, 18-25, and 26-29) and governorate of residence.
2. How does participation in activities offered vary by participant profile?	Dependent variables will be participation in certain training types and participation in more than one activity, while explanatory variables will be gender, age range, and YDRC
3. How do participant outcomes vary by intervention participation?	Merge participant tracking database with cohort study data at midline and endline

At baseline, SI will generate simple summary statistics of the number and percent of youth in different demographic groups participating in YDRC programming, and disaggregate participation in programming type by age and gender (Questions 1 and 2).

Following the baseline, SI will share the YCS unique identifying numbers with IREX. The PWY M&E Specialist will add these unique identifiers to the participant database for study participants, ensuring that as members of the cohort continue to participate in YDRC activities over the following months, their participation is tracked and can easily be merged with the YCS data in the second wave of data collection.

To answer Question 3, at midline, the study team will analyze whether outcomes vary significantly based on participation in particular types of interventions and/or greater frequency of participation using multivariable regression, using the principle of a dose-response relationship whereby increased participation may lead to improved outcomes. Once the datasets are merged, the study team can also look at more detailed demographic breakdowns of training participation, including socioeconomic background and refugee status. In addition, SI will disaggregate outcome data by YDRC and triangulate these data with findings from the capacity study, described below, to test the link between YDRC capacity and participant outcomes.

SI anticipates that the PWY project will end shortly following the second wave of data collection, but will explore with YDRCs during the fieldwork period of the second wave whether it will be possible to continue tracking study youth participation during the following nine months using these unique identifiers and share the tracking with the study team during the final wave of data collection. If this is possible and the fieldwork of the third wave of data collection confirms the data quality of this tracking, then the study team will again merge the secondary participation data with the YCS data and re-run the analysis of the relationship between outcomes and participation for the final report. If participation data prove difficult for YDRCs to accurately capture following the end of the PWY project, SI will explore other ways to capture the dose-response relationship. These include adding a module to the questionnaire asking participants to recall which trainings they have participated in during the past nine months and looking at the relationship between participation up until the second wave and outcomes observed in the third wave.

PWY's 21st Century Competencies Assessment can also be included in the report for comparative or contextual purposes, but as the 21st Century Competencies data were collected completely anonymously they cannot be directly merged with the YCS data.

6. YDRC CAPACITY STUDY

PWY has as part of its project goals improving the capacity of YDRCs. While this has been an ongoing activity throughout the project, in late 2016 the capacity development activities became more intentional and intensive with the introduction of PWY's Capacity Development Process, including the beginning of PWY's Organizational Capacity Assessment (OCA) process. The purpose of the capacity study will be to build on PWY's assessments to date, augmenting in more detail and externally verifying the data already collected in order to answer the study questions in Table 9 below.

Table 9: Key Questions to Guide Capacity Study

Questions	Data Sources and Tools
1. To what extent has USAID support increased targeted YDRCs' ability to provide relevant, quality services to youth?	-- Key informant interviews (KIs) with YDRC staff and board members -- IREX OCD/capacity assessment data
2. To what extent has USAID support increased targeted YDRCs' institutional capacity (e.g., governance, management, fund raising, service delivery, and advocacy)?	-- Key informant interviews (KIs) with YDRC staff and board members -- IREX OCD/capacity assessment data -- Document Review

3. What is the cost per participant and per outcome of interest (based on the outcomes listed in the YCS section)?	-- Calculate cost per beneficiary using PARTICIPANT DATABASE and budget data -- Calculate cost per outcome using YCS data and budget data
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6.1 ORGANIZATIONAL CAPACITY INTERVIEWS

The Capacity Development and Evaluation Specialist will visit each of the five YDRCs between March 27th and April 20th and complete baseline fieldwork for the capacity study. This fieldwork will consist of key informant interviews with YDRC staff, interns, board members, and youth.

During the scoping mission, the study team heard from IREX staff, who shared their plan for assessing organizational capacity and responding to YDRC capacity needs, as well as from the YDRC staff about their own organizational needs and capacities. Based on this and the current best practices in the capacity development field, the Capacity Development and Evaluation Specialist (CDES) did an in-depth, item-by-item analysis of PWY's OCA and identified which capacity areas were covered well by the OCA already, which areas YDRCs would find helpful to expand upon in more depth or needed external verification, and which capacity areas were missing. Based on this, the CDES designed an semi-structured interview tool that compliments IREX's OCA assessments. The organizational topics that are covered in the interview tool include:

- Relevance
- Effectiveness
- Efficiency
- Impact
- Sustainability

The Organizational Capacity Interview Protocol is presented in Annex 8.

The CDES will facilitate interviews with the primary stakeholders of each YDRC. The participants will include all YDRC staff, interns and trainers, volunteers, community members and board members, and youth who are currently participating or recently participated in YDRC activities but not participants in the Youth Cohort Study. The CDES will coordinate with YDRCs beforehand to schedule the interviews and invite participants, targeting those who know the YDRC well.

The CDCS will produce detailed summary sheets of each interview as well as examine YDRC operational records and from the participant database to confirm findings from the OCA. This desk review will begin in the two weeks prior to fieldwork, though the study team expects that some

remaining documents will be collected in hard copy during the fieldwork. The CDES will, under the guidance of the Team Leader, apply the same two-stage, open-focused qualitative coding method to these interviews as the study team will use to analyze the youth cohort qualitative interviews, to identify themes that answer the capacity study evaluation questions. The CDES will also triangulate these findings with data from the quantitative and qualitative youth cohort study, drawing on the youth and household perceptions of YDRCs that emerge from those interviews to better understand the quality of services YDRCs provide and their capacity to support programming.

The OCA, desk review, and interviews will be repeated at midline and endline. At endline, SI will also administer the same OCA activity that IREX did at baseline and mid-line, in addition to the interviews and document reviews. The midline will capture changes following nine months of intentional PWY capacity development activities, while the endline will capture changes that occur in the nine months following the end of PWY financial, technical and organizational capacity development support. Because it is most likely that YDRCs will improve their capacity in just a few target areas during these periods, rather than improving across the board in all categories, the midline and endline analysis will disaggregate each YDRC's outcomes by category and highlight those categories on which YDRCs specifically chose to focus their capacity development plans under PWY. These are the areas where YDRCs are most likely to see growth over the relatively short study period. The study team will report these findings, along with the cost analysis findings described below, in relation to the study questions in the joint baseline and final reports, as well as the summary reports at baseline, midline and endline.

6.2 COST ANALYSIS

SI recognizes the sensitive nature of measuring cost per beneficiary and per outcome. Thus, SI will consider multiple ways to calculate these costs and endeavor to contextualize the findings. Reporting of the cost analysis findings will carefully explain the limitations of the methods and what conclusions can and cannot be drawn from the findings.

First, SI will measure the cost per beneficiary, dividing program implementation costs by the de-duplicated number of beneficiaries. SI proposes several iterations of this analysis. During the baseline and midline, SI will conduct two versions of this analysis. The first will look only at the YDRC sub-grant values divided by their number of unique beneficiaries in order to capture the on-the-ground costs of the program, and report per YDRC as well as average YDRC costs per beneficiary. This analysis will focus on the five study YDRCs. The second will look at the total project costs, in the form of IREX's expenditures to date, per project beneficiary. This version will capture the total cost to USAID of each beneficiary supported, including the costs of building capacity and conducting the training of trainers for YDRC interns. Because of the difficulty of separating out the cost of supporting only the five study YDRCs from the cost of supporting the additional five YDRCs that were established in 2015, SI proposes to include the direct beneficiary numbers from all ten PWY YDRCs in this version of the analysis. The newer YDRCs are smaller and have had less time to accumulate beneficiaries, which will affect the results. SI will ensure that calculations of cost inputs are in keeping with the draft Cost

Reporting Guidance being released in 2017 to the extent allowed by IREX’s cost tracking.³⁹ Because the PWY activity focuses on YDRCs, the study team anticipates that most if not all activity costs will be included in this version of the cost analysis if all ten YDRCs and the intern-run trainings in Jerusalem are included in the beneficiary calculations.

At endline, after IREX support for YDRCs has come to an end, the analysis will calculate the cost per beneficiary for the study YDRCs operating on their own. This is under the assumption that the YDRCs will still be operating, have good quality financial and participation data that are ready to analyze, and are able and willing to share it with the study team within the data collection timeframe.

SI will also conduct these analyses using a cost per participant calculation, where “participant” is not a unique individual but rather the cumulative count of training attendees, which allows an individual to be counted more than once if he or she has attended more than one training. This version of the analysis will demonstrate the cost per trainee and would show different ratios between YDRCs if some YDRCs have higher repeat attendance rates than others.

The study team strongly recommends against conducting the cost per outcome analysis requested in the Task Order. As noted in the presentation of the Youth Cohort Study questions, this study will look at changes in youths’ lives over time but is not an impact evaluation, and therefore cannot directly attribute any quantitative outcomes to the project. Calculating a cost per outcome implicitly associates the two, suggesting that the project expenditures were the causes of the outcomes when this is not in fact what the methodology of the study can substantiate. Without the project, youth would almost certainly see some increases in outcomes like employment or community respect that commonly increase with age; conducting a cost per outcome analysis without a counterfactual is likely to overstate the degree of outcomes that were caused by project expenditures. The study will yield a great deal of information that can be useful to USAID’s future youth programming without the cost per outcome analysis, and recommends instead focusing on the other parts of the study rather than a cost per outcome analysis that would not be based in a rigorous methodology.

³⁹ “Capturing Costs of USAID-Funded Activities in Education: Cost Reporting Guidance.” USAID presentation, February 3, 2017. <http://eccnetwork.net/wp-content/uploads/Cost-Reporting-presentation-IDIQ-IPs-2017-02-03-Read-Only.pdf>

Should USAID still require a cost per outcome analysis, the study team will take the following two-pronged approach for the midline and endline analysis reports, as the baseline will not have yet demonstrated any changes in outcomes. First, we will analyze the total program cost divided by the change in each key program outcome (i.e. employment, changes in attitudes toward violence). This methodology may overstate the cost of each outcome, as each input presumably contributes toward more than one outcome. Additionally, results would not represent a linear association between dollars invested and outcomes; a finding that the program cost \$20,000 per percentage point rise in youth employment would not mean that an additional investment of \$20,000 would lead to another percentage point rise in youth employment, especially because without a comparison group not all outcome improvements can be attributed to the project. What this method would allow, however, is a comparison of the costs in relation to the different project outcomes.

SI would also compare program cost to an index of youth outcomes as measured through the YCS. This analysis would index key outcomes together, weight them according to importance as estimated by key project informants, observe changes in these index scores, and then calculate how much it costs to move the overall index score for a beneficiary. This approach will allow USAID to understand the relative contribution of the program to each outcome from the first methodology, while obtaining an overall picture of cost/benefit from the second approach. Unexpected outcomes uncovered by the qualitative interviews may not be captured in this analysis; should significant unexpected outcomes become apparent during the process of analysis, the study team would explore ways to quantify them for this analysis. If the study team is requested to conduct this analysis, we will present the findings with strong caveats that the cost per outcome presented does not mean that the project expenditure led, or solely led, to the outcome observed.

7. LIMITATIONS OF THE STUDY

Baseline sample limitations: Because the baseline sample will include participants who first visited a YDRC for up to four months prior to being surveyed, these participants will have to rely on recall to provide baseline data. The potential bias produced by recall will be assessed by comparing trends of the backfill sub-sample to those of the pure baseline sub-sample. Additionally, the sub-sample of those who will participate in the qualitative activities of the study will all be from the “pure” baseline group, i.e. those who enroll during the baseline collection period.

Project monitoring data limitations: As described in the secondary data analysis section, the participant database collects only basic information on participants and will need to be supplemented with data from the cohort study in order to answer evaluation questions. This alters the appropriate timeline for delivering the secondary analysis, which is reflected in the Deliverables section below. YDRCs also appear to have very limited data management capacities, although the study team’s assessment during the scoping trip is that IREX has worked very closely with them to ensure an accurate participant training record; therefore, the study team considers project monitoring data to be reliable for use through the end of the project.

Security: The security situation in the West Bank is such that access to any part of the territory can be restricted at any time. Violence between Palestinians and Israeli military personnel is also a regular

occurrence and can also cause travel restrictions. Expected changes in United States foreign policy in the region may also directly impact security conditions in the West Bank, and together may affect the ability of enumerators to carry out the data collection activities in a timely fashion. This situation is mitigated by the use of enumerators who live near the YDRCs and will not need to travel longer distances to reach research subjects. The study team leadership will have access to security information at all times through SI's security network and from USAID, will have continuous access to SI's security personnel and resources as needed.

Measuring Impact: Since this study does not include a counterfactual, it will not establish causation or determine the impact of the YDRCs on participants. Youth are likely to see improvements in their lives over an 18-month period due to a maturation effect that they would have regardless of the YDRCs; as they age, youth are generally more likely to be employed, increase their income, and be more respected and engaged in their communities. Therefore, without direct comparison to a group of similar youth who have not participated in the YDRCs through the use of a counterfactual, the study will not be able to claim that any outcomes observed are caused by the YDRC, or separate the outcomes youth have as a result of their engagement with the YDRC versus those outcomes they would have had anyway. The qualitative data will help contextualize the YDRC's role in these outcomes, though still not allow for attribution.

Heterogeneity of Treatment: As part of the secondary analysis, the study will analyze the relationship between outcomes and different rates of participation to outcomes over time, and determine if a higher rate of participation is correlated with increased positive outcomes in the short and longer term. This will be limited by the fact that each training is different in length and character, and that the trainers turn over frequently due to PWY's intern-trainer model. Therefore, it is unlikely that each training is of uniform value to any given outcome, so it is not certain that a dose-response effect would be observable.

Power: Because of the desire to see outcomes disaggregated by YDRC, the effective sample size of this study is at the YDRC level rather than the full sample. With less than 200 observations per YDRC by endline, the effect sizes observed will need to be quite large in order to show statistically significant differences between YDRCs or change over time within each YDRC. The full sample of 1,000 youth from the five YDRCs will be more sensitive to detecting changes over time. The study will report both for key outcomes.

8. REPORT STRUCTURE

As per USAID guidelines, the study baseline report will adhere to the following structure:

- Table of Exhibits
- Acronym List
- Executive Summary
- Section 1: Introduction
 - 1.1 Program Overview
 - 1.2 Evaluation Purpose
- Section 2: Evaluation Approach and Data

- 2.1 Research Questions and Key Indicators
- 2.2 Methodology
- 2.4 Sampling
- 2.5 Data Sources and Collection Methods
- 2.6 Field Work
- 2.7 Data Analysis
- Section 4: Evaluation Samples
- Section 5: Baseline Levels
- Section 6: Qualitative Outcomes
- Section 8: Conclusions
 - 8.1. Key Findings
 - 8.2 Limitations
 - 8.3. Recommendations
- References
- Appendices

Each section will include sub-sections for qualitative and quantitative components as relevant. The final report will follow the same general structure, with the Baseline Levels section replaced with Findings that compare endline and midline levels to the baseline.

9. DELIVERABLES

Below are the deliverables and outputs of the Youth Cohort Study and their anticipated delivery dates. Prior to each wave of data collection, SI will provide USAID with an updated detailed workplan for the expected fieldwork. The full workplan is presented in Annex 7, and due dates of deliverables are indicated there as well.

Table 11: Deliverables Schedule

Deliverable	Due Date
Design Report Draft, covering Longitudinal Youth Cohort Study, Secondary Analysis and Capacity Study and Baseline Workplans	January 31, 2017
Final Design Report, covering Longitudinal Youth Cohort Study, Secondary Analysis and Capacity Study and Baseline Workplans	March 3, 2017
Baseline	
Baseline In-Briefing	February 27, 2017
Cohort and Capacity Study Baseline and Secondary Analysis Report	July 7, 2017

Baseline Summary Report	July 7, 2017
Midline	
Midline Workplan	October 2017
Midline In-Briefing	November 2017
Midline Summary Report	May 2018
Endline	
Endline Workplan	July 2018
Endline In-Briefing	August 2018
Endline Summary Report	October 2018
Draft Youth Cohort and Capacity Study Report	November 2018
Facilitated In-Country Workshop	November 2018
Summary Notes for In-Country Workshop	November 2018
Final Youth Cohort and Capacity Study Report	November 2018
Evaluation Out-briefs	November 2018
Youth Cohort Study Report Executive Summary and Slide Deck	November 2018

10. ANNEXES

ANNEX 1: SCOPING TRIP ITINERARY

Date	Meeting
12/4/16	Arrival in Tel Aviv, overnight in Tel Aviv
12/5/16	USAID in-briefing 10 am, Tel Aviv
12/6/16	Team Planning Meeting, Alpha Offices in Ramallah, 9 AM
12/7/16	Project briefing, IREX offices, Ramallah
12/8/16	Project briefing, IREX offices, Ramallah, 9-11 am Nablus YDRC, 2-4 pm
12/10/16	Qalqilya YDRC, 11 am-1 pm
12/11/16	Jenin YDRC, 11 am-1 pm
12/13/16	Jericho YDRC, 9 am-12 pm Hebron YDRC, 2-4 pm
12/14/16	Youth Design Workshop, Ramallah
12/15/16	USAID out-briefing, 11 am, Tel Aviv
12/16/16	Departure

ANNEX 2: YOUTH STUDY DESIGN WORKSHOP AGENDA

Youth Evaluation Design Workshop

Date: Wednesday, December 14

Time: 9:00am – 3:00pm

Place: Caesar Hotel, Ramallah

Draft Agenda:

1. Introductions and Icebreaker
2. Evaluation background & objectives of workshop
3. Project Background/Indicators of success
4. Small Group Activity: Mapping the field
 - a. Groups organized by YDRC
 - b. draw a map of the YDRC neighborhood/region
 - c. On the map, identify the following (color coded):
 - i. Places where youth gather together
 - ii. Places that offer activities for youth
 - iii. Large employers
 - iv. Small Employers
 - v. Education/Training resources
 - vi. Job finding resources (incl. work readiness/employability)
 - vii. Important persons and other institutions that influence youth behavior
 - viii. Important persons and other institutions that influence youth employment
 - d. Groups re-organize so that each have a representative from each YDRC. On the map list (and connect to places on the map if possible):
 - i. Barriers to finding employment (regular/self)
 - ii. Barriers to increased earnings and savings
 - iii. Ways that the YDRCs “empower” youth
 - iv. Ways that the YDRCs are “safe” spaces for youth
 - e. Report Out

LUNCH

5. Draft Research Questions
 - a. Presentation of current questions
 - b. Small group activity: feedback and suggestions on research questions.
 - c. Report Out
6. Identifying Data sources and collection methods
 - a. Small group activity: Evaluation Matrix
 - i. For each evaluation question:
 1. Data sources
 2. Data collection methods
 3. Issues and challenges
 - b. Report out
7. Evaluation Timeline (*if time*)
 - a. GANTT Chart Activity
8. Ethics, issues, and challenges: open discussion.

ANNEX 3: YOUTH SURVEY INSTRUMENT

See attached files for English and Arabic versions.

ANNEX 4: YOUTH INTERVIEW PROTOCOL

See attached files for English and Arabic versions.

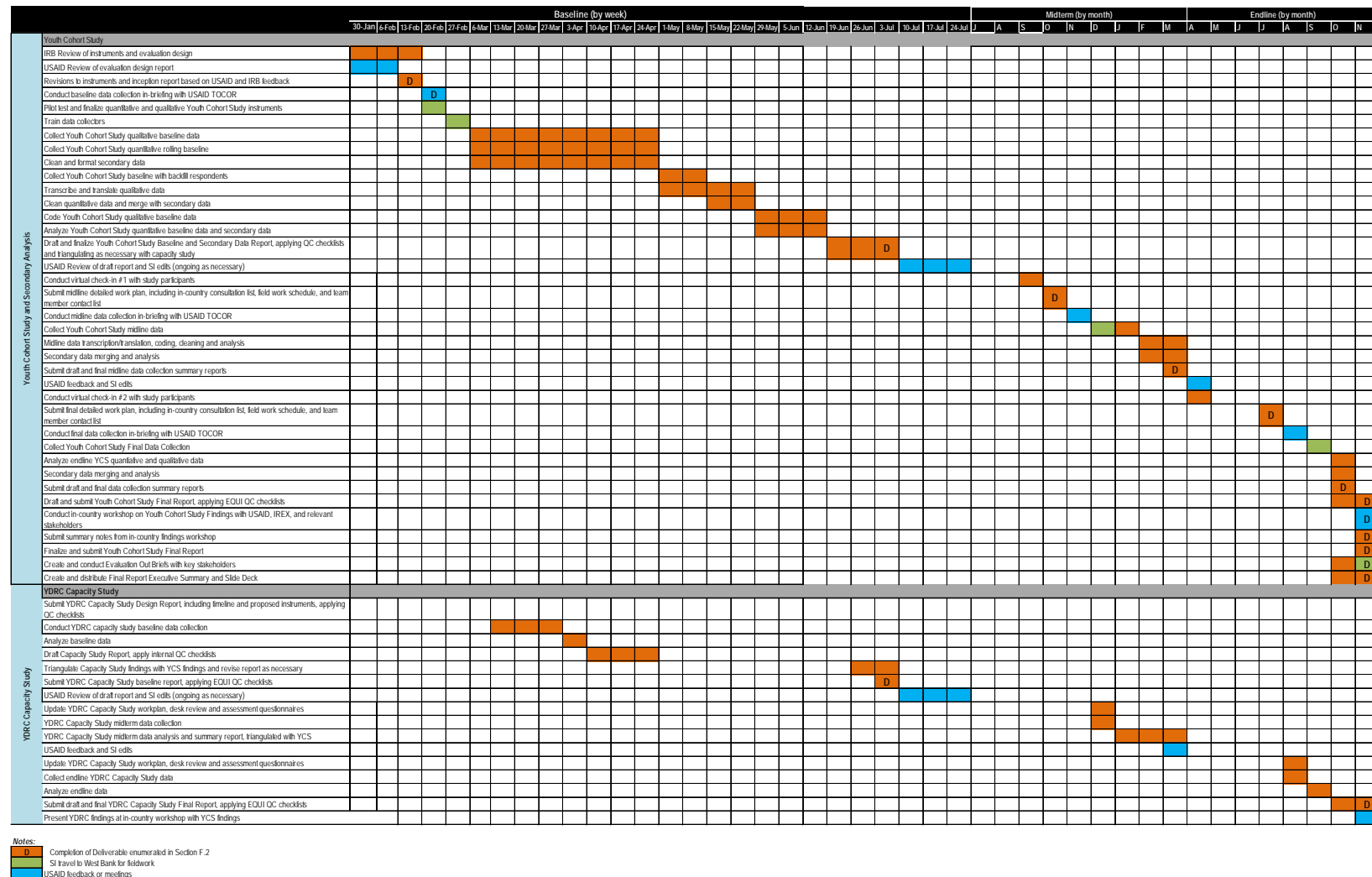
ANNEX 5: HOUSEHOLD SURVEY

See attached files for English and Arabic versions.

ANNEX 6: HOUSEHOLD INTERVIEW PROTOCOL

See attached files for English and Arabic versions.

ANNEX 7: WORK PLAN GANTT CHART



ANNEX 8: ORGANIZATIONAL CAPACITY INTERVIEW

Organizational Capacity Interview	
I. Relevance (problems and needs)	
I.1 To what extent are the YDRC program phases (Plan, design, deliver, monitor and evaluation) consistent with & supportive of YDRC vision, mission, strategic plan?	
Findings:	
Conclusions	Recommendations
I.2 To what extent do the outputs of each program phase address youth problems and needs?	
Findings:	
Conclusions	Recommendations
I.3 What is the degree of stakeholder and target group participation (interns, youth, and parents or community members) in programme design, management & implementation; local ownership; absorption & implementation capacity?	
Findings:	
Conclusions	Recommendations
I.4 Do you have a program monitoring system and if so, what is the overall quality (existence, accuracy, flexibility, use, baseline information etc)?	
Findings:	
Conclusions	Recommendations
2. Effectiveness (achievement of purpose)	

2.1 Have planned activities/outputs been delivered & received?*Findings:**Conclusions**Recommendations***2.2 How flexibly has management adapted to unforeseen circumstances to ensure the intended results?***Findings:**Conclusions**Recommendations***2.3 How appropriate is the balance of responsibilities between board, staff, interns and stakeholders?***Findings:**Conclusions**Recommendations***3. Efficiency (sound human resources, management and value for money)****3.1 What has been the quality of day-to-day management in terms of:**

- Work planning and implementation;
- Budget,
- Personnel,
- Information & risk management;
- Coordination
- Communication and information-sharing with other stakeholders;
- Reporting and deadline?
- Donors' relations?

*Findings:**Conclusions**Recommendations***3.2 Do you have a financial accounting system, and if so, to what extent is it consistent with national finance standards? What gaps still exist? How do you plan to overcome any constraints?***Findings:**Conclusions**Recommendations*

3.3 Are training program investments, such as costs, equipment, space, and staff, justified by the outcomes for the participants? Are the benefits of the YDRC training courses worth this investment?	
Findings:	
Conclusions	Recommendations
3.4 Have donor funds or other partner contributions been provided as planned?	
Findings:	
Conclusions	Recommendations
3.5 Is the YDRC able to respond to staff needs: employment, training, benefits, incentives, promotion, performance appraisal policies and procedures?	
Findings:	
Conclusions	Recommendations
3.6 Is there a communication and knowledge sharing strategy for the YDRC and its activities? If so, is it effective?	
Findings:	
Conclusions	Recommendations
3.7 Have IREX training and capacity building inputs been provided as planned? How would you describe the quality and relevance of this support?	
Findings:	
Conclusions	Recommendations
3.8 How is the quality of the YDRC training programs in terms of: trainers' skills, curriculum and training materials, infrastructure and equipment?	

Findings:	
Conclusions	Recommendations
4. Impact (achievement of wider effects)	
4.1 To what extent have the objectives of the training programs been achieved as intended?	
Findings:	
Conclusions	Recommendations
4.2 Have the effects of the programs been facilitated/constrained by external factors; produced any unintended or unexpected impacts; contributed to economic and social development; contributed to employability and poverty reduction; made a difference in terms of cross-cutting issues?	
Findings:	
Conclusions	Recommendations
5. Sustainability (likely continuation of achieved results)	
5.1 How would you describe the participation of stakeholders in the YDRC, such as board members, youth, interns, and parents. To what degree is there ownership among them of the objectives and achievements of the YDRC?	
Findings:	
Conclusions	Recommendations
5.2 To what extent is the training, outreach, advocacy, networking programs embedded in YDRC institutional structures? Will they continue after projects funding ends?	
Findings:	
Conclusions	Recommendations
5.3 Are the budgets for training/outreach/advocacy/networking programs adequate? What are your	

current and potential funding sources besides IREX?	
Findings:	
Conclusions	Recommendations
5.4 Were cross-cutting issues (gender and minority participation, environment, persons with disabilities) appropriately accounted for and managed from the outset of the program?	
Findings:	
Conclusions	Recommendations
5.5 Have you completed a capacity development plan, and if so, what progress have you made?	
Findings:	
Conclusions	Recommendations

ANNEX 9: INFORMED CONSENT SCRIPT

INFORMED CONSENT (without qualitative interview)

"Hello, my name is: _____, and I am part of a team of researchers studying youth development in the West Bank. We are studying the ways your local Youth Development Resource Center (YDRC) has influenced youth. Before we begin, I need to give you some information so you can decide if you want to participate in our study.

On this card (hand the person the Alpha business card) is the contact information for the research Team Leader in case you have any questions or concerns after we are finished.

You have been selected at random to participate in our study because of your participation in activities at the YDRC. We are interviewing about 200 youth that use the local YDRC. It is very important to know that your participation is completely voluntary. If you decide not to participate or to withdraw from the study, it will have no effect on you or your family, or any services you may be receiving or may receive in the future.

If you decide to participate in our study, you will be asked to do an interview now and then again nine months and 18 months in the future. Interviews will last approximately 1 hour per session. Your participation and answers to the survey questions are strictly confidential. Your name will not be written or appear anywhere in my notes, interview forms, or in any of the reports that will be published as a result of this research project.

The benefits of this research is to improve the ability of the YDRCs to serve youth in your community. This information may be used by other organizations to improve their services to youth as well. It is very important for you to know that this study is NOT to determine if you will receive any services now or in the future. The way you answer my questions will NOT in any way be used to determine if the YDRCs will receive any kind of government or NGO assistance. There is no direct benefit to you or your community for your participation in this study, but only as I said, to help us improve the services at the YDRCs.

You may ask questions at any time throughout our interview. If you have questions about the research after I leave today, you can contact the team leader; his contact information is on the card I gave you. Do you have any questions?

OK, so by saying “yes,” you are indicating that you have heard this consent script, had an opportunity to ask any questions about your participation and voluntarily consent to participate. Will you participate in this research study about the YDRCs? You may answer yes or no.

INFORMED CONSENT (with qualitative interview)

"Hello, my name is: _____, and I am part of a team of researchers studying youth development in the West Bank. We are studying the ways your local Youth Development Resource Center (YDRC) has influenced youth. Before we begin, I need to give you some information so you can decide if you want to participate in our study.

On this card (hand the person the Alpha business card) is the contact information for the research Team Leader in case you have any questions or concerns after we are finished.

You have been selected at random to participate in our study because of your participation in activities at the YDRC. We are interviewing about 30 youth who use the local YDRC and a member of their family to participate in both a survey and an interview. It is very important to know that your participation is completely voluntary. If you decide not to participate or to withdraw from the study, it will have no effect on you or your family, or any services you may be receiving or may receive in the future.

If you decide to participate in our study, you will be asked to complete a survey now and then an interview with you and a household member at a later date. We also will return again nine months and 18 months in the future to collect the same information to see if anything has changed. Interviews and surveys will each last approximately 1 hour. Your participation and answers to the survey questions are strictly confidential and identifying information will not be accessible to anyone other than the researchers, including the Palestinian Authority, IREX, or the US Government. Your name will not be written or appear anywhere in my notes, interview forms, or in any of the reports that will be published as a result of this research project.

The benefits of this research is to improve the ability of the YDRCs to serve youth in your community. This information may be used by other organizations to improve their services to youth as well. It is very important for you to know that this study is NOT to determine if you will receive any services now or in the future. The way you answer my questions will NOT in any way be used to determine if the YDRCs will receive any kind of government or NGO assistance. There is no direct benefit to you or your community for your participation in this study, but only as I said, to help us improve the services at the YDRCs.

You may ask questions at any time throughout our interview. If you have questions about the research after I leave today, you can contact the team leader; his contact information is on the card I gave you. Do you have any questions?

OK, so by saying "yes," you are indicating that you have heard this consent script, had an opportunity to ask any questions about your participation and voluntarily consent to participate. Will you participate in this research study about the YDRCs? You may answer yes or no.

ANNEX 2: YOUTH QUANTITATIVE QUESTIONNAIRE

Data Collection Information		
A01	Name	
A02	ID Number	autogenerated
A03	Enumerator	autogenerated
A04	Time Started	autogenerated
A05	Time Finished	autogenerated
A06	Date of Interview	autogenerated
A07	Telephone	
A07_1	Mobile	
A08	Governorate	Jenin 1
		Nablus 4
		Qalqilia 5
		Jericho 8
		Hebron 11
A09	Locality	
	Address within locality	
A10	Email	
A11	Facebook account ID	
A12	Another telephone	
A12A	The owner of the another telephone	
A12_1	Another mobile	
A12_1A	The owner of the another mobile	
A12_2	another email	
A12_2A	The owner of the another email	
A12_3	Another social media account	
A12_3A	The owner of the another social media account	
Demographic Information		
B01	Do you live in a city, village, or camp?	City 1
		Village 2
		Refugee camp 3
		No Response 98
B02	Are you a refugee?	Yes 1

		No	2	
		No Response	98	
B03	What is your age? (18-25)	_____	years	NR=98
		No Response	98	
B04	What is your sex?	Male	1	
		Female	2	
		No Response	98	
B05	What is your marital status?	Married	1	
		Single	2	→B11
		Divorced	3	
		Widow/Widower	4	
		Engaged		→B11
		No Response	98	
B06	At what age were you married?	_____	years	NR=98
B07	Do you have any children?	Yes	1	
		No	2	→B11
		No Response	98	
B08	At what age did you have your first child?	_____	years	NR=98
B09	How many children do you have?	_____	children	NR=98
B10	Who is the primary caretaker for your children?	Me	1	
		My spouse/the other parent	2	
		My parent(s)	3	
		Another family member	4	
		No Response	98	
B11	How many people live in your household (include yourself)?	_____	people	NR=98
B12	What is the education your mother and father have completed?		Father	Mother
	No Education		1	1
	Primary education		2	2
	Did not complete primary education		3	3
	Secondary school		4	4
	Diploma		5	5

	University	6	6
	Post-graduate studies	7	7
	Don't know	96	96
	No response	98	98
B13	What is the main building material of the exterior walls of your residence? (PPI)	Cleaned stone	1
		Stone and cement	2
		Old stone	3
		Cement cob	4
		Concrete	5
		Mud	6
		Other, specify	99
		No Response	98
B14	Does your household have a solar water heater? (PPI)	Yes	1
		No	2
		No Response	98
B15	Does your household have a vacuum cleaner? (PPI)	Yes	1
		No	2
		No Response	98
B16	Does your household have a landline and/or a cellular telephone (any family member)? (PPI)	None	1
		Cellular	2
		Landline	3
		Both	4
		No Response	98
B17	Does your household have a TV and/or VCR and/or DVD player? (PPI)	None	1
		Only TV	2
		TV and VCR and/or DVD	3
		No Response	98
B18	Does your household have a satellite dish? (PPI)	Yes	1
		No	2
		No Response	98
B19	Does your household have a computer/laptop (not including tablet)? (PPI)	Yes	1
		No	2
		No Response	98
B20	Does your household have a bookcase? (PPI)	Yes	1
		No	2
		No Response	98

B2I	How many household members are employed? (PPI) (including the youth)	_____ people NR=98																																				
Education																																						
C01	Are you currently enrolled in school/university?	<table> <tr> <td>Yes</td><td>1</td><td></td></tr> <tr> <td>No</td><td>2</td><td>→C04</td></tr> <tr> <td>No Response</td><td>98</td><td></td></tr> </table>	Yes	1		No	2	→C04	No Response	98																												
Yes	1																																					
No	2	→C04																																				
No Response	98																																					
C02	Are you currently attending school? (Deleted from the arabic version)	<table> <tr> <td>Yes</td><td>1</td><td>→C04</td></tr> <tr> <td>No</td><td>2</td><td></td></tr> <tr> <td>No Response</td><td>98</td><td></td></tr> </table>	Yes	1	→C04	No	2		No Response	98																												
Yes	1	→C04																																				
No	2																																					
No Response	98																																					
C03	What is the highest level of education you have completed?	<table> <tr> <td>No education</td><td>1</td><td></td></tr> <tr> <td>Primary (1-10)</td><td>2</td><td></td></tr> <tr> <td>Did not complete primary</td><td>3</td><td></td></tr> <tr> <td>Secondary</td><td>4</td><td></td></tr> <tr> <td>Diploma</td><td>5</td><td></td></tr> <tr> <td>University</td><td>6</td><td></td></tr> <tr> <td>Post-graduate</td><td>7</td><td></td></tr> <tr> <td>No Response</td><td>98</td><td></td></tr> </table>	No education	1		Primary (1-10)	2		Did not complete primary	3		Secondary	4		Diploma	5		University	6		Post-graduate	7		No Response	98													
No education	1																																					
Primary (1-10)	2																																					
Did not complete primary	3																																					
Secondary	4																																					
Diploma	5																																					
University	6																																					
Post-graduate	7																																					
No Response	98																																					
C04	What was the main reason for stopping your education?	<table> <tr> <td>Finished course</td><td>1</td><td>→D01</td></tr> <tr> <td>Failed examinations</td><td>2</td><td>→D01</td></tr> <tr> <td>Did not enjoy schooling</td><td>3</td><td>→D01</td></tr> <tr> <td>Wanted to start working</td><td>4</td><td>→D01</td></tr> <tr> <td>To get married</td><td>5</td><td>→D01</td></tr> <tr> <td>Parents did not want you to continue schooling</td><td>6</td><td>→D01</td></tr> <tr> <td>Could not afford to pay fees</td><td>7</td><td>→D01</td></tr> <tr> <td>No Response</td><td>98</td><td>→D01</td></tr> <tr> <td>Other</td><td>99</td><td>→D01</td></tr> <tr> <td>Specify:</td><td>_____</td><td></td></tr> <tr> <td></td><td>_____</td><td></td></tr> <tr> <td></td><td>_____</td><td></td></tr> </table>	Finished course	1	→D01	Failed examinations	2	→D01	Did not enjoy schooling	3	→D01	Wanted to start working	4	→D01	To get married	5	→D01	Parents did not want you to continue schooling	6	→D01	Could not afford to pay fees	7	→D01	No Response	98	→D01	Other	99	→D01	Specify:	_____			_____			_____	
Finished course	1	→D01																																				
Failed examinations	2	→D01																																				
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Parents did not want you to continue schooling	6	→D01																																				
Could not afford to pay fees	7	→D01																																				
No Response	98	→D01																																				
Other	99	→D01																																				
Specify:	_____																																					

C05	At what level of education are you currently studying?	<table> <tr> <td>Primary</td><td>1</td><td></td></tr> <tr> <td>Secondary</td><td>2</td><td></td></tr> <tr> <td>University</td><td>3</td><td></td></tr> <tr> <td>Post-graduate</td><td>4</td><td></td></tr> <tr> <td>Diploma</td><td>5</td><td></td></tr> </table>	Primary	1		Secondary	2		University	3		Post-graduate	4		Diploma	5																						
Primary	1																																					
Secondary	2																																					
University	3																																					
Post-graduate	4																																					
Diploma	5																																					

		No Response	98
C06	What do you plan to do after completing your current education/training program?	Look for a job	1
		Stay at home	2
		Immediately go for further education/training	3
		Don't know	96
		No Response	98
		Other	99
		Specify:	_____ _____ _____
Employment			
D01	Have you ever been employed?	Yes	1
		No	2 →E01
		No response	98
D02	Are you currently employed? (including self-employed)	Yes	1
		No	2 →E01
		No response	98 →E01
D03	On the scale below, rate how much your employment status has changed over the last 9 months?	None	1
		A little	2
		Some	3
		A lot	4
		Not seeking employment	5
		No response	98
IDI follow up on D03			
D03_I	Explain how and/or why How has this affected your income or savings?		
D04	How would you describe your current job?	Managers, business owners, entrepreneurs, mayor, local counsellor	1
		Intellectual occupations: teacher, physician, economist, lawyer, etc.	2

	Technicians or foremen: nurses, primary school teachers, accountant with secondary studies, etc.	3
	Clerks: secretary, librarian, cashier etc.	4
	Workers in services and commerce: train conductor, fire fighter, policeman etc.	5
	Qualified farmers or self-employed in agriculture	6
	Craftsmen and maintenance mechanics: builders, carpenters, plumbers, electricians, painters, mechanics, welders, blacksmiths, locksmith, textile workers, workers in the leather or food industry etc.	7
	Skilled workers and operators	8
	Unskilled workers in non-agricultural sectors: doormen, janitors, dustmen, sweepers, maid, etc.	9
	Daily workers/black market workers in agriculture, silviculture and fishery	10
	Daily workers/black market workers in non-agricultural activities	11
	Military officer	12

		Media	13	
		ICT	14	
		No response	98	
		Other	99	
		Specify:	_____	
D05	Are you self-employed?	Yes	1	→D09
		No	2	
		No response	98	
D06	How did you get your present job?	Through education/training institution	1	
		Directly recruited by employer	2	
		Through public employment service	3	
		Through job fairs	4	
		Through advertisement (radio, TV, newspaper, etc.)--not online	5	
		Through an online advertisement on social media, Ta'mal or similar	6	
		Through friends and relatives	7	
		Through labour contractor	8	
		No response	98	
		Other	99	
		Specify:	_____	
D07	Do you have an employment contract?	Yes	1	
		No	2	
		No response	98	
D08	Is the contract written?	Yes	1	
		No	2	
		No response	98	
D09	On the scale below, rate the	Lowest quality	1	

	quality of your current employment situation in terms of pay, hours, and benefits.	Low quality	2	
		Medium quality	3	
		High quality	4	
		Highest quality	5	
		No response	98	
IDI follow up on D09				
D09_I	Explain why?			
	Has this quality gone up, down, or stayed the same in the past 9 months?			
	Explain why?			
D10	In addition to your main job, do you have a second job?	Yes	1	
		No	2	
		No response	98	
D11	How many hours per week do you usually work at your main job?	_____		
		_____	hours	NR=98
D12	Last week, how many hours did you actually work at your main job (including meal breaks, overtime, travel time, etc.)?	_____		
		_____	hours	NR=98
D13	If you were offered, would you take more hours?	Yes	1	
		No	2	
		No response	98	
D14	To what extent are you satisfied with your main job?	Very satisfied	1	
		Satisfied	2	
		Unsatisfied	3	
		Very unsatisfied	4	
		No response	98	
D15	Thinking about the next 9 months, how likely do you believe it is that you will be able to keep your main job if you want to?	Very likely	1	→F01
		Likely, but not certain	2	
		Not likely	3	
		Do not know	96	
		No response	98	
D16	Does the uncertainty of the situation bother you?	Yes	1	→F01
		No	2	→F01
		No response	98	→F01
Unemployment				
E01	Are you looking for work or	Yes	1	→E03

	trying to establish your own business?	No	2	
		No response	98	
E02	What is your main reason for not working or looking for work?	Own illness, injury, pregnancy	1	All to E05
		Personal family responsibilities	2	
		Education leave or training	3	
		Already found work to start later	4	
		Already made arrangements for self-employment to start later	5	
		Awaiting recall to former job (without formal job attachment)	6	
		Awaiting busy season	7	
		Believe no suitable work available (in area of relevance to skills/capacity)	8	
		Lack employers' requirements (qualifications, training, experience, age, etc.)	9	
		Could not find suitable work	10	
		Do not know how or where to seek work	11	
		Not yet started to seek work	12	
		No response	98	
		Other	99	
		Specify:	_____ _____ _____	
E03	During the last four weeks, have you taken any steps to find work or to establish your own business?	Yes	1	→E05
		No	2	
		No response	98	

E04	What steps did you take to seek work during the past four weeks?	Through education/training institution	1	→E07
		Attending job fairs	2	→E07
		Registration at a public employment office	3	→E07
		Registration at a private employment office	4	→E07
		Direct application to employers	5	→E07
		Checking at worksites, farms, factory gates, markets or other assembly places	6	→E07
		Placing newspaper advertisements	7	→E07
		Answering advertisements (newspaper, internet, etc.)	8	→E07
		Seeking assistance of friends, relatives, colleagues,	9	→E07
		Looking for land, building, machinery, equipment to establish own enterprise	10	→E07
		Arranging for financial resources	11	→E07
		Applying for permits, licences	12	→E07
		Nothing	13	→E05
		No response	98	
		Other	99	→E07
		Specify:	_____	
E05	Did you want to work during the past week?	Yes	1	
		No	2	→F01
		No response	98	

E06	What is the main reason you did not seek work during the last week?	Already found work to start later	1
		Already made arrangements for self-employment to start later	2
		Awaiting recall to former job (without formal job attachment)	3
		Own illness, injury, pregnancy	4
		Personal family responsibilities	5
		Education leave or training	6
		Awaiting busy season	7
		Believe no suitable work available (in area of relevance to skills/capacity)	8
		Lack employers' requirements (qualifications, training, experience, age, etc.)	9
		Could not find suitable work	10
		Do not know how or where to seek work	11
		Not yet started to seek work	12
		No response	98
		Other	99
		Specify: _____ _____	
E07	How long have you been available for work and actively looking for a job?	Less than a week	1
		1-4 weeks	2
		1-2 months	3
		3-6 months	4
		6 months-1 year	5
		More than 1 year	6

		No response	98
E08	What sort of job are you looking for (occupation)?	Managers, business owners, entrepreneurs, mayor, local counsellor	1
		Intellectual occupations: teacher, physician, economist, lawyer, etc.	2
		Technicians or foremen: nurses, primary school teachers, accountant with secondary studies, etc.	3
		Clerks: secretary, librarian, cashier etc.	4
		Workers in services and commerce: train conductor, fire fighter, policeman etc.	5
		Qualified farmers or self-employed in agriculture	6
		Craftsmen and maintenance mechanics: builders, carpenters, plumbers, electricians, painters, mechanics, welders, blacksmiths, locksmith, textile workers, workers in the leather or food industry etc.	7
		Skilled workers and operators	8

		Unskilled workers in non-agricultural sectors: doormen, janitors, dustmen, sweepers, maid, etc. 9
		Daily workers/black market workers in agriculture, silviculture and fishery 10
		Daily workers/black market workers in non-agricultural activities 11
		Military officer 12
		Media 13
		ICT 14
		No response 98
		Other 99
		Specify: _____ _____
		—
Obstacles to Employment		
F01	On the scale below, rate how likely it is that your current employment situation will change in the next 9 months:	Not likely 1
		A little likely 2
		Likely 3
		Very likely 4
		Definitely 5
		No response 98
IDI follow up on F01		
F01_I	Explain how and why	
F02	Ideally, which of the following type of work would you prefer? (can be the same as your current employment)	Managers, business owners, entrepreneurs, mayor, local counsellor 1
		Intellectual occupations: teacher, physician, economist, lawyer, etc. 2

	Technicians or foremen: nurses, primary school teachers, accountant with secondary studies, etc.	3
	Clerks: secretary, librarian, cashier etc.	4
	Workers in services and commerce: train conductor, fire fighter, policeman etc.	5
	Qualified farmers or self-employed in agriculture	6
	Craftsmen and maintenance mechanics: builders, carpenters, plumbers, electricians, painters, mechanics, welders, blacksmiths, locksmith, textile workers, workers in the leather or food industry etc.	7
	Skilled workers and operators	8
	Unskilled workers in non-agricultural sectors: doormen, janitors, dustmen, sweepers, maid, etc.	9
	Daily workers/black market workers in agriculture, silviculture and fishery	10
	Daily workers/black market workers in non-agricultural activities	11
	Military officer	12

		Media	13
		ICT	14
		No response	98
		Other	99
		Specify:	_____ _____ —
F03	If someone offered you a job now, would you be more likely to...	Accept it, whatever the conditions	1
		Accept it, provided it was stable	2
		Accept it, provided it was well paid to my level of qualification	3
		Accept it only if it was stable, well paid and if it was appropriate to my level of qualification	4
		No response	98
F04	During your most recent job search, what was the main obstacle in finding a good job?	No education	1
		Unsuitable general education	2
		Unsuitable vocational education	3
		No suitable training opportunities	4
		Mismatch between education requirements and that received	5
		No work experience	6
		Not enough jobs available	7
		Considered too young	8
		Being male/female	9
		Discriminatory prejudices (for example, disability, religion, race, appearance, etc.)	10

		Low wages in available jobs	11	
		Poor working conditions in available jobs	12	
		Don't have the right personal or family connections	13	
		No response	98	
		Other	99	
		Specify:	_____	

Employability and Work Readiness				
G01	Have you ever received any employment services to help you find a job from school, government, or another outside service or center including paid services?	Yes	1	
		No	2	→G03
		No response	98	→G03
G02	What kind of services did you receive?	Advice on how to search for job	1	
		Information on vacancies	2	
		Guidance on education and training opportunities	3	
		Placement at education/training programmes	4	
		No response	98	
		Other	99	
		Specify:	_____	

G03	How would you rate your preparedness for obtaining new or better employment?	Not prepared	1	
		A little prepared	2	
		Medium prepared	3	
		Very prepared	4	
		Not seeking new or better employment	5	
		No response	98	

IDI follow up on G03		
G03_1	Explain why?	
G03_2	Has your preparedness gone up, down or stayed the same over the last 9 months?	
Go3_3	Explain why?	
G04	Do you currently have a CV?	Yes 1
		No 2 →G06
		No response 98 →G06
G05	When was the last time you updated your CV?	Month _____ Year _____ NR=98
G06	Since you started looking for work, how many jobs have you applied for?	_____ NA=97 _____ jobs NR=98
G07	Since you started looking for work, how many interviews have you been to?	_____ interview _____ ws NA=97 NR=98
G08	Right now, do you consider yourself to have the right education for the kind of job you would like to have?	Very much 1
		Somewhat 2
		Somewhat not 3
		Not at all 4
		No response 98
G09	Right now, do you think you have the right work experience for the kind of job you would like to have?	Very much 1
		Somewhat 2
		Somewhat not 3
		Not at all 4
		No response 98
G10	On the scale below, rate how you currently feel about your employment and career future:	Very negative 1
		A little negative 2
		Neutral 3
		Positive 4
		Very positive 5
		No response 98
IDI follow up on G10		
G10_1	Explain why?	
G10_2	Has your feeling about your employment future gone up, down or stayed the same over the last 9 months?	

G10_3	Explain why?	
G11	What additional skills would help you be better prepared for a job? MA	Technical skills 1
		Soft skills (leadership, communication, etc.) 2
		Job-seeking skills (interviewing, writing a CV, etc) 3
		No response 98
Income, savings and access to capital		
H01	Where do you currently get most of your money from?	My regular job 1
		Unemployment or social security benefits 2
		Training allowance or educational grant 3
		My parents and/or family 4
		My partner 5
		Work in the informal ("black") economy 6
		Remittances 7
		I have no income 8 → H03
		No response 98
		Other 99
		Specify: _____ _____ _____
H02	What is your approximate income last month, from all sources? (take home income, after tax and any other deductions)	_____ NIS per month NR=98
		_____ JD per month
		_____ USD per month
H03	Do you have any savings?	Yes 1
		No 2 → J01
		No response 98 → J01
H04	How frequently do you save?	Always (every time I receive money or am paid) 1
		Often 2

		Occasionally	3
		Rarely	4
		No response	98
H05	Are your current savings higher than they were 9 months ago?	Yes	1
		No	2
		No response	98
H06	Have you spent any of your savings in the last 9 months?	Yes	1
		No	2
		No response	98
Attitudes towards violent and nonviolent conflict resolution			
J01	If I'm mad at someone I just ignore them	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
J02	When my friends fight, I try to get them to stop	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
J03	Sometimes a person doesn't have any choice but to fight	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
J04	Always there are better ways to solve problems than fighting (violence)	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
J05	I try to talk out a problem instead of fighting (violence)	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
Community Engagement			

K01	I am a member in an organization, committee, union, religious or youth group	Yes	1	
		No	2	→K03
		No response	98	→K03
K02	I have participated in an event or activity as part one of these groups in the past...	Week	1	
		Month	2	
		Three Months	3	
		Six Months	4	
		Year	5	
		More than a year ago	6	
		Did not participate	7	
		No response	98	
K03	I participate/participated in voluntary work/initiative in my community/to help my community	Yes	1	
		No	2	→K05
		No response	98	→K05
K04	I have participated in voluntary work/initiative in the past...	Week	1	
		Month	2	
		Three Months	3	
		Six Months	4	
		Year	5	
		More than a year ago	6	
		No response	98	
K05	I participate in electronic or Facebook groups that work for public causes (nationally or internationally)	Yes	1	
		No	2	→K07
		No response	98	→K07
K05.I	If yes, what are these groups	Local	1	
		National	2	
		International	3	
		No response	98	
K06	I have posted, shared, signed or otherwise actively participated in one of these groups in the past...	Week	1	
		Month	2	
		Three Months	3	
		Six Months	4	
		Year	5	
		More than a year ago	6	
		No response	98	

K07	I have participated in an to help my community	Yes	1	
		No	2	→K09
		No response	98	→K09
K08	I have participated in an initiative to help my community in the past...	Week	1	
		Month	2	
		Three Months	3	
		Six Months	4	
		Year	5	
		More than a year ago	6	
		No response	98	
K09	I feel like I belong in my community	Strongly Agree	1	
		Agree	2	
		Neither Agree nor Disagree	3	
		Disagree	4	
		Strongly Disagree	5	
		No response	98	
K10	How would you rate your current involvement with your community:	Not involved	1	
		A little involved	2	
		Sometime involved	3	
		Very involved	4	
		No response	98	
IDI follow up on K10				
K10_1	Explain how and why			
K10_2	Has your involvement gone up, down or stayed the same in the last 9 months?			
K10_3	Explain how and why			
K11	Members of my community respect me	Strongly Agree	1	
		Agree	2	
		Neither Agree nor Disagree	3	
		Disagree	4	
		Strongly Disagree	5	
		No response	98	
K12	How would you rate your current involvement with helping your family:	Not involved	1	
		A little involved	2	
		Sometime involved	3	
		Very involved	4	

		No response	98
IDI follow up on K12			
K12_1	Explain how and why		
K12_2	Has your involvement gone up, down or stayed the same in the last 9 months?		
K12_3	Explain how and why		
Self-Efficacy			
Generalized Self-Efficacy			
L01	I am able to reach my longer-term personal and professional goals	No ability	1
		A little ability	2
		Medium ability	3
		High ability	4
		Very high ability	5
		No response	98
IDI follow up on L01			
L01_1	Explain why?		
L01_2	Has your ability gone up, down or stayed the same over the last 9 months?		
L01_3	Explain why?		
L02	Even when things are tough, I can perform quite well	No ability	1
		A little ability	2
		Medium ability	3
		High ability	4
		Very high ability	5
		No response	98
Communication Self-Efficacy			
L03	I can communicate effectively and express myself to others	No ability	1
		A little ability	2
		Medium ability	3
		High ability	4
		Very high ability	5
		No response	98
IDI follow up on L03			
L03_1	Explain why?		
L03_2	Has your ability gone up, down or stayed the same over the last 9 months?		

L03_3	Explain why?		
L04	I can contribute constructively to a group or team	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	98
L05	I can express my opinions in a group even if someone might disagree with me	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	98
Education and Employment Self-Efficacy			
L06	I can find a job if I work hard enough	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	98
L07	Given the opportunity, I would perform well at the kind of job I'd like to have	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	98
L08	I have a great deal of control over my academic performance	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	98
L09	I can learn new things at a job	Strongly Agree	1

	or for a project	Agree 2
		Neither Agree nor Disagree 3
		Disagree 4
		Strongly Disagree 5
		No response 98
L10	I'm certain I can master the skills being taught in the trainings I take at the YDRC	Strongly Agree 1
		Agree 2
		Neither Agree nor Disagree 3
		Disagree 4
		Strongly Disagree 5
		No response 98
YDRC perception		
M01	How did you hear about the YDRC?	From a friend 1
		From a family member 2
		Through an advertisement online/social media 3
		Through school/university 4
		From Youth 5
		No response 98
		Other 99
		Specify: _____ _____ _____
M02	Why did you decide to enroll in the YDRC? MA	To improve my chances of finding a job 1
		To participate in fun activities 2
		To make friends 3
		To learn new skills 4
		To help my community 5
		To access a safe space outside my home 6
		To meet people of the opposite gender 7

		No response	98	
		Other	99	
		Specify:	_____	

M03	Are you interested in participating in any of the other activities at the YDRC besides the one(s) you have already enrolled in?	Yes	1	
		No	2	→M05
		Don't know	96	→M05
		No response	98	→M05
M04	Which activities? MA	Media training	1	
		ICT training	2	
		Leadership training	3	
		Tamheed Advisory sessions	4	
		Employability training	5	
		Community Initiative	6	
		Sports activity	7	
		Internship	8	
		Cultural and art activities	9	
		Don't know	96	
		No response	98	
		Other	99	
		Specify:	_____	

M05	Do you anticipate any challenges in going to the YDRC?	Yes	1	
		No	2	→M07
		Don't know	96	→M07
		No response	98	→M07
M06	What challenges do you anticipate? MA	Parents disapprove	1	
		Difficulty getting there because of distance, transport availability or roads	2	
		Not safe to get there	3	
		Gender mixing	4	
		Inconvenient times	5	
		Don't know	96	

		No response	98
		Other (specify)	99
		Specify:	_____ _____ _____
M07	How useful do you expect the YDRC training to be in helping find a job someday?	Very useful	1
		Somewhat useful	2
		Neither useful nor unuseful	3
		Not very useful	4
		Not useful at all	5
		No response	98
M08	On the scale below, describe how most youth in the community view the YDRC and/or its programs?	Very negatively	1
		Negatively	2
		Neutral	3
		Positively	4
		Very positively	5
		No response	98
IDI follow up on M08			
M08_1	Explain why?		
M08_2	Has this view changed over the last 9 months?		
M08_3	If yes, explain how.		
M08_4	Are there some who view it differently than most? If so, how and why?		
M09	On the scale below, describe how most parents of youth in the community view the YDRC and/or its programs?	Very negatively	1
		Negatively	2
		Neutral	3
		Positively	4
		Very positively	5
		No response	98
IDI follow up on M09			
M09_1	Explain why?		
M09_2	Has this view changed over the last 9 months?		
M09_3	If yes, explain how.		
M09_4	Are there some who view it differently than most? If so, how and why?		
M10	Are there any other centers in	Yes	1

	your area similar to the YDRCs?	No	2	→M12
		Don't know	96	→M12
		No response	98	→M12
M11	Have you attended any activities at these centers?	Yes	1	
		No	2	
		No response	98	
M12	Have you had vocational, leadership or employability training anywhere besides the YDRC? MA	Vocational	1	
		Employability training	2	
		Leadership training	3	
		No, none of these	4	→M14
		No response	98	→M14
M13	How useful do you think this training was for finding a job?	Very useful	1	
		Somewhat useful	2	
		Neither useful nor unuseful	3	
		Not very useful	4	
		Not useful at all	5	
		No response	98	
M14	How would you rate your ability to peacefully resolve conflicts?	No ability	1	
		A little ability	2	
		Medium ability	3	
		High ability	4	
		Very high ability	5	
		No response	98	
IDI follow up on M14 and wrap up				
M14_1	Explain why you think you have (answer):			
M14_2	Can you give any examples of this ability, or lack thereof?			
M14_3	Has this ability changed over the last 9 months?			
M14_4	If yes, explain how:			
M15	Are there places in your community where youth can get into trouble and/or acquire bad habits?	Yes	1	
		No	2	
		No response	98	
IDI follow up on M15 and wrap up				

M15_1	If yes, describe these places and why youth get involved in these things.	
M15_2	What can be done to reduce the possibility that youth get in trouble or acquire bad habits?	
M15_3	Are there places and/or people that are effective in changing youth behavior? If yes, tell me about these places and why are they effective? If no, why not? Why/Why not?	
M16	If you were to describe what a “safe space” for youth development looks like, how would you describe it? What things constitute a “safe space” for youth?	
M16_1	Are there places in the community other than your home that fit any of these descriptions? If yes, tell me about these places? If no, why not?	
M17	What are the most useful aspects of the YDRC and why?	
M18	What are the least useful aspects of the YDRC and why?	
M19	What suggestions do you have to improve the programming and services at the YDRC?	
M20	Is there anything else we should know about the YDRC and/or your participation in their activities?	
EndTime	Time Finished	autogenerated
GPS	GPS Coordinates	

الاستمارة الخاصة بالشباب	
الجزء الاول: معلومات عامة حول المبحوث	
A01: الاسم:	<input type="checkbox"/>
A02: رقم الاستمارة (رقم تسلسلي لكل مركز مصادر):	<input type="checkbox"/>
A03: اسم الباحث:	<input type="checkbox"/>
A04: وقت البدء: :	<input type="checkbox"/>
A05: وقت الإنهاء: :	<input type="checkbox"/>
A06: تاريخ إجراء المقابلة:/...../2017	<input type="checkbox"/>
A07: رقم الهاتف الارضي:	<input type="checkbox"/>
A07_1: رقم الموبايل/الخلوي:	<input type="checkbox"/>
A08: المحافظة: 1. جنين 4. نابلس 5. قلقيلية 8. اريحا والاغوار 11. الخليل	<input type="checkbox"/>
A9: اسم التجمع السكاني الذي تعيش فيه: العنوان داخل التجمع (اسم الحي ومن ثم التفصيل):	<input type="checkbox"/>
A10: البريد الإلكتروني:	<input type="checkbox"/>
A11: حساب الفيسبوك:	<input type="checkbox"/>
A12: رقم هاتف أرضي آخر: (علاقة صاحب الهاتف بالمبحوث): رقم موبايل آخر: (علاقة صاحب الموبايل بالمبحوث): بريد الكتروني آخر: (علاقة صاحب البريد الالكتروني بالمبحوث): حساب تواصل اجتماعي آخر: (علاقة صاحب الحساب بالمبحوث):	<input type="checkbox"/>
الجزء الثاني: معلومات ديمغرافية	
B01: هل تسكن في مدينة، قرية، مخيم؟ 1. مدينة 2. قرية 3. مخيم 98. لا اجابة	<input type="checkbox"/>
B02: هل أنت لاجئ؟ 1. نعم 2. لا 98. لا اجابة	<input type="checkbox"/>
B03: كم عمرك؟ (18 – 25) 98. لا اجابة	<input type="checkbox"/>
B04: ما جنسك؟ 1. ذكر 2. أنثى 98. لا اجابة	<input type="checkbox"/>
B05: ما هي حالتك الإجتماعية؟ 1. متزوجة 2. أعزب\عزباء (انتقل الى B11) 3. مطلق\مطلقة 4. أرمل\أرملة 5. خاطبة (انتقل الى B11) 98. لا اجابة	<input type="checkbox"/>
B06: في أي عمر تزوجت؟ 98. لا اجابة	<input type="checkbox"/>

<input type="checkbox"/>	B07 : هل لديك أي أطفال؟ 1. نعم 2. لا (انتقل الى B10) 98. لا اجابة
<input type="checkbox"/>	B08 : في أي سن أنجبت طفلك\طفلتك الأول\الأولى؟ سنين 98. لا اجابة
<input type="checkbox"/>	B09 : كم عدد أطفالك؟ _____ طفل 98. لا اجابة
<input type="checkbox"/>	B10 : من هو الشخص الذي يعتني بأطفالك بشكل رئيسي؟ 1. أنا 2. زوجي/زوجتي/الوالد الآخر 3. أهلي 4. عضو آخر في العائلة 98. لا اجابة
<input type="checkbox"/>	B11 : كم شخص يعيش في بيتك (فيما يتضمن نفسك)؟ شخص 98. لا اجابة
<input type="checkbox"/>	B12 : ما هو أعلى مستوى تعليمي أكمله ابوك/والدك بنجاح؟ 1. غير متعلم 2. تعليم أساسي (1-10) 3. لم يكمل تعليمه الاساسي 4. تعليم ثانوي 5. دبلوم 6. جامعي 7. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة) 96. لا أعرف 98. لا اجابة
<input type="checkbox"/>	B12_1 : ما هو أعلى مستوى تعليمي أكملته أمك/ والدتك بنجاح؟ 1. غير متعلم 2. تعليم أساسي (1-10) 3. لم يكمل تعليمه الاساسي 4. تعليم ثانوي 5. دبلوم 6. جامعي 7. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة) 96. لا أعرف 98. لا اجابة
<input type="checkbox"/>	B13 : ما هي المادة البنائية الرئيسية للجدران الخارجية لمكان سكنتك؟ 1. حجر نظيف 2. حجر وإسمنت 3. حجر قديم 4. طوب اسمنتي 5. خرسانة (دكة) 6. طين 99. أخرى: 98. لا اجابة
<input type="checkbox"/>	B14 : هل يحتوي بيتك على سخان ماء شمسي؟ 1. نعم 2. لا 98. لا اجابة
<input type="checkbox"/>	B15 : هل يحتوي بيتك على مكينة كهربائية؟ 1. نعم 2. لا 98. لا اجابة
<input type="checkbox"/>	B16 : هل يحتوي بيتك على خط اتصالات أرضي و/أو هاتف خلوي (اي شخص في الاسرة) ؟ (أكثر من خيار) 1. لا شيء 2. هاتف خلوي 3. خط اتصالات أرضي 4. هاتف أرضي وخطوي 98. لا اجابة
<input type="checkbox"/>	B17 : هل يحتوي بيتك على تلفاز وأو جهاز فيديو وأو مشغل اسطوانات؟ 1. لا شيء مما ذكر 2. فقط تلفاز 3. تلفاز، جهاز فيديو او مشغل أسطوانات 98. لا اجابة
<input type="checkbox"/>	B18 : هل يحتوي بيتك على ستالايت ؟ 1. نعم 2. لا 98. لا اجابة
<input type="checkbox"/>	B19 : هل يحتوي بيتك على جهاز كمبيوتر/لابتوب (لا يشمل التابلت) ؟ 1. نعم 2. لا 98. لا اجابة
<input type="checkbox"/>	B20 : هل يحتوي بيتك على خزانة/رفوف كتب ؟ 1. نعم 2. لا 98. لا اجابة
<input type="checkbox"/>	B21 : كم اعداد أفراد الاسرة الذين يعملون (يشمل المبحوث)؟
تعليم	
<input type="checkbox"/>	C01 : هل أنت\ي مسجل\ة حاليا في مدرسة/جامعة؟ 1. نعم (انتقل الى C05) 2. لا 98. لا اجابة
<input type="checkbox"/>	C03 : ما هو أعلى مستوى تعليمي أكملته؟ 1. غير متعلم/ة 2. تعليم أساسي (1-10) 3. لم أكمل تعليمي الاساسي 4. تعليم ثانوي 5. دبلوم 6. جامعي 7. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة) 96. لا أعرف 98. لا اجابة
<input type="checkbox"/>	C04 : ما هو السبب الرئيسي لعدم التحاقك بالتعليم حاليا؟ 1. انتهاء الفصل أو السنة الدراسي/ة 2. الرسوب في الإمتحانات ((ضعف التحصيل الاكاديمي) 3. لم يستمتع/تستمتع بالدراسة 4. الالتحاق بالعمل 5. الزواج 6. لم يريد الأهل أن أستمري في التعليم

7. لم أستطيع دفع الرسوم والأقساط	98. لا اجابة	99. غير ذلك حدداي
للباحث: انتقل الى D01		

<input type="checkbox"/>	C05: في أي مرحلة من التعليم تدرس/ين حاليا؟		
	1. تعليم أساسي	2. تعليم ثانوي	3. دبلوم 4. جامعي
<input type="checkbox"/>	C06: ماذا تنوي/ن أن تفعل/ي بعد انتهاء تعليمك؟		
	1. البحث عن عمل	2. البقاء في البيت	3. اكمال التعليم /تدريب عملي
	96. لا أدري	98. لا اجابة	99. غير ذلك حدداي
التوظيف			
<input type="checkbox"/>	D00: ما مدى قدرتك على ايجاد وظيفة أو عمل		
	1. ليس لدي قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة		
	ملحق		
	D00.1. اشرح/ي لماذا قدرتك/ي (اذكر جواب السؤال السابق)؟		
	D00.2. هل قدرتك تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟		
	D00.3. هل يمكنك ان تشرح لماذا؟		
<input type="checkbox"/>	D01: هل سبق وان اشتغلت/عملت من قبل؟ 1. نعم 2. لا (انتقل الى E01) 98. لا اجابة		
<input type="checkbox"/>	D02: هل تعمل حاليا؟ 1. نعم 2. لا (انتقل الى E01) 98. لا اجابة (انتقل الى E01)		
<input type="checkbox"/>	D03: على المقياس أدناه قيم كم تغيرت حالتك العملية/الوظيفية خلال الـ 9 أشهر السابقة؟		
	1. لم تتغير 2. قليلا 3. بعض الشيء 4. كثيرا 98. لا اجابة		
	D03_1: ملحق D03 اشرح/ي كيف ولماذا كيف أثر هذا على دخل أو مدخراتك؟		
<input type="checkbox"/>	D04: كيف يمكن أن تصف/ي عملك/وظيفتك الحالية؟		
	1. مدراء، أصحاب عمل، ربايين، رئيس بلدية 2. المهن الفكرية: معلم/ة جامعة، طبيب معالج، عالم اقتصاد، محامي، إلخ 3. الفنيين أو الملاحظين: ممرضين/ممرضات، معلمين/معلمات المدرسة الابتدائية، محاسب مع دراسات ثانوية، إلخ 4. موظفوا المكاتب: سكرتير، أمين\أمنية مكتبة، أمين\ة صندوق 5. العاملين في الخدمات و التجارة: قائد القطار، رجل إطفاء، شرطي إلخ 6. مزارعين مؤهلين أو عاملين لحسابهم الخاص في قطاع الزراعة 7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلي أقفال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغالين 9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاجب، عمال النظافة، كناسين، والخادمت 10. عمال اليومية/عمال السوق السوداء في الزراعة\زراعة الغابات و صيد الأسماك 11. عمال اليومية/عمال السوق السوداء في أعمال غير الزراعية 12. ضابط عسكري 13. صحافة 14. تكنولوجيا الإتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدداي		
<input type="checkbox"/>	D05: هل تعمل/ين لحسابك الخاص؟ 1. نعم (انتقل الى D09) 2. لا 98. لا اجابة		

<input type="checkbox"/>	<p>D06: كيف حصلت على عملك/وظيفتك الحالية؟</p> <p>1. عن طريق مركز تعليم/تدريب (أكاديمي أو حرفي) 2. عن طريق استقطاب مباشر من قبل صاحب العمل</p> <p>3. عن طريق وسيلة توظيف عامة 4. عن طريق معارض وظائف</p> <p>5. عن طريق الإعلانات (راديو، تلفاز، صحيفة، إلخ) ليس عبر الانترنت</p> <p>6. عن طريق اعلانات على الانترنت عن طريق مواقع التواصل الاجتماعي، مثل (تعمل) أو ما شابه</p> <p>7. عن طريق أصدقاء أو أقارب 8. عن طريق وكيل عمل 98. لا اجابة 99. غير ذلك حدد\ي</p>
<input type="checkbox"/>	<p>D08: هل يوجد لديك عقد عمل العقد مكتوب؟ 1. نعم 2. لا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D09: على المقياس أدناه جودة ظروف عملك الحالي من حيث، الدفع (الراتب)، ساعات العمل، و الميزات والحوافز</p> <p>1. جودة سيئة جدا 2. جودة سيئة 3. جودة متوسطة 4. جودة عالية 5. جودة عالية جدا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D09_1: ملحق D09</p> <p>اشرح\ي لماذا؟</p> <p>هل ارتفعت هذه الجودة أم بقيت نفسها في الـ 9 أشهر الماضية؟</p> <p>اشرح\ي لماذا؟</p>
<input type="checkbox"/>	<p>D10: بالإضافة لعملك الرئيسي هل لديك عمل آخر؟ 1. نعم 2. لا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D11: عادة، كم ساعة بالأسبوع تعمل/ين في عملك الرئيسي؟ ساعات 98. لا اجابة</p>
<input type="checkbox"/>	<p>D12: كم ساعة اشتغلت فعلا الاسبوع الماضي في عملك الرئيسي (بالإضافة الى استراحة الغداء، الوقت الاضافي، وقت السفر إلخ..) ؟ ساعات 98. لا اجابة</p>
<input type="checkbox"/>	<p>D13: إذا عرض عليك أن تعمل/تعملين ساعات عمل أكثر، هل ستقبل/ستقبلين؟ 1. نعم 2. لا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D14: ما مدى رضاك عن عملك الرئيسي؟</p> <p>1. راض جدا 2. راض 3. غير راض 4. غير راض أبدا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D15: بالتفكير في الـ 9 شهر القادمة، كم تعتقد\ين أنه من المحتمل أن تكون\ين قادرة على أن تبقى\ي في عملك الرئيسي إن أردت ذلك؟</p> <p>1. من المحتمل جدا أن أبقى في عملي (انتقل الى F01) 2. غير مؤكد 3. من غير المحتمل أن أبقى في عملي 6. لا أعرف 98. لا اجابة</p>
<input type="checkbox"/>	<p>D16: هل عدم التأكد من الوضع يزعجك؟ 1. نعم 2. لا 98. لا اجابة</p>
<p>للباحث: انتقل الى F01</p>	
<p>البطالة</p>	
<input type="checkbox"/>	<p>E01: هل تبحث\ي عن عمل أو تحاول\ي انشاء عمل خاص بك\ي؟ 1. نعم (انتقل الى E03) 2. لا 98. لا اجابة</p>
<input type="checkbox"/>	<p>E02: ما هو السبب الرئيسي في عدم عملك أو بحثك عن عمل؟</p> <p>1. مرض، إصابة، حمل 2. مسؤولية عائلية/منزلية 3. الخروج للدراسة أو التدريب</p> <p>4. قد وجدت عمل لأبدأ به لاحقا 5. قد عمل/ت ترتيبات للتوظيف الذاتي تبدأ لاحقا 6. أنتظر اتصال من عملي السابق (دون ارتباط بعمل رسمي)</p> <p>7. أنتظر موسم العمل (عملي موسمي) 8. أعتقد أنه لا يوجد عمل مناسب لي (في مجال مهارتي أو قدراتي)</p> <p>9. تنقصي المتطلبات التي يطلبها المشغلون أو السوق (مؤهلات، تدريب، خبرة، عمر، إلخ...) 10. لم أستطع/تستطع أن جد عمل مناسب له 11. لا أعلم كيف أو أين يبحث/تبحث عن عمل</p>

	12. لم أبدأ بالبحث عن عمل بعد	98. لا اجابة	99. غير ذلك حدداي
<input type="checkbox"/>	E03: خلال الأسابيع الاربعة الماضية، هل قمت باتخاذ أي خطوات لتجد عمل أو لإنشاء عمل خاص بك؟ 1. نعم 2. لا (انتقل الى E05) 98. لا اجابة		
<input type="checkbox"/>	E04: ما هي الخطوات التي اتخذتها خلال الاسابيع الأربعة الماضية لاجاد عمل؟ 1. عن طريق مؤسسة تعليمية/تدريبية 2. حضور معارض التوظيف 3. التسجيل في مكتب عام للتوظيف 4. التسجيل في مكتب خاص للتوظيف 5. طلب توظيف مباشر لصاحب العمل 6. فحص اعلانات وظائف على الانترنت، مزارع، ابواب مصانع، أسواق أو أي من أماكن التجمع الأخرى 7. أن يعلن في الجريدة 8. الرد على اعلانات (الجريدة، الانترنت، إلخ...) 9. مساعدة الأصدقاء و الأقارب و الزملاء 10. البحث عن أراض، عمارة، آلات، ومعدات لإنشاء مشروع/الخاص 11. ترتيب للحصول على الموارد المالية 12. التقديم لتصاريح 13. لا شيء (انتقل الى E05) 98. لا اجابة 99. غير ذلك حدداي		
للباحث: انتقل الى E07			
<input type="checkbox"/>	E05: هل كانت لديك رغبة في العمل خلال الأسبوع الماضي؟ 1. نعم 2. لا (انتقل الى F01) 98. لا اجابة		
<input type="checkbox"/>	E06: ما هو السبب الرئيسي لعدم بحثك عن عمل خلال الأسبوع الماضي؟ 1. قد وجدت عمل وسأبدأ به لاحقا 2. قد عملت ترتيبات لتوظيف ذاتي يبدأ لاحقا 3. أنتظر اتصال من عملي السابق (دون ارتباط عمل رسمي) 4. مرض، إصابة، حمل 5. مسؤولية عائلية/منزلية 6. الدراسة أو التدريب 7. أنتظر موسم العمل (موسمي) 8. أعتقد أنه لا يوجد عمل مناسب لي (في مجال مهارتي أو قدراتي) 9. تنقصني المتطلبات التي يتطلبها المشغلون أو السوق (مؤهلات، تدريب، خبرة، عمر، إلخ...) 10. لم أستطع أن أجد/تجد عمل مناسب له 11. لا أعلم كيف أو أين أبحث عن عمل 12. لم أبدأ بالبحث عن عمل بعد 98. لا اجابة 99. غير ذلك حدداي		
<input type="checkbox"/>	E07: منذ متى وأنت متاح/ة للعمل (لديك الوقت للعمل) و تبحث/ين عن عمل بشكل نشط؟ 1. أقل من الأسبوع الماضي 2. 1-4 أسابيع 3. 2-1 شهر 4. 3-6 أشهر 5. سنة- 6 أشهر 6. أكثر من سنة 98. لا اجابة		
<input type="checkbox"/>	E08: ما نوع العمل الذي تبحث/ين عنه (مهنة)؟ 1. مدراء، أصحاب عمل، ربايين، رئيس بلدية 2. المهن الفكرية: معلم/ة جامعة، طبيب معالج، عالم اقتصاد، محامي، إلخ 3. الفنيين أو الملاحظين: ممرضين/ممرضات، معلمين/معلمات المدرسة الابتدائية، محاسب مع دراسات ثانوية، إلخ 4. موظفوا المكاتب: سكرتير، أمين/أمنية مكتبة، أمين/ة صندوق 5. العاملين في الخدمات و التجارة: قائد القطار، رجل إطفاء، شرطي إلخ 6. مزارعين مؤهلين أو عاملين لحسابهم الخاص في قطاع الزراعة 7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلي أقفال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغالين 9. العمال غير المهرة في قطاعات غير الزراعية، البوايين، حاجب، عمال النظافة، كناسين، والخدامات 10. عمال اليومية/عمال السوق السوداء في الزراعة\زراعة الغابات و صيد الأسماك 11. عمال اليومية/عمال السوق السوداء في أعمال غير الزراعية 12. ضابط عسكري 13. صحافة 14. تكنولوجيا الإتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدداي		
عقبات التوظيف			
<input type="checkbox"/>	F01: على المقياس أدناه، ما مدى احتمالية أن تتغير حالتك العملية/الوظيفية خلال ال9 أشهر القادمة؟		

	1. من غير المحتمل 2. من المحتمل قليلا 3. من المحتمل 4. من المحتمل جدا 5. من المؤكد 98. لا اجابة
<input type="checkbox"/>	F01_1: ملحق سؤال F01 : فسر كيف ولماذا
<input type="checkbox"/>	F02: أي من المهن/الوظائف التالية تفضلها/تفضلينها؟ (يمكن أن تكون مطابقة لعملك الحالي) 1. مدراء، أصحاب عمل، ربايين، رئيس بلدية 2. المهن الفكرية: معلم/ة جامعة، طبيب معالج، عالم اقتصاد، محامي، إلخ 3. الفنيين أو الملاحظين: ممرضين/ممرضات، معلمين/معلمات المدرسة الابتدائية، محاسب مع دراسات ثانوية، إلخ 4. موظفوا المكاتب: سكرتير، أمين\أمنية مكتبة، أمين\ة صندوق 5. العاملين في الخدمات و التجارة: قائد القطار، رجل إطفاء، شرطي إلخ 6. مزارعين مؤهلين أو عاملين لحسابهم الخاص في قطاع الزراعة 7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلي أقفال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغاليين 9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاجب، عمال النظافة، كناسين، والخادما 10. عمال اليومية/عمال السوق السوداء في الزراعة\زراعة الغابات و صيد الأسماك 11. عمال اليومية/عمال السوق السوداء في أعمال غير الزراعية 12. ضابط عسكري 13. صحافة 98. لا اجابة 99. غير ذلك حدداي
<input type="checkbox"/>	F03: لنفترض أنه عرض عليك عمل/وظيفة الان، هل من المرجح أنك: 1. ستقبل/ينه أيا كانت الشروط (بغض النظر الشروط) 2. ستقبل/ينه شريطة أن يكون الراتب يناسب مؤهلاتي ومهاراتي 3. ستقبل/ينه فقط إذا كان مستقرومستمر وراتب جيد، يناسب مؤهلاتي ومهاراتي 98. لا اجابة
<input type="checkbox"/>	F04: خلال أخر عملية بحث عن عمل قمت بها، ماذا كان المعيق للحصول على عمل؟ (حتى ولو كان يعمل الان) 1. غير متعلم/ة 2. تعليم اكايمي غير ملائم 3. تعليم مهني غير ملائم 4. عدم وجود فرص تدريب ملائمة 5. عدم ملائمة المتطلبات التعليمية مع التي لدي 6. لا يوجد خبرة عملية 7. لا يوجد وظائف كافية و متاحة 8. صغر السن 9. لكوني ذكر/أنثى 10. تمييز ضدي بحكم مسبق(على سبيل المثال، إعاقة، دين، عرق، مظهر، إلخ) 11. اجور منخفضة في الوظائف المتوفرة 12. ظروف العمل سيئة في الوظائف المتوفرة 13. ليس لدي العلاقات الشخصية أو العائلية المناسبة 98. لا اجابة 99. غير ذلك حدداي

فرص العمل و جاهزية العمل	
<input type="checkbox"/>	G01: هل سبق أنك تلقيت خدمات توظيف (خدمات وليس تدريب) للمساعدة في إيجاد عمل من مدرسة/جامعة أو حكومة أو مركز تدريب (تشمل الخدمات المدفوعة على حسابك)؟ 1. نعم 2. لا (انتقل الى G03) 98. لا اجابة (انتقل الى G03)
<input type="checkbox"/>	G02: ما نوع الخدمات التي تلقيتها ؟ 1. نصيحة على كيفية البحث عن عمل 2. معلومات عن فرص عمل 3. ارشادات للحصول على فرص تعليمية و تدريبية 4. الالتحاق في برامج تعليمية/تدريبية 98. لا اجابة 99. غير ذلك حدداي
<input type="checkbox"/>	G03: كيف تقيم/ي استعدادك/جاهزيتك للحصول على عمل جديد أو وظيفة أفضل؟ 1. غير مستعد/ة غير جاهز/ة 2. مستعد/ة جاهز/ة قليلا 3. متوسط الجاهزية/الاستعداداية 4. جاهز/ة مستعد/ة جيدا 98. لا اجابة
<input type="checkbox"/>	ملحق سؤال G03 G03_1: اشرح/ي لماذا؟ G03_2: هل زاد أم نقص تأهيك أم بقي نفسه خلال ال 9 أشهر الماضية؟ G03_3: اشرح/ي لماذا؟

<input type="checkbox"/>	G04: هل لديك سيرة ذاتية في الوقت الحالي؟ 1. نعم 2. لا (انتقل الى G06) 98. لا اجابة (انتقل الى G06)
<input type="checkbox"/>	G05: متى كانت آخر مرة عدلت فيها سيرتك الذاتية؟ شهر سنة 98. لا اجابة
<input type="checkbox"/>	G06: منذ أن بدأت بالبحث عن عمل، كم عدد الوظائف التي تقدمت لها؟ وظيفة\وظائف 97. لا ينطبق 98. لا اجابة
<input type="checkbox"/>	G07: منذ أن بدأت بالبحث عن عمل، كم عدد المقابلات التي ذهبت\ي عليها؟ مقابلات\مقابلة 97. لا ينطبق 98. لا اجابة
<input type="checkbox"/>	G08: حالياً، هل تعتقد أنه لديك التعليم اللائق/الصحيح لنوع الوظيفة التي تريدها/تريديها؟ 1. كثيراً 2. الى حد ما 3. قليلا 4. أبدا 98. لا اجابة
<input type="checkbox"/>	G09: حالياً، هل تعتقد أنه لديك الخبرة العملية اللائقة/الصحيحة لنوع الوظيفة التي تريدها/تريديها؟ 1. كثيراً 2. الى حد ما 3. قليلا 4. أبدا 98. لا اجابة
<input type="checkbox"/>	G10: على المقياس أدناه، كيف تشعر/ين حول مستقبلك المهني و الوظيفي؟ 1. سلبى للغاية 2. سلبى قليلا 3. محايد 4. إيجابي 5. إيجابي جدا 98. لا اجابة
<input type="checkbox"/>	ملحق G10 G10_1: اشرح\ي لماذا؟ G10_2: هل زاد أم نقص شعورك عن مستقبلك المهني أم بقي نفسه خلال الـ 9 أشهر الماضية؟ G10_3: اشرح\ي لماذا؟
<input type="checkbox"/>	G11: ما المهارات الإضافية التي تعتقد أنها ستساعدك لكي تكون\ي مستعداً\ة أكثر للعمل؟ (يمكن قبول أكثر من اجابة) 1. مهارات فنية/تقنية 2. مهارات شخصية (قيادة، تواصل ...الخ) 3. مهارات البحث عن وظيفة (كيفية اجراء مقابلة عمل، كيفية كتابة السيرة الذاتية ...الخ) 98. لا اجابة
الدخل، المدخرات و امكانية الوصول لرأس المال	
<input type="checkbox"/>	H01: من أين تحصل/ين حالياً على معظم دخلك (المال)؟ 1. عملي/وظيفتي الحالي/ة 2. مساعدات بطالة أو شؤون اجتماعية 3. مصروف تدريب/منحة تعليمية 4. الأهل أو العائلة 5. الزوج /الزوجة 6. العمل في السوق غير المنظم 7. حوالات مالية 8. ليس لدي دخل (انتقل الى H03) 98. لا اجابة 99. غير ذلك حدد\ي
<input type="checkbox"/>	H02: تقريبا كم بلغ دخلك خلال الشهر الماضي، من جميع المصادر؟ 1. شيقل 2. دينار 3. دولار 98. لا اجابة
<input type="checkbox"/>	H03: هل يوجد لديك أية مدخرات/توفيرات؟ 1. نعم 2. لا (انتقل الى J01) 98. لا اجابة (انتقل الى J01)
<input type="checkbox"/>	H04: كيف تدخر، كل كم من الوقت تقوم بالادخار؟ 1. دائماً (في اي وقت احصل فيه على نقود) 2. غالباً 3. حسب الوضع والظروف (بالمناسبات) 4. نادراً 98. لا اجابة
<input type="checkbox"/>	H05: هل حالياً مدخراتك/توفيرات أكثر من قبل 9 شهور؟ 1. نعم 2. لا 98. لا اجابة
<input type="checkbox"/>	H06: هل قمت بصرف اي من مدخراتك/توفيراتك خلال التسعة شهور الماضية؟ 1. نعم 2. لا 98. لا اجابة
المواقف تجاه حل النزاعات السلمي و الغير سلمي	
الى أي مدى توافق/ين: (للباحث اقرأ الخيارات جيداً)	
<input type="checkbox"/>	J01: اذا كنت غاضب\ة من شخص ما، فقط أهمله 1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة

02: عندما يتشاجر اصدقائي فاني أحاول أن اوقفهم	<input type="checkbox"/>
1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة	
03: أحيانا ليس لدى الشخص خيار غير القتال	<input type="checkbox"/>
1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة	
04: دائما هنالك وسائل أفضل من القتال لحل المشاكل/ العنف	<input type="checkbox"/>
1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة	
05: أحاول حل المشاكل بالحوار بدلا من القتال/العنف	<input type="checkbox"/>
1. أوافق بشدة 2. أوافق الى حد ما 3. اعارض الى حد ما 4. اعارض بشدة 98. لا اجابة	
الانخراط بالمجتمع	
K01: أنا عضوة في مؤسسة، جمعية، لجنة، اتحاد، مجموعة دينية أو شبابية (تشمل الاحزاب السياسية)؟	<input type="checkbox"/>
1. نعم 2. لا (انتقل الى K03) 98. لا اجابة (انتقل الى K03)	
K02: لقد شاركت في نشاطات مع تلك المؤسسة/ات خلال:	<input type="checkbox"/>
1. الاسبوع الماضي 2. الشهر الماضي 3. الثلاث أشهر الماضية 4. الست أشهر الماضية 5. السنة الماضية 6. قبل أكثر من عام 7. لم يسبق لي المشاركة 98. لا اجابة	
K03: أشارك/شاركت في نشاطات/اعمال تطوعية او مبادرة تطوعية في المجتمع (لمساعدة مجتمعي):	<input type="checkbox"/>
1. نعم 2. لا (انتقل الى K05) 98. لا اجابة (انتقل الى K05)	
K04: لقد شاركت في نشاط تطوعي/ مبادرة تطوعية خلال:	<input type="checkbox"/>
1. الاسبوع الماضي 2. الشهر الماضي 3. الثلاث أشهر الماضية 4. الست أشهر الماضية 5. السنة الماضية 6. قبل أكثر من عام 98. لا اجابة	
K05: أشارك في مجموعات الكترونية أو عبر الفيسبوك، التي تعمل لقضايا عامة محلية أو وطنية أو عالمية؟	<input type="checkbox"/>
1. نعم 2. لا (انتقل الى K09) 98. لا اجابة (انتقل الى K09)	
K05.1: إذا الجواب نعم، هل هذه المجموعات: 1. محلية 2. على المستوى الوطني 3. على المستوى الدولي	<input type="checkbox"/>
K06: لقد قمت بنشر أو توقيع أو مشاركة أو غير ذلك من النشاطات في واحدة من هذه المجموعات خلال:	<input type="checkbox"/>
1. الاسبوع الماضي 2. الشهر الماضي 3. الثلاث أشهر الماضية 4. الست أشهر الماضية 5. السنة الماضية 6. قبل أكثر من عام 98. لا اجابة	
K09: اشعر اني منتمي الى مجتمعي	<input type="checkbox"/>
1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة	
K10: ما مدى انخراطك الحالي في مجتمعك؟	<input type="checkbox"/>
1. لا يوجد انخراط 2. منخرطة قليلا 3. أحيانا ينخرط 4. منخرط كثيرا 98. لا اجابة	
ملحق سؤال K10	<input type="checkbox"/>
K10_1: اشرح\ي كيف ولماذا	
K10_2: هل زاد انخراطك أم نقص أم بقي على حاله في الـ 9 أشهر الماضية؟	
K10_3: اشرح\ي كيف ولماذا	
K11: يحترمني أفراد المجتمع	<input type="checkbox"/>
1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة	
K12: ما مدى انخراطك الحالي في مساعدة اسرتك؟	<input type="checkbox"/>
1. لا يوجد انخراط 2. منخرطة قليلا 3. أحيانا ينخرط 4. منخرط كثيرا 98. لا اجابة	
ملحق سؤال K12	<input type="checkbox"/>
K12_1: اشرح\ي كيف ولماذا	
K12_2: هل زاد انخراطه أم نقص أم بقي نفسه في الـ 9 أشهر الماضية؟	

K12_3: اشرح\ي كيف ولماذا؟	
الكفاءة الذاتية	
<input type="checkbox"/> <p>L01: أنا قادر على تحقيق أهدافي طويلة الامد على المستوى الشخصي والمستوى المهني (العمل أو الوظيفة)؟</p> <p>1. لا يوجد قدرة 2. يوجد قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة</p>	
ملحق سؤال L01	
<input type="checkbox"/> <p>L01_1: اشرح\ي لماذا</p> <p>L01_2: هل زادت قدرتك أم نقصت أم بقيت كما هي خلال ال9 أشهر الماضية؟</p> <p>L01_3: اشرح\ي لماذا؟</p>	
<input type="checkbox"/> <p>L02: حتى عندما تكون الظروف الصعبة يكون أدائي جيد جدا</p> <p>1. لا يوجد قدرة 2. يوجد قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة</p>	
تواصل	
<input type="checkbox"/> <p>L03: أستطيع أن أتواصل بفعالية وأن أعبر عن نفسي أمام الآخرين</p> <p>1. لا يوجد قدرة 2. يوجد قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة</p>	
ملحق سؤال L03	
<input type="checkbox"/> <p>L03_1: اشرح\ي لماذا ؟</p> <p>L03_2: هل زادت قدرتك أم نقصت أم بقيت كما هي خلال ال9 أشهر الماضية؟</p> <p>L03_3: اشرح\ي لماذا؟</p>	
<input type="checkbox"/> <p>L04: أستطيع أن أساهم بشكل بناء ضمن مجموعة أو فريق؟</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	
<input type="checkbox"/> <p>L05: أستطيع أن أعبر عن رأي ضمن مجموعة أو فريق حتى اذا كان هنالك من يخالفني الرأي؟</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	
التوظيف و التعليم	
<input type="checkbox"/> <p>L06: أستطيع أن أجد عمل اذا اجتهدت بما فيه الكفاية</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	
<input type="checkbox"/> <p>L07: إذا أعطيت الفرصة، يكون أدائي جيد في نوع العمل الذي أرغب بالحصول عليه</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	
<input type="checkbox"/> <p>L08: لدي قدرة كبيرة من السيطرة على أدائي الأكاديمي</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	
<input type="checkbox"/> <p>L09: يمكنني أن أتعلم أشياء جديدة في اي وظيفة أو مشروع أعمل به؟</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	
<input type="checkbox"/> <p>L10: أنا متأكدة أنني أستطيع أن أتمكن من تطبيق المهارات التي أتعلمتها في التدريبات من مركز المصادر في شكل فعال؟</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	
الانطباع عن مركز المصادر لتطوير الشباب	
<input type="checkbox"/> <p>M01: كيف سمعت عن مركز المصادر: (لا تقرأ الخيارات)</p> <p>1. من صديق 2. من فرد من عائلتي 3. من خلال الاعلانات الالكترونية/مواقع التواصل الاجتماعي 4. من المدرسة/الجامعة 5. من شاب/ة 98. لا اجابة 99. غير ذلك حدداي</p>	
<input type="checkbox"/> <p>M02: لماذا قررت\اي التسجيل في مركز المصادر؟ (لا تذكر الخيارات) (يمكن قبول أكثر من خيار)</p> <p>1. لزيادة فرص العثور على وظيفة 2. للمشاركة في نشاطات ترفيهية/مسلية 3. لكسب الأصدقاء</p>	

4. لتعلم مهارات جديدة	5. لمساعدة المجتمع	6. لكونه مكان آمن خارج البيت	7. للتعارف
على اشخاص من الجنس الآخر 98. لا اجابة	99. غير ذلك حدداي		
M03: هل أنت مهتم/ة في المشاركة في أي نشاطات أخرى تنفذ من قبل مركز المصادر غير تلك التي سجلت لها؟	1. نعم	2. لا (انتقل الى M05)	96. لا أعلم (انتقل الى M05)
98. لا اجابة (انتقل الى M05)			
M04: ما هي هذه النشاطات؟ (لا تذكر الخيارات) (يمكن قبول أكثر من خيار)	1. تدريب اعلامي	2. تدريب تكنولوجيا المعلومات والاتصالات	3. تدريب قيادة
4. جلسات استشارية(تمهيد)	5. تدريب توظيف	6. مبادرة مجتمعية	7.
نشاطات رياضية	8. برنامج تدريب داخلي	9. نشاطات ثقافية وفنية	
96. لا أعلم	98. لا اجابة	99. غير ذلك حدداي	
M05: هل تتوقع/ين ان تواجه/ي أي تحديات او صعوبات لذهابك إلى مركز المصادر والمشاركة بالنشاطات؟	1. نعم	2. لا (انتقل ل M07)	96. لا أعلم (انتقل ل M07)
98. لا اجابة (انتقل ل M07)			
M06: ما هي التحديات التي تتوقعها/تتوقعها؟	1. عدم موافقة الأهل	2. صعوبة الوصول هناك بسبب المسافة،توفر المواصلات،أو الطرق	3. ليس من الأمن الوصول هناك
4. اختلاط الجنسين	5. أوقات غير مناسبة	96. لا أعلم	98. لا اجابة
99. غير ذلك حدداي			
M07: ما مدى فائدة التدريب التي تتوقعها في مركز المصادر لكي تساعدك في إيجاد عمل في يوم من الأيام ؟	1. مفيد جدا	2. مفيد نوعا ما	3. ليس مفيد ولا غير مفيد
4. ليس مفيد	5. ليس مفيد أبدا	98. لا اجابة	
M08: على المقياس أدناه صف/ي لي كيف ينظر معظم الشباب في المجتمع الى مركز المصادر وبرامجه؟	1. نظرة سلبية جدا	2. نظرة سلبية	3. بشكل محايد
4. نظرة إيجابية	5. نظرة إيجابية جدا	98. لا اجابة	
ملحق سؤال M08			
M08_1: اشرح/ي لماذا ؟			
M08_2: هل تغيرت هذه النظرة خلال ال9 أشهر الماضية؟			
M08_3: اذا نعم، صف كيف			
M08_4: هل يوجد البعض الذين يرونها بشكل غير عن المعظم؟			
اشرح/ي كيف؟ ولماذا			
M09 : على المقياس أدناه صف/ي لي كيف ينظر معظم أهالي الشباب في المجتمع الى مركز المصادر وبرامجه؟	1. نظرة سلبية جدا	2. نظرة سلبية	3. بشكل محايد
4. نظرة إيجابية	5. نظرة إيجابية جدا	98. لا اجابة	
ملحق سؤال M09			
M09_1: اشرح/ي لماذا ؟			
M09_2: هل تغيرت هذه النظرة خلال ال9 أشهر الماضية؟			
M09_3: اذا نعم، صف كيف			
M09_4: هل يوجد البعض الذين يرونها بشكل غير عن المعظم؟			
اشرح/ي كيف؟ ولماذا			
M10: هل هناك مراكز في منطقتك شبيهة بمركز المصادر؟	1. نعم	2. لا (انتقل الى M12)	96. لا أدري (انتقل الى M12)
98. لا اجابة (انتقل الى M12)			
M11: هل شاركت في أي نشاطات في هذه المراكز؟	1. نعم	2. لا	98. لا اجابة
M12: هل حصلت على تدريب مهني أو، قيادة أو توظيف في أي مكان غير مركز المصادر (تشمل التدريب المدفوع عى حسابك) (يمكن قبول أكثر من خيار)	1. تدريب مهني	2. تدريب على مهارات توظيف	3. تدريب على مهارات قيادة
4. لا، ليس أي من هذه (انتقل الى M14)	98. لا اجابة		
M13: كم في رأيك كان التدريب مفيدا للحصول على وظيفة؟	1. مفيدا جدا	2. مفيد نوعا ما	3. ليس مفيد ولا غير مفيد
4. ليس مفيد	5. ليس مفيد أبدا	98. لا اجابة	

M14: كيف يمكنك ان تصف لي مدى قدرتك على حل المشاكل والخلافات التي تواجهك في المجتمع بشكل سلمي بدون استخدام العنف؟ (ليس فقط اذا كان الخلاف معك، من الممكن ان يكون الخلاف بين شخص يعينك وشخص اخر) 1. ليس لدي قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة	<input type="checkbox"/>
ملحق	
M14_1: اشرح لي لماذا ؟ M14_2: اعط أمثلة M14_3: هل تغيرت هذه النظرة خلال الـ 9 أشهر الماضية؟ M14_4: اذا نعم، صف كيف	

M15: هل يوجد أماكن في مجتمعك، حيث يمكن للشباب/الشابات أن يقعوا في مشاكل (تسبب لهم مشاكل) أو/و يكتسبوا عادات سيئة منها؟ 1. نعم 2. لا 98. لا اجابة	<input type="checkbox"/>
ملحق	
M15_1: صف لي هذه الأماكن و سبب انخراط الشباب فيها؟ M15_2: هل هناك شيء يمكن عمله للتقليل من احتمالية وقوع الشباب في مشاكل أو اكتسابهم عادات سيئة؟ M15_3: هل هناك أماكن و/أو أشخاص فاعلين في تغيير سلوك الشباب ؟ اذا نعم، ما هي هذه الأماكن او من هم هؤلاء الأشخاص و لماذا هذه الاماكن فعالة أو لماذا هؤلاء الأشخاص فعالون؟ إذا لا، لماذا؟ M16: لو كنت ستصف كيف تبدو "المساحة الآمنة" للشباب ، كيف ستصفها؟ وماذا يكون "المساحة الآمنة للشباب؟ M16_1: هل يوجد أماكن غير منزلك/بيتك تنطبق عليه أي من المواصفات السابقة؟ إذا نعم حدثني عن هذه الأماكن، اذا لان لماذا لا يوجد اماكن كذلك التي وصفتها؟ M17: ما هي أكثر الجوانب افادة في مركز المصادر؟ لماذا؟ M118: ما هي أقل الجوانب افادة في مركز المصادر؟ لماذا؟ M19: ما الاقتراحات التي لديك لتحسين البرامج و الخدمات في مركز المصادر؟ M20: هل هناك شيء آخر يجب علينا معرفته عن مركز المصادر أو مشاركتك في نشاطاته؟	

ANNEX 3: HOUSEHOLD QUANTITATIVE QUESTIONNAIRE

Data Collection Information			
A01	Name		
A02	Youth ID Number	autogenerated	
A02I	Youth name	autogenerated	
A030	ID Number	autogenerated	
A03	Enumerator	autogenerated	
A05	Time Started	autogenerated	
A06	Time Finished	autogenerated	
A06	Date of Interview	autogenerated	
A07	Telephone #		
A07_I	Mobile #		
A08	Governorate	Jenin	1
		Nablus	4
		Qalqilia	5
		Jericho	8
		Hebron	11
A09	Locality		
A09_I	Address within locality		
A10	Email		
A11	Facebook account ID		
A12	Another telephone		
A12A	The owner of another telephone		
A12_I	Another mobile		
A12_1A	The owner of the another mobile		
A12_2	another email		
A12_2A	The owner of another email		
A12_3	Another social media account		
A12_3A	The owner of another social media account		
Demographic Information			
B01	Do you live in a city, village, or camp?	City	1
		Village	2

		Refugee camp	3	
		No Response	98	
B02	Are you a refugee?	Yes	1	
		No	2	
		No Response	98	
B03	What is your age?	_____	years	NR=98
		No Response	98	
B04	What is your sex?	Male	1	
		Female	2	
		No Response	98	
B05	What is your marital status?	Married	1	
		Single	2	→B07
		Divorced	3	
		Widow/Widower	4	
		No Response	98	
B06	What is your relationship to [youth]?	Parent	1	
		Spouse	2	
		Sibling	3	
		Grandparent	4	
		Aunt/Uncle	5	
		No Response	98	
		Other	99	
		Specify:		
B07	Are you currently employed?	Yes	1	
		No	2	→B14
		No Response	98	
B08	Are you self-employed?	_____	years	NR=98
B09	How would you describe your current job?	Managers, business owners, entrepreneurs, mayor, local counsellor	1	
		Intellectual occupations: teacher, physician, economist, lawyer, etc.	2	
		Technicians or foremen: nurses, primary school teachers, accountant with secondary studies, etc.	3	

		Clerks: secretary, librarian, cashier etc.	4
		Workers in services and commerce: train conductor, fire fighter, policeman etc.	5
		Qualified farmers or self-employed in agriculture	6
		Craftsmen and maintenance mechanics: builders, carpenters, plumbers, electricians, painters, mechanics, welders, blacksmiths, locksmith, textile workers, workers in the leather or food industry etc.	7
		Skilled workers and operators	8
		Unskilled workers in non-agricultural sectors: doormen, janitors, dustmen, sweepers, maid, etc.	9
		Daily workers/black market workers in agriculture, silviculture and fishery	10
		Daily workers/black market workers in non-agricultural activities	11
		Military officer	12
		Media	13
		ICT	14
		No Response	98
		Other	99
		Specify: _____	—
B10	Who is the primary income earner for the household?	Me	I

B11	How would you describe his/her current job?	My spouse/the other parent	2
		[Youth]	3
		Another family member	4
		No Response	98
		Other	99
		Specify:	
		Managers, business owners, entrepreneurs, mayor, local counsellor	1
		Intellectual occupations: teacher, physician, economist, lawyer, etc.	2
		Technicians or foremen: nurses, primary school teachers, accountant with secondary studies, etc.	3
		Clerks: secretary, librarian, cashier etc.	4
		Workers in services and commerce: train conductor, fire fighter, policeman etc.	5
		Qualified farmers or self-employed in agriculture	6
		Craftsmen and maintenance mechanics: builders, carpenters, plumbers, electricians, painters, mechanics, welders, blacksmiths, locksmith, textile workers, workers in the leather or food industry etc.	7
		Skilled workers and operators	8
		Unskilled workers in non-agricultural sectors: doormen, janitors, dustmen, sweepers, maid, etc.	9

		Daily workers/black market workers in agriculture, silviculture and fishery	10	
		Daily workers/black market workers in non-agricultural activities	11	
		Military officer	12	
		Media	13	
		ICT	14	
		No Response		
		Other	99	
		Specify:	—	
B12	What is your highest level of education?	No education	1	
		Primary education (1-10)	2	
		Secondary school	3	
		Did not complete primary	4	
		Diploma	5	
		University	6	
		Post-Graduate Studies	7	
		Don't know	96	
		No response	98	
Education				
C01	Is [youth] currently enrolled in school/university/college/vocational training?	Yes	1	
		No	2	→C03
		No Response	98	
C02	Is [youth] currently attending school/university/college/vocational training?	Yes	1	
		No	2	→C04
		No Response	98	
C03	What is the highest level of education [youth] has successfully completed?	No education	1	
		Primary (1-10)	2	
		Secondary school	3	
		Did not complete primary	4	
		Diploma	5	
		University	6	
		Post-Graduate Studies	7	
		Don't know	96	

		No response	98
C04	What was the main reason for [youth] stopping his/her education?	Finished course	1 →D01
		Failed examinations	2 →D01
		Did not enjoy schooling	3 →D01
		Wanted to start working	4 →D01
		To get married	5 →D01
		Parents did not want you to continue schooling	6 →D01
		Could not afford to pay fees	7 →D01
		No Response	98 →D01
		Other	99 →D01
		Specify: _____	
C05	At what level of education is [youth] currently studying?	Primary	1
		Secondary	2
		Diploma	3
		University	4
		Post-Graduate	5
		Don't Know	96
		No Response	98
C06	What does [youth] plan to do after completing his/her current education	Look for a job	1
		Stay at home	2
		Immediately go for further education/training	3
		Don't know	96
		No Response	98
		Other	99
		Specify: _____	
Employment			
D00	On the scale below, rate the ability of [youth] to find employment	No ability	1
		A little ability	2
		Medium ability	3
		High ability	4
		Very high ability	5
		No Response	98
IDI follow up on D00			

D00_I	Explain why your son/daughter/other's ability is (answer):		
	Has his/her ability gone up, down, or stayed the same over the last 6-9 months?		
	Explain why:		
D01	Has the [youth] ever been employed?	Yes	1
		No	2 →E01
		No response	98
D02	Is [youth] currently employed? (including self-employed)	Yes	1
		No	2 →E01
		No response	98 →E01
D03	On the scale below, rate how much [youth's] employment status has changed over the last 9 months?	None	1
		A little	2
		Some	3
		A lot	4
		Not seeking employment	5
		No response	98
IDI follow up on D03			
D03_I	Explain how and/or why How has this affected [youth's] income or savings?		
D04	How would you describe his/her current job?	Managers, business owners, entrepreneurs, mayor, local counsellor	1
		Intellectual occupations: teacher, physician, economist, lawyer, etc.	2
		Technicians or foremen: nurses, primary school teachers, accountant with secondary studies, etc.	3
		Clerks: secretary, librarian, cashier etc.	4
		Workers in services and commerce: train conductor, fire fighter, policeman etc.	5
		Qualified farmers or self-employed in agriculture	6

		Craftsmen and maintenance mechanics: builders, carpenters, plumbers, electricians, painters, mechanics, welders, blacksmiths, locksmith, textile workers, workers in the leather or food industry etc.	7
		Skilled workers and operators	8
		Unskilled workers in non-agricultural sectors: doormen, janitors, dustmen, sweepers, maid, etc.	9
		Daily workers/black market workers in agriculture, silviculture and fishery	10
		Daily workers/black market workers in non-agricultural activities	11
		Military officer	12
		Media	13
		ICT	14
		No response	98
		Other	99
		Specify: _____	—
D05	Is [youth] self-employed?	Yes	1
		No	2 →D06
		No response	98
D06	How did [youth] get his/her present job?	Through education/training institution	1
		Directly recruited by employer	2
		Through public employment service	3
		Through job fairs	4

		Through advertisement (radio, TV, newspaper, etc.)--not online	5
		Through an online advertisement on social media, Ta'mal or similar	6
		Through friends and relatives	7
		Through labour contractor	8
		No response	98
		Other	99
		Specify: _____	—
D08	Does [youth] have a written employment contract?	Yes	1
		No	2
		No response	98
D09	On the scale below, rate the quality of [youth's] current employment situation in terms of pay, hours, and benefits.	Lowest quality	1
		Low quality	2
		Medium quality	3
		High quality	4
		Highest quality	5
		No response	98
IDI follow up on D09			
D09_1	Explain why?		
	Has this quality gone up, down, or stayed the same in the past 9 months?		
	Explain why?		
D10	In addition to [youth's] main job, does [youth] have a second job?	Yes	1
		No	2
		No response	98
D11	How many hours per week does [youth] usually work at his/her main job?	_____	hours NR=98
D12	Last week, how many hours did [youth] actually work at his/her main job (including meal breaks, overtime, travel time, etc.)?	_____	hours NR=98
D13	If [youth] were offered, would s/he take more	Yes	1
		No	2

	hours?	No response	98	
D14	To what extent is [youth] satisfied with his/her main job?	Very satisfied	1	
		Satisfied	2	
		Unsatisfied	3	
		Very unsatisfied	4	
		No response	98	
D15	Thinking about the next 9 months, how likely do you believe it is that [youth] will be able to keep his/her main job if s/he wants to?	Very likely	1	→F01
		Likely, but not certain	2	
		Not likely	3	
		Do not know	96	
		No response	98	
D16	Does the uncertainty of the [youth] work situation bother him/her?	Yes	1	→F01
		No	2	→F01
		No response	98	→F01
Unemployment				
E01	Is [youth] looking for work or trying to establish his/her own business?	Yes	1	→E03
		No	2	
		No response	98	
E02	What is your main reason for [youth] not working or looking for work?	Own illness, injury, pregnancy	1	All to E05
		Personal family responsibilities	2	
		Education leave or training	3	
		Already found work to start later	4	
		Already made arrangements for self-employment to start later	5	
		Awaiting recall from former job (without formal job attachment)	6	
		Awaiting busy season	7	
		Believe no suitable work available (in area of relevance to skills/capacity)	8	

		Lack employers' requirements (qualifications, training, experience, age, etc.)	9	
		Could not find suitable work	10	
		Do not know how or where to seek work	11	
		Not yet started to seek work	12	
		No response	98	
		Other	99	
		Specify: _____		
E03	During the last four weeks, has [youth] taken any steps to find work or to establish his/her own business?	Yes	1	
		No	2	→E05
		No response	98	
E04	What steps did [youth] take to seek work during the past four weeks?	Through education/training institution	1	→E07
		Attending job fairs	2	→E07
		Registration at a public employment office	3	→E07
		Registration at a private employment office	4	→E07
		Direct application to employers	5	→E07
		Checking at worksites, farms, factory gates, markets or other assembly places	6	→E07
		Placing newspaper advertisements	7	→E07
		Answering advertisements (newspaper, internet, etc.)	8	→E07
		Seeking assistance of friends, relatives, colleagues,	9	→E07

		Looking for land, building, machinery, equipment to establish own enterprise	10	→E07
		Arranging for financial resources	11	→E07
		Applying for permits, licences	12	→E07
		Nothing	13	→E05
		No response	98	
		Other	99	→E07
		Specify: _____		
E05	Did s/he want to work during the past week?	Yes	1	
		No	2	→F01
		No response	98	
E06	What is the main reason s/he did not seek work during the last week?	Already found work to start later	1	
		Already made arrangements for self-employment to start later	2	
		Awaiting recall from former job (without formal job attachment)	3	
		Own illness, injury, pregnancy	4	
		Personal family responsibilities	5	
		Education leave or training	6	
		Awaiting busy season	7	
		Believe no suitable work available (in area of relevance to skills/capacity)	8	
		Lack employers' requirements (qualifications, training, experience, age, etc.)	9	
		Could not find suitable work	10	
		Do not know how or where to seek work	11	

		Not yet started to seek work	12
		No response	98
		Other	99
		Specify: _____	—
E07	How long has [youth] been available for work and actively looking for a job?	Less than a week	1
		1-4 weeks	2
		1-2 months	3
		3-6 months	4
		6 months-1 year	5
		More than 1 year	6
		No response	98
E08	What sort of job is [youth] looking for (occupation)?	Managers, business owners, entrepreneurs, mayor, local counsellor	1
		Intellectual occupations: teacher, physician, economist, lawyer, etc.	2
		Technicians or foremen: nurses, primary school teachers, accountant with secondary studies, etc.	3
		Clerks: secretary, librarian, cashier etc.	4
		Workers in services and commerce: train conductor, fire fighter, policeman etc.	5
		Qualified farmers or self-employed in agriculture	6
		Craftsmen and maintenance mechanics: builders, carpenters, plumbers, electricians, painters, mechanics, welders, blacksmiths, locksmith, textile workers, workers in the leather or food industry etc.	7
		Skilled workers and operators	8

		Unskilled workers in non-agricultural sectors: doormen, janitors, dustmen, sweepers, maid, etc.	9
		Daily workers/black market workers in agriculture, silviculture and fishery	10
		Daily workers/black market workers in non-agricultural activities	11
		Military officer	12
		Media	13
		ICT	14
		No response	98
		Other	99
		Specify: _____	—
Obstacles to Employment			
F01	On the scale below, rate how likely it is that [youth's] current employment situation will change in the next 9 months:	Not likely	1
		A little likely	2
		Likely	3
		Very likely	4
		Definitely	5
		No response	98
IDI follow up on F01			
F01_I	Explain how and why		
F02	Ideally, which of the following type of work would [youth] prefer? (can be the same as your current employment)	Managers, business owners, entrepreneurs, mayor, local counsellor	1
		Intellectual occupations: teacher, physician, economist, lawyer, etc.	2
		Technicians or foremen: nurses, primary school teachers, accountant with secondary studies, etc.	3

		Clerks: secretary, librarian, cashier etc.	4
		Workers in services and commerce: train conductor, fire fighter, policeman etc.	5
		Qualified farmers or self-employed in agriculture	6
		Craftsmen and maintenance mechanics: builders, carpenters, plumbers, electricians, painters, mechanics, welders, blacksmiths, locksmith, textile workers, workers in the leather or food industry etc.	7
		Skilled workers and operators	8
		Unskilled workers in non-agricultural sectors: doormen, janitors, dustmen, sweepers, maid, etc.	9
		Daily workers/black market workers in agriculture, silviculture and fishery	10
		Daily workers/black market workers in non-agricultural activities	11
		Military officer	12
		Media	13
		ICT	14
		No response	98
		Other	99
		Specify: _____	—
F03	If someone offered the [youth] a job now,would [youth] be more likely to...	Accept any job, whatever the conditions	1
		Accept it, provided it was stable and continious	2

		Accept it, provided it was well paid to my level of qualification 3
		Accept it only if it was stable, continuous, well paid and if it was appropriate to my level of qualification 4
		No response 98
F04	During [youth's] most recent job search, what was the main obstacle in finding a good job?	No education 1
		Unsuitable general education 2
		Unsuitable vocational education 3
		No suitable training opportunities 4
		Mismatch between education requirements and that received 5
		No work experience 6
		Not enough jobs available 7
		Considered too young 8
		Being male/female 9
		Discriminatory prejudices (for example, disability, religion, race, appearance, etc.) 10
		Low wages in available jobs 11
		Poor working conditions in available jobs 12
		Don't have the right personal or family connections 13
		No response 98
		Other 99
		Specify: _____ _____
Employability and Work Readiness		

G01	Has [youth] ever received any employment services to help find a job from school, government, or another outside service or center?	Yes	1	
		No	2	→G03
		No response	98	
G02	What kind of services did [youth] receive?	Advice on how to search for job	1	
		Information on vacancies	2	
		Guidance on education and training opportunities	3	
		Placement at education/training programmes	4	
		No response	98	
		Other	99	
		Specify: _____		
G03	How would you rate [youth's] preparedness for obtaining new or better employment?	Not prepared	1	
		A little prepared	2	
		Medium prepared	3	
		Very prepared	4	
		Not seeking new or better employment	5	
		No response	98	
IDI follow up on G03				
G03_1	Explain why?			
G03_2	Has [youth's] preparedness gone up, down or stayed the same over the last 9 months?			
G03_3	Explain why?			
G06	Since [youth] started looking for work, how many jobs has [youth] applied for?	_____	jobs	NA=97 NR=98
G07	Since you started looking for work, how many interviews has [youth] been to?	_____	interviews	NA=97 NR=98
G08	Right now, do you consider [youth] to have the right education for the kind of job s/he would like to have?	Very much	1	
		Somewhat	2	
		Somewhat not	3	
		Not at all	4	
		No response	98	

G09	Right now, do you think [youth] has the right work experience for the kind of job s/he would like to have?	Very much	1
		Somewhat	2
		Somewhat not	3
		Not at all	4
		No response	98
G10	On the scale below, rate how do you currently feel about [youth's] employment and career future:	Very negative	1
		A little negative	2
		Neutral	3
		Positive	4
		Very positive	5
		No response	98
IDI follow up on G10			
G10_1	Explain why?		
G10_2	Has your feeling about [youth's] employment future gone up, down or stayed the same over the last 9 months?		
G10_3	Explain why?		
G11	What additional skills would help [youth] be better prepared for a job?	Technical skills	1
		Soft skills (leadership, communication, etc.)	2
		Job-seeking skills (interviewing, writing a CV, etc)	3
		No response	98
G12	To what extent is [youth] typically on time?	Always	1
		Fairly often	2
		Rarely	3
		Never	4
		No response	98
G13	To what extent does [youth] usually fill his/her obligations?	Always	1
		Fairly often	2
		Rarely	3
		Never	4
		No response	98
G14	To what extent is [youth] usually interested in learning new things?	Very	1
		Somewhat	2
		Neither interested or uninterested	3

Uninterested 4
No response 98

Income, savings and access to capital		
H01	Where does [youth] currently get most of his/her money from?	His/Her regular job1
		Unemployment or social security benefits2
		Training allowance or educational grant3
		Parents and/or family4
		Partner5
		Work in the informal ("black") economy6
		Remittances7
		No Income8→ J01
		No response98
		Other99
		Specify: _____
H02	What was [youth's] approximate income last month, from all sources? (take home income, after tax and any other deductions)	_____ NIS per month NR=98 JD per month USD per month
H03	Does [youth] have any savings?	Yes1
		No2
		No response98
H04	How frequently does youth save?	Always (every time I receive money or am paid)1
		Often2
		Occasionally3
		Rarely4
		No response98
H05	Are youth's current savings higher than they were 9 months ago?	Yes1
		No2
		No response98
H06	Have theyouth spent any	Yes1

	of your savings in the last 9 months?	No	2
		No response	98
Attitudes towards violent and nonviolent conflict resolution			
J01	If [youth] is mad at someone s/he just ignores them	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
J02	Even if [youth's] peers would think s/he was being weird, s/he would try to stop a fight	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
J03	To what extent would [youth] agree: Sometimes a person doesn't have any choice but to fight	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
J04	To what extent would [youth] agree: There are better ways to solve problems than fighting (violence)	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
J05	[Youth] tries to talk out a problem instead of fighting (violence)	Strongly agree	1
		Agree somewhat	2
		Disagree somewhat	3
		Strongly Disagree	4
		No response	98
Community Engagement			
K01	Is [youth] a member in an organization, committee, union, religious or youth group?	Yes	1
		No	2 →K03
		Do not know	96 →K03
		No response	98 →K03
K02	When was the last time	Last week	1

	that [youth] participated in an activity in that/those organization(s)?	Last month	2	
		Last 3 months	3	
		Last 6 months	4	
		Last year	5	
		More than a year ago	6	
		Do not know	96	
		No response	98	
K03	Does [youth] participate in voluntary work in the community?	Yes	1	
		No	2	→K05
		Do not know	96	→K05
		No response	98	→K05
K04	When was the last time that [youth] participated in a volunteer activity?	Last week	1	
		Last month	2	
		Last 3 months	3	
		Last 6 months	4	
		Last year	5	
		More than a year ago	6	
		Do not know	96	
		No response	98	
K05	Does [youth] participate in electronic or Facebook groups that work for public causes?	Yes	1	
		No	2	→K10
		Do not know	96	→K10
		No response	98	→K10
K05.1	If yes, what are these groups	Local	1	
		National	2	
		International	3	
		No response	98	
K06	When was the last time [youth] posted, shared, signed or otherwise actively participated in one of these groups?	Last week	1	
		Last month	2	
		Last 3 months	3	
		Last 6 months	4	
		Last year	5	
		More than a year ago	6	
		Do not know	96	
		No response	98	
K10	How would you rate [youth's] current involvement with your	Not involved	1	
		A little involved	2	
		Sometime involved	3	

	community:	Very involved	4
		No response	98
IDI follow up on K10			
K10_1	Explain how and why		
K10_2	Has your involvement gone up, down or stayed the same in the last 9 months?		
K10_3	Explain how and why?		
K11	Members of the community respect [youth]?	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	98
K12	How would you rate [youth's] current involvement with helping you at home?	Not involved	1
		A little involved	2
		Sometime involved	3
		Very involved	4
		No response	98
IDI follow up on K12			
K12_1	Explain how and why		
K12_2	Has [youth's] involvement gone up, down or stayed the same in the last 9 months?		
K12_3	Explain how and why		
Self-Efficacy			
Generalized Self-Efficacy			
L01	To what extent does [youth] believe s/he is able to reach his/her longer-term personal and professional goals?	No ability	1
		A little ability	2
		Medium ability	3
		High ability	4
		Very high ability	5
		No response	98
IDI follow up on L01			
L01_1	Explain why?		
L01_2	Has [youth's] ability gone up, down or stayed the same over the last 9 months?		
L01_3	Explain why?		
L02	To what extent does	No ability	1

	[youth] believe that when things are tough, s/he can perform quite well	A little ability	2
		Medium ability	3
		High ability	4
		Very high ability	5
		No response	98
Communication Self-Efficacy			
L03	To what extent can [youth] communicate effectively and express his/herself to others?	No ability	1
		A little ability	2
		Medium ability	3
		High ability	4
		Very high ability	5
		No response	98
IDI follow up on L03			
L03_1	Explain why?		
L03_2	Has your ability gone up, down or stayed the same over the last 9 months?		
L03_3	Explain why?		
L04	To what extent can [youth] contribute constructively to a group or team	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	98
L05	To what extent can [youth] express his/her opinions in a group even if someone might disagree with him/her	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	98
Employment & Education			
L09	To what extent can [youth] learn new things at a job or for a project?	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3

		Disagree	4	
		Strongly Disagree	5	
		No response	98	
L10	To what extent is youth certain that s/he can master the skills being taught in the trainings I taken at the YDRC	Strongly Agree	1	
		Agree	2	
		Neither Agree nor Disagree	3	
		Disagree	4	
		Strongly Disagree	5	
		No response	98	
YDRC perception				
M01	How did you hear about the YDRC?	From a friend	1	
		From a family member	2	
		Through an advertisement online/social media	3	
		Through school/University	4	
		Through [youth]	5	
		No response	98	
		Other	99	
		Specify: _____		
M02	Why did [youth] decide to enroll in the YDRC? MA	To improve my chances of finding a job	1	
		To participate in fun activities	2	
		To make friends	3	
		To learn new skills	4	
		To help my community	5	
		To access a safe space outside the home	6	
		To meet people of the opposite gender	7	
		No response	98	
		Other	99	
		Specify: _____		
M03	Is [youth] interested in participating in any of the	Yes	1	
		No	2	→M05

	other activities at the YDRC besides the one(s) you have already enrolled in?	Don't know	96	→M05
		No response	98	→M05
M04	Which activities? MA	Media training	1	
		ICT training	2	
		Leadership training	3	
		Tamheed Advisory sessions	4	
		Employability training	5	
		Community Initiative	6	
		Sports activity	7	
		Internship	8	
		Cultural and art activities	9	
		Don't know	96	
		No response	98	
		Other	99	
		Specify: _____		
M05	Do you anticipate any challenges in [youth] going to the YDRC?	Yes	1	
		No	2	→M07
		Don't know	96	→M07
		No response	98	→M07
M06	What challenges do you anticipate? MA	Lack of Parental Consent	1	
		Difficulty getting there because of distance, transport availability or roads	2	
		Not safe to get there	3	
		Gender mixing	4	
		Inconvenient times	5	
		Don't know	96	
		No response	98	
		Other (specify)	99	
		Specify: _____		
M07	How useful do you expect the YDRC training to be in helping [youth] find a job someday?	Very useful	1	
		Somewhat useful	2	
		Neither useful nor unuseful	3	

		Not very useful	4	
		Not useful at all	5	
		No response	98	
M08	On the scale below, describe how most youth in the community view the YDRC and/or its programs?	Very negatively	1	
		Negatively	2	
		Neutral	3	
		Positively	4	
		Very positively	5	
		No response	98	
IDI follow up on M08				
M08_1	Explain why?			
M08_2	Has this view changed over the last 9 months?	Yes	1	
		No	2	
		No Response	98	
M08_3	If yes, explain how.			
M08_4	Are there some who view it differently than most?	Yes	1	
		No	2	
		No Response	98	
M08_5	If yes, how and why?			
M09	On the scale below, describe how most parents of youth in the community view the YDRC and/or its programs?	Very negatively	1	
		Negatively	2	
		Neutral	3	
		Positively	4	
		Very positively	5	
		No response	98	
IDI follow up on M09				
M09_1	Explain why?			
M09_2	Has this view changed over the last 9 months?	Yes	1	
		No	2	
		No Response	98	
M09_3	If yes, explain how.			
M09_4	Are there some who view it differently than most?	Yes	1	
		No	2	
		No Response	98	
M09_5	If yes, how and why?			
M09.1	On the scale below, describe what kind of	Very negatively	1	
		Negatively	2	

	impact you believe the YDRC will have on your youth's/other and your family?	Neutral	3	
		Positively	4	
		Very positively	5	
		No response	98	
M09.1_1	Explain how and why:			
M09.1_2	Has this view changed over the last 9 months?			
M09.1_3	Explain how:			
M10	Are there any other centers in your area similar to the YDRCs?	Yes	1	
		No	2	→M11
		Don't know	96	→M11
		No response	98	→M11
M11	Has [youth] attended any activities at these centers?	Yes	1	
		No	2	
		No response	98	
M12	Has [youth] had vocational, leadership or employability training anywhere besides the YDRC? MA	Vocational	1	
		Employability training	2	
		Leadership training	3	
		No, none of these	4	→M13
		No response	98	→M13
M13	How useful do you think this training was for finding a job?	Very useful	1	
		Somewhat useful	2	
		Neither useful nor unuseful	3	
		Not very useful	4	
		Not useful at all	5	
		No response	98	
M13.1	In what ways are the YDRC programs different or similar to other programs in the community?			
M14	How would you rate youth's ability to peacefully resolve conflicts?	No ability	1	
		A little ability	2	
		Medium ability	3	
		High ability	4	
		Very high ability	5	
		No response	98	
IDI follow up on M14 and wrap up				

M14_1	Explain why you think youth has (answer):		
M14_2	Can you give any examples of this ability, or lack thereof?Can you give any examples of this ability, or lack thereof?		
M14_3	Has this ability changed over the last 9 months?		
M14_4	If yes, explain how:		
M15	Are there places in your community where youth can get into trouble and/or acquire bad habits?	Yes	1
		No	2
		No response	98
IDI follow up on M15 and wrap up			
M15_1	If yes, describe these places and why youth get involved in these things.		
M15_1	What can be done to reduce the possibility that youth get in trouble or acquire bad habits?		
M15_2	Are there places and/or people that are effective in changing youth behavior? If yes, tell me about these places and/or people and why are they effective? If no, why not?		
M16	If you were to describe what a “safe space” for youth development looks like, how would you describe it? What things constitute a “safe space” for youth?		
M16_1	Are there places in the community other than your home that fit any of these descriptions? If yes, tell me about these places? If no, why not?		
M17	What are the most useful aspects of the YDRC and why?		
M18	What are the least useful aspects of the YDRC and why?		
M19	What suggestions do you have to improve the programming and services at the YDRC?		
M20	Is there anything else we should know about the YDRC and/or [youth] participation in their activities?		
EndTime	Time Finished	autogenerated	
GPS	GPS Coordinates		

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الاستمارة الخاصة بأسر الشباب	
الجزء الاول: معلومات عامة حول المبحوث	
A01: الاسم:	<input type="checkbox"/>
A02: رقم الشاب/ة:	<input type="checkbox"/>
A021: اسم الشاب/ة:	<input type="checkbox"/>
A030: رقم الاستمارة (رقم تسلسلي لكل مركز مصادر):	<input type="checkbox"/>
A03: اسم الباحث:	<input type="checkbox"/>
A04: وقت البدء: :	<input type="checkbox"/>
A06: تاريخ إجراء المقابلة:/...../2017	<input type="checkbox"/>
A07: رقم الهاتف الارضي:	<input type="checkbox"/>
A07_1: رقم الموبايل:	<input type="checkbox"/>
A08: المحافظة: 1. جنين 4. نابلس 5. قلقيلية 8. اريحا والاغوار 11. الخليل	<input type="checkbox"/>
A9: اسم التجمع السكاني الذي تعيش فيه: العنوان داخل التجمع (اسم الحي ومن ثم التفصيل):	<input type="checkbox"/>
A10: البريد الإلكتروني:	<input type="checkbox"/>
A11: حساب الفيسبوك:	<input type="checkbox"/>
A12: رقم هاتف أرضي آخر: (علاقة صاحب الهاتف بالمبحوث): رقم موبايل آخر: (علاقة صاحب الموبايل بالمبحوث): بريد الكتروني آخر: (علاقة صاحب البريد الالكتروني بالمبحوث): حساب تواصل اجتماعي آخر: (علاقة صاحب الحساب بالمبحوث):	<input type="checkbox"/>
الجزء الثاني: معلومات ديمغرافية	
B01: هل تسكن في مدينة، قرية، مخيم؟ 1. مدينة 2. قرية 3. مخيم 98. لا اجابة	<input type="checkbox"/>
B02: هل أنت لاجئ؟ 1. نعم 2. لا 98. لا اجابة	<input type="checkbox"/>
B03: كم عمرك؟ 98. لا اجابة	<input type="checkbox"/>
B04: ما جنسك؟ 1. ذكر 2. أنثى 98. لا اجابة	<input type="checkbox"/>
B05: ما هي حالتك الاجتماعية؟ 1. متزوج/ة 2. أعزب/عزباء 3. مطلق/مطلقة 4. أرمل/أرملة 5. خاطب/ة 98. لا اجابة	<input type="checkbox"/>

<input type="checkbox"/>	<p>B06: ما هي علاقتك بالشاب/ة؟</p> <p>1. والد\والدة 2. زوج\زوجة 3. أخ\أخت 4. جد\جدة 5. عم\عمة\خال\خاله 98. لا اجابة</p> <p>99. غير ذلك حدداي</p>
<input type="checkbox"/>	<p>B07: هل تعمل حالياً؟</p> <p>1. نعم 2. لا (انتقل الى B10) 98. لا اجابة</p>
<input type="checkbox"/>	<p>B08: هل تعمل لحسابك الخاص؟</p> <p>1. نعم 2. لا (انتقل الى B10) 98. لا اجابة</p>
<input type="checkbox"/>	<p>B09: ما هو عملك/مهنتك الحالي/ة؟</p> <p>1. مدراء، أصحاب عمل، ربايين، رئيس بلدية 2. المهن الفكرية: معلم/ة جامعة، طبيب معالج، عالم اقتصاد، محامي، إلخ 3. الفنيين أو الملاحظين: ممرضين/ممرضات، معلمين/معلمات المدرسة الابتدائية، محاسب مع دراسات ثانوية، إلخ 4. موظفوا المكاتب: سكرتير، أمين\أمنية مكتبة، أمين\ة صندوق 5. العاملين في الخدمات و التجارة: قائد القطار، رجل إطفاء، شرطي إلخ 6. مزارعين مؤهلين أو عاملين لحسابهم الخاص في قطاع الزراعة 7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلحي أقفال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغالين 9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاسب، عمال النظافة، كناسين، والخادومات 10. عمال اليومية/عمال السوق السوداء في الزراعة\زراعة الغابات و صيد الأسماك 11. عمال اليومية/عمال السوق السوداء في أعمال غير الزراعية 12. ضابط عسكري 13. صحافة 14. تكنولوجيا الإتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدداي</p>
<input type="checkbox"/>	<p>B10: من هو صاحب الدخل الرئيسي في البيت؟</p> <p>1. أنا 2. زوجي/زوجتي 3. (الشاب، الشابة) 4. عضو آخر في العائلة 98. لا اجابة 99. غير ذلك حدداي</p>
<input type="checkbox"/>	<p>B11: ما هو عمله/وظيفته الحالي/ة؟</p> <p>1. مدراء، أصحاب عمل، ربايين، رئيس بلدية 2. المهن الفكرية: معلم/ة جامعة، طبيب معالج، عالم اقتصاد، محامي، إلخ 3. الفنيين أو الملاحظين: ممرضين/ممرضات، معلمين/معلمات المدرسة الابتدائية، محاسب مع دراسات ثانوية، إلخ 4. موظفوا المكاتب: سكرتير، أمين\أمنية مكتبة، أمين\ة صندوق 5. العاملين في الخدمات و التجارة: قائد القطار، رجل إطفاء، شرطي إلخ 6. مزارعين مؤهلين أو عاملين لحسابهم الخاص في قطاع الزراعة 7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلحي أقفال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغالين 9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاسب، عمال النظافة، كناسين، والخادومات 10. عمال اليومية/عمال السوق السوداء في الزراعة\زراعة الغابات و صيد الأسماك 11. عمال اليومية/عمال السوق السوداء في أعمال غير الزراعية 12. ضابط عسكري 13. صحافة 14. تكنولوجيا الإتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدداي</p>
<input type="checkbox"/>	<p>B12: ما هو أعلى مستوى تعليمي أكملته أنت بنجاح؟</p> <p>1. تعليم أساسي 2. تعليم ثانوي 3. دبلوم 4. جامعي 5. تعليم عالي (دبلوم عالي، ماجستير أو دكتوراة) 96. لا أعرف 98. لا اجابة</p>
<p>تعليم</p>	
<input type="checkbox"/>	<p>C01: هل الشاب/ة مسجل/ة حالياً في مدرسة أو جامعة أو معهد أو تدريب مهني؟</p> <p>1. نعم (انتقل الى C05) 2. لا 98. لا اجابة</p>
<input type="checkbox"/>	<p>C03: ما هو أعلى مستوى تعليمي أكمله/ته الشاب/ة بنجاح؟</p> <p>1. غير متعلم/ة 2. تعليم أساسي (1-10) 3. لم يكمل/تكمّل تعليمه/ا الاساسي 4. تعليم ثانوي 5. دبلوم 6. جامعي 7. تعليم عالي (دبلوم عالي، ماجستير أو دكتوراة) 96. لا أعرف 98. لا اجابة</p>

<input type="checkbox"/>	<p>C04: ما هو السبب الرئيسي لعدم التحاق/ذهاب الشاب/ة بالمدرسة او الجامعة؟</p> <p>1. انتهاء الفصل أو السنة الدراسي/ة 2. الرسوب في الإمتحانات (ضعف التحصيل الاكاديمي) 3. لم يستمتع/تستمتع بالدراسة 4. الالتحاق بالعمل 5. الزواج 6. معارضة الأهل أن يستمر/ي في التعليم 7. عدم القدرة على دفع الأقساط 98. لا اجابة 99. غير ذلك حدد/ي</p>
<p align="center">للباحث: انتقل الى D01</p>	
<input type="checkbox"/>	<p>C05: في أي مرحلة من التعليم حاليا يدرس/تدرس الشاب/ة؟</p> <p>1. تعليم أساسي 2. تعليم ثانوي 3. دبلوم 4. جامعي 5. تعليم عالي (دبلوم عالي، ماجستير او دكتوراة) 96. لا أعرف 98. لا اجابة</p>
<input type="checkbox"/>	<p>C06: ماذا ينوي/تنوي الشاب/ة أن يفعل/تفعل بعد انتهاء تعليمه/ا الحالي؟</p> <p>1. البحث عن عمل 2. البقاء في البيت 3. اكمال التعليم/تدريب عملي 96. لا أدري 98. لا اجابة 99. غير ذلك حدد/ي</p>
<p align="center">التوظيف</p>	
<input type="checkbox"/>	<p>D00: ما مدى قدرة الشاب/ة على ايجاد وظيفة أو عمل؟</p> <p>1. ليس لديه/ا قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا</p>
<p align="center">ملحق</p>	
<p align="center">D00.1. هل يمكنك ان تشرح لماذا قدرة (الشاب\ة) (اذكر جواب السؤال السابق) D00.2. هل قدرته/ا تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟ D00.3. هل يمكنك ان تشرح لماذا؟</p>	
<input type="checkbox"/>	<p>D01: هل سبق وأن عمل/اشتغل الشاب/ة من قبل؟ 1. نعم 2. لا (انتقل الى E01) 98. لا اجابة</p>
<input type="checkbox"/>	<p>D02: هل الشاب/ة يعمل حاليا؟ 1. نعم 2. لا (انتقل الى E01) 98. لا اجابة</p>
<input type="checkbox"/>	<p>D03: على المقياس أدناه قيم كم تغيرت الحالة العملية/الوظيفية عند [الشاب\ة] خلال ال9 أشهر السابقة؟</p> <p>1. لم تتغير 2. قليلا 3. بعض 4. كثيرا 5. لا يبحث عن عمل 98. لا اجابة</p>
<p align="center">D03_1: ملحق D03</p> <p align="center">اشرح/ي كيف ولماذا كيف أثر هذا على دخل أو مدخرات الشاب\ة؟.....</p>	
<input type="checkbox"/>	<p>D04: ما هيو عمله/ا مهنته/ه الحالي/ة؟</p> <p>1. مدراء، أصحاب عمل، ربايين، رئيس بلدية 2. المهن الفكرية: معلم/ة جامعة، طبيب معالج، عالم اقتصاد، محامي، إلخ 3. الفنيين أو الملاحظين: ممرضين/ممرضات، معلمين/معلمات المدرسة الابتدائية، محاسب مع دراسات ثانوية، إلخ 4. موظفوا المكاتب: سكرتير، أمين\أمانة مكتبة، أمين\ة صندوق 5. العاملين في الخدمات و التجارة: قائد القطار، رجل إطفاء، شرطي إلخ 6. مزارعين مؤهلين أو عاملين لحسابهم الخاص في قطاع الزراعة 7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلي أفعال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغالين 9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاسب، عمال النظافة، كناسين، والخادمت 10. عمال اليومية/عمال السوق السوداء في الزراعة\زراعة الغابات و صيد الأسماك 11. عمال اليومية/عمال السوق السوداء في أعمال غير الزراعية 12. ضابط عسكري 13. صحافة 14. تكنولوجيا الإتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدد/ي</p>
<input type="checkbox"/>	<p>D05: هل الشاب/ة يعمل/تعمل لحسابه/ا الخاص؟ 1. نعم 2. لا 98. لا اجابة</p>

<input type="checkbox"/>	<p>D06: كيف حصل/ت الشاب/ة على عمله/وظيفته/ا الحالية؟</p> <p>1. عن طريق مركز تعليم\تدريب 2. عن طريق استقطاب مباشر من قبل صاحب العمل 3. عن طريق وسيلة توظيف عامة 4. عن طريق معارض وظائف 5. عن طريق الإعلانات (راديو، تلفاز، صحيفة، إلخ) ليس عبر الانترنت 6. عن طريق اعلانات على الانترنت عن طريق مواقع التواصل الاجتماعي، موقع تعمل أو ما شابه 7. عن طريق أصدقاء أو أقارب 8. عن طريق مقال عمل 98. لا اجابة 99. غير ذلك حدد/ي</p>
<input type="checkbox"/>	<p>D08: هل يوجد لدى الشاب/ة عقد عمل مكتوب؟ 1. نعم 2. لا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D09: على المقياس أدناه قيم جودة ظروف عمل الشاب/ة الحالي من حيث، الدفع (الراتب)، ساعات العمل، والميزات والحوافز</p> <p>1. جودة سيئة جدا 2. جودة سيئة 3. جودة متوسطة 4. جودة عالية 5. جودة عالية جدا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D10: بالإضافة لعمل الشاب/ة الرئيسي هل لدى الشاب/ة عمل آخر؟ 1. نعم 2. لا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D09_1: ملحق D09</p> <p>اشرح/ي لماذا؟</p> <p>هل ارتفعت هذه الجودة أم بقيت نفسها في الـ 9 أشهر الماضية؟</p> <p>اشرح/ي لماذا؟</p>
<input type="checkbox"/>	<p>D11: كم ساعة في الأسبوع يعمل/تعمل الشاب/ة في عمله/ا الرئيسي؟ ساعات 98. لا اجابة</p>
<input type="checkbox"/>	<p>D12: في الاسبوع الماضي، كم ساعة عمل/ت الشاب/ة في عمله/ا الرئيسي (يشمل استراحة الغذاء، الوقت الاضافي، وقت السفر إلخ..)</p> <p>..... ساعات 98. لا اجابة</p>
<input type="checkbox"/>	<p>D13: إذا عرض على الشاب/ة أن يعمل ساعات عمل أكثر، هل سيقبل / ستقبل؟ 1. نعم 2. لا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D14: ما مدى رضى الشاب/ة عن عمله/ا الرئيسي؟</p> <p>1. راض جدا 2. راض 3. غير راض 4. غير راض أبدا 98. لا اجابة</p>
<input type="checkbox"/>	<p>D15: بالتفكير في الـ 12 شهر القادمة، كم تعتقد/ي أنه من المحتمل أن يكون/تكون الشاب/ة قادر/ة على أن يبقى/تبقى في عمله/ا الرئيسي إن أراد/ت ذلك؟</p> <p>1. من المحتمل جدا أن يبقى في عمله/ا (انتقل الى F01) 2. محتمل، لكن غير مؤكد 3. من غير المحتمل أن يبقى في عمله/ا 96. لا أعرف 98. لا اجابة</p>
<input type="checkbox"/>	<p>D16: هل عدم تأكده/ا من وضعه/ه في العمل يزعجه؟ 1. نعم 2. لا 98. لا اجابة</p>
<p>للباحث: انتقل الى F01</p>	
<p>البطالة</p>	
<input type="checkbox"/>	<p>E01: هل يبحث/تبحث الشاب/ة عن عمل أو يحاول/تحاول انشاء عمل خاص به؟</p> <p>1. نعم (انتقل الى E03) 2. لا 98. لا اجابة</p>
<input type="checkbox"/>	<p>E02: ما هو سبب عدم عمل الشاب/ة أو بحثه/ا عن عمل؟</p> <p>1. مرض، اصابة، حمل 2. مسؤولية عائلية/منزلية 3. الخروج للدراسة أو التدريب 4. قد وجد/ت عمل لتبدأ به لاحقا 5. قد عمل/ت ترتيبات للتوظيف الذاتي تبدأ لاحقا 6. ينتظر/تنتظر اتصال من عمله/ا السابق (دون ارتباط بعمل رسمي) 7. أنتظر موسم العمل (موسمي) 8. يعتقد/تعتقد أنه لا يوجد عمل مناسب له/ا (في مجال مهارته/ا أو قدراته/ا) 9. تنقصه/ا المتطلبات التي يطلبها المشغلون أو السوق (مؤهلات، تدريب، خبرة، عمر، إلخ...) 10. لم يستطع/تستطع أن يجد/تجد عمل مناسب له 11. لا يعلم/تعلم كيف أو أين يبحث/تبحث عن عمل</p>

12. لم يبدأ/تبدأ بالبحث عن عمل بعد	98. لا اجابة	99. غير ذلك حدداي
E03: خلال الأسابيع الأربعة الماضية، هل قام/ت الشاب/ة باتخاذ أي خطوات ليحصل/تحصل على عمل أو إنشاء عمل خاص به/ا؟	1. نعم 2. لا (انتقل ل E05)	98. لا اجابة
E04: ما هي الخطوات التي اتخذها/تها الشاب/ة خلال الاسابيع الأربعة الماضية لايجاد عمل؟	1. عن طريق مؤسسة تعليمية/تدريبية 2. حضور معارض التوظيف 3. التسجيل في مكتب عام للتوظيف 4. التسجيل في مكتب خاص للتوظيف 5. طلب توظيف مباشر لصاحب العمل 6. فحص اعلانات وظائف على الانترنت، مزارع، ابواب مصانع، أسواق أو أيأ من أماكن التجمع الأخرى 7. أن يعلن في الجريدة 8. الرد على اعلانات (الجريدة، الانترنت، إلخ...) 9. مساعدة الأصدقاء و الأقارب و الزملاء 10. البحث عن أراض، عمارة، آلات، ومعدات لإنشاء مشروع/ا الخاص 11. ترتيب للحصول على الموارد المالية 12. التقديم لتصاريح 13. لا شيء (انتقل الى E05) 98. لا اجابة 99. غير ذلك حدداي	98. لا اجابة
للباحث: انتقل الى F01		
E05: هل كان/ت لديه\ رغبة في العمل خلال الأسبوع الماضي؟	1. نعم 2. لا (انتقل ل F01)	98. لا اجابة
E06: ما هو السبب الرئيسي لعدم بحثه/ه عن عمل خلال الأسبوع الماضي؟	1. قد وجد/ت عمل وسيبدأ به لاحقا 2. قد عمل/ت ترتيبات لتوظيف ذاتي يبدأ لاحقا 3. ينتظر/تنتظر اتصال من عمله/ا السابق (دون ارتباط عمل رسمي) 4. مرض، اصابة، حمل 5. مسؤولية عائلية/منزلية 6. الدراسة أو التدريب 7. تنتظر\اين موسم العمل (موسمي) 8. يعتقد\تعتقد أنه لا يوجد عمل مناسب له/ا (في مجال مهارته/ا أو قدراته/ا) 9. تنقصه/ا المتطلبات التي يتطلبها المشغلون أو السوق (مؤهلات، تدريب، خبرة، عمر، إلخ...) 10. لم يستطع\تستطع أن يجد/تجد عمل مناسب له 11. لا يعلم/تعلم كيف أو أين يبحث/تبحث عن عمل 12. لم تبدأ\اي بالبحث عن عمل بعد 98. لا اجابة 99. غير ذلك حدداي	98. لا اجابة
E07: منذ متى و الشاب/ة متاح/ة للعمل (لديه/ا الوقت للعمل) و يبحث/تبحث عن عمل بشكل نشط	1. أقل من الأسبوع الماضي 2. 1-4 أسابيع 3. 1-2 شهر 4. 3-6 أشهر 5. سنة- 6 أشهر 6. أكثر من سنة 98. لا اجابة	98. لا اجابة
E08: ما طبيعة العمل/المهنة الذي يبحث/تبحث عنه الشاب/ة	1. مدراء، أصحاب عمل، ربايين، رئيس بلدية 2. المهن الفكرية: معلم/ة جامعة، طبيب معالج، عالم اقتصاد، محامي، إلخ 3. الفنيين أو الملاحظين: ممرضين/ممرضات، معلمين/معلمات المدرسة الابتدائية، محاسب مع دراسات ثانوية، إلخ 4. موظفوا المكاتب: سكرتير، أمين\أمنية مكتبة، أمين\ة صندوق 5. العاملين في الخدمات و التجارة: قائد القطار، رجل إطفاء، شرطي إلخ 6. مزارعين مؤهلين أو عاملين لحسابهم الخاص في قطاع الزراعة 7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلي أقفال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ... 8. العمال المهرة و الشغالين 9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاجب، عمال النظافة، كناسين، والخدامات 10. عمال اليومية/عمال السوق السوداء في الزراعة\زراعة الغابات و صيد الأسماك 11. عمال اليومية/عمال السوق السوداء في أعمال غير الزراعية 12. ضابط عسكري 13. صحافة 14. تكنولوجيا الإتصالات و المعلومات 98. لا اجابة 99. غير ذلك حدداي	98. لا اجابة
عقبات التوظيف		
F01: على المقياس أدناه، ما مدى احتمالية أن تتغير الحالة الوظيفية للشاب/ة خلال ال9 أشهر القادمة؟		

	1. من الغير المحتمل 2. محتمل قليلا 3. محتمل 4. من المحتمل جدا 5. من المؤكد 98. لا اجابة
<input type="checkbox"/>	F01_1: ملحق سؤال F01: فسر كيف ولماذا؟
<input type="checkbox"/>	<p>F02: ما طبيعة العمل/المهنة التالية التي يفضلها/تفضلها الشاب/ة؟ (يمكن أن تكون نفس عمله/ا الحالي)</p> <p>11. مدراء، أصحاب عمل، ربايين، رئيس بلدية</p> <p>2. المهن الفكرية: معلم/ة جامعة، طبيب معالج، عالم اقتصاد، محامي، إلخ</p> <p>3. الفنيين أو الملاحظين: ممرضين/ممرضات، معلمين/معلمات المدرسة الابتدائية، محاسب مع دراسات ثانوية، إلخ</p> <p>4. موظفوا المكاتب: سكرتير، أمين\أمنية مكتبة، أمين\ة صندوق</p> <p>5. العاملين في الخدمات و التجارة: قائد القطار، رجل إطفاء، شرطي إلخ</p> <p>6. مزارعين مؤهلين أو عاملين لحسابهم الخاص في قطاع الزراعة</p> <p>7. الحرفيين و ميكانيكيين أعمال الصيانة: عمال بناء، نجارين، سباكين، كهربائيين، دهانين، ميكانيكيين، لحامين معادن، صناع و مصلي أقفال، عمال النسيج، عمال صناعة الجلود أو المواد الغذائية إلخ...</p> <p>8. العمال المهرة و الشغالين</p> <p>9. العمال غير المهرة في قطاعات غير الزراعية، البوابين، حاجب، عمال النظافة، كناسين، والخادمت</p> <p>10. عمال اليومية/عمال السوق السوداء في الزراعة\زراعة الغابات و صيد الأسماك</p> <p>11. عمال اليومية/عمال السوق السوداء في أعمال غير الزراعية</p> <p>12. ضابط عسكري</p> <p>13. صحافة</p> <p>14.</p> <p>تكنولوجيا الإتصالات و المعلومات</p> <p>98. لا اجابة 99. غير ذلك حدداي</p>
<input type="checkbox"/>	<p>F03: لنفترض أنه عرض على الشاب/ة عمل/وظيفة الان، هل من المرجح أن الشاب/ة:</p> <p>1. سيقبله/ستقبله، أيا كانت الشروط (بغض النظر الشروط)</p> <p>2. سيقبله/ستقبله شريطة أن يكون مستقر ومستمر</p> <p>3. سيقبله/ستقبله شريطة أن يكون الراتب يناسب مؤهلاته ومهاراته</p> <p>4. سيقبله/ستقبله فقط إذا كان مستقر ومستمر وراتب جيد، يناسب مؤهلاتي</p> <p>98. لا اجابة</p>
<input type="checkbox"/>	<p>F04: خلال اخر عملية بحث عن عمل قام/ت بها الشاب/ة، ماذا كان المعيق للحصول على عمل؟</p> <p>1. غير متعلم/ة</p> <p>2. تعليم اكايمي غير ملائم</p> <p>3. تعليم مهني غير ملائم</p> <p>4. عدم وجود فرص تدريب ملائمة</p> <p>5. عدم ملائمة المتطلبات التعليمية مع التي لديه/ا</p> <p>6. لا يوجد خبرة عملية</p> <p>7. لا يوجد وظائف كافية و متاحة</p> <p>8. صغير/ة جدا</p> <p>9. لكونه/ا ذكر/أنثى</p> <p>10. تمييز ضده/ا بحكم مسبق(على سبيل المثال، إعاقة، دين، عرق، مظهر، إلخ)</p> <p>11. اجور منخفضة في الوظائف المتوفرة</p> <p>12. ظروف العمل سيئة في الوظائف المتوفرة</p> <p>13. ليس لديه/ا العلاقات الشخصية أو العائلية المناسبة</p> <p>98. لا اجابة</p> <p>99. غير ذلك حدداي</p>
فرص العمل و جاهزية العمل	
<input type="checkbox"/>	<p>G01: هل حصل أن الشاب/ة تلقى/ت خدمات توظيف (خدمات وليس تدريب) للمساعدة في إيجاد عمل من مدرسة/جامعة أو حكومة أو مركز تدريب (تشمل الخدمات المدفوعة على حساب الشاب/ة)؟</p> <p>1. نعم</p> <p>2. لا (انتقل الى G03)</p> <p>98. لا اجابة</p>
<input type="checkbox"/>	<p>G02: ما نوع الخدمات التي تلقاها/تلقتها الشاب/ة؟</p> <p>1. نصيحة على كيفية البحث عن عمل</p> <p>2. معلومات عن فرص عمل</p> <p>3. ارشادات للحصول على فرص تعليمية و تدريبية</p> <p>4. الالتحاق في برامج تعليمية/تدريبية</p> <p>98. لا اجابة</p> <p>99. غير ذلك حدداي</p>
<input type="checkbox"/>	<p>G03: ما مدى استعداد/جاهزية الشاب/ة للحصول على عمل جديد أو وظيفة أفضل؟</p> <p>1. غير مستعد/ة غير جاهز/ة</p> <p>2. مستعد/ة جاهز/ة قليلا</p> <p>3. متوسط الجاهزية/الاستعداداية</p> <p>4. جاهز/مستعد جيدا</p> <p>98. لا اجابة</p>
<input type="checkbox"/>	<p>ملحق سؤال G03</p> <p>G03_1: اشرح/اي لماذا؟</p> <p>G03_2: هل زاد أم نقص تأهب [الشاب/ة] أم بقي نفسه خلال ال 9 أشهر الماضية؟</p> <p>G04_3: اشرح/اي لماذا؟</p>

G06: منذ أن بدأت الشاب/ة بالبحث عن عمل، كم عدد الوظائف التي تقدمت لها الشاب/ة؟ وظيفة/وظائف 97. لا ينطبق 98. لا اجابة	<input type="checkbox"/>
G07: منذ أن بدأت الشاب/ة بالبحث عن عمل، كم عدد المقابلات التي ذهب/ت اليها الشاب/ة؟ وظيفة/وظائف 97. لا ينطبق 98. لا اجابة	<input type="checkbox"/>
G08: الان، هل تعتقد/ين أن الشاب/ة لديه/ا لديه/ا التعليم الملائم/الصحيح لنوع الوظيفة التي يريد/ها/تريد/ها؟ 1. كثيرا 2. الى حد ما 3. قليلا 4. أبدا 98. لا اجابة	<input type="checkbox"/>
G09: الان، هل تعتقد أن الشاب/ة لديه/ا الخبرة العملية الملائمة/ الصحيحة لنوع الوظيفة التي يريد/ها/تريد/ها؟ 1. كثيرا 2. الى حد ما 3. قليلا 4. أبدا 98. لا اجابة	<input type="checkbox"/>
G10: على المقياس أدناه، قيم/ي كيف تشعر/ين حول مستقبل الشاب/ة المهني و الوظيفي؟ 1. سلبى للغاية 2. سلبى قليلا 3. محايد 4. إيجابي 5. إيجابي جدا 98. لا اجابة	<input type="checkbox"/>
ملحق G10 G10_1: اشرح/ي لماذا؟ G10_2: هل زاد أم نقص شعورك عن مستقبل [الشباب] المهني أم بقي نفسه خلال الـ 9 أشهر الماضية؟ G10_3: اشرح/ي لماذا؟	<input type="checkbox"/>
G11: ما المهارات الإضافية التي تعتقد أنها ستساعد الشاب/ة لكي يكون مستعدا أكثر للعمل؟ 1. مهارات فنية/تقنية 2. مهارات شخصية (قيادة، تواصل ... الخ) 3. مهارات البحث عن وظيفة (كيفية اجراء مقابلة عمل، كيفية كتابة السيرة الذاتية ... الخ) 98. لا اجابة	<input type="checkbox"/>
G12: عادة الى أي مدى يكون/تكون الشاب/ة في الوقت المناسب؟ 1. دائما 2. في كثير من الأحيان 3. نادرا 4. أبدا 98. لا اجابة	<input type="checkbox"/>
G13: عادة الى أي مدى يقوم/تقوم الشاب/ة في واجباته/ا؟ 1. دائما 2. في كثير من الأحيان 3. نادرا 4. أبدا 98. لا اجابة	<input type="checkbox"/>
G14: الى أي مدى يكون/تكون الشاب/ة مهتم/ة في تعلم أشياء جديدة؟ 1. مهتم جدا 2. مهتم نوعا ما 3. متوسط 4. غير مهتم 98. لا اجابة	<input type="checkbox"/>
الدخل، المدخرات و امكانية الوصول لرأس المال	
H01: من أين يحصل/تحصل الشاب/ة حاليا على معظم ماله/ا؟ 1. وظيفته/ا الحالية 2. مساعدات بطالة أو شؤون اجتماعية 3. مصروف تدريب/منحة تعليمية 4. الأهل أو العائلة 5. زوجته/زوجها 6. العمل في السوق غير المنظم 7. حوالات مالية 8. لا يحصل على دخل 98. لا اجابة 99. غير ذلك حدد/ي	<input type="checkbox"/>
H02: تقريبا كم بلغ دخل الشاب/ة خلال الشهر الماضي، من جميع المصادر؟ 1. شيقل 2. دينار 3. دولار 98. لا اجابة	<input type="checkbox"/>
H03: هل يوجد لدى الشاب/ة أية مدخرات/توفيرات؟ 1. نعم 2. لا (انتقل الى J01) 98. لا اجابة	<input type="checkbox"/>
H04: كيف يدخر الشاب/ة، كل كم من الوقت يقوم/تقوم الشاب/ة بالادخار؟ 1. دائما (في اي وقت يحصل فيه على نقود) 2. غالبا 3. حسب الوضع والظروف 4. نادرا 98. لا اجابة	<input type="checkbox"/>
H05: هل حاليا مدخرات/توفيرات الشاب/ة أكثر من قبل 9 شهور؟ 1. نعم 2. لا 98. لا اجابة	<input type="checkbox"/>
H06: هل قام/ت الشاب/ة بصرف اي من مدخراته/ا توفيراته/ا خلال التسعة شهور الماضية؟ 1. نعم 2. لا 98. لا اجابة	<input type="checkbox"/>
المواقف تجاه حل النزاعات السلمي و الغير سلمي	
الى أي مدى توافق\ين: (للباحث اقرأ الخيارات جيدا)	

<input type="checkbox"/>	J01: إذا الشاب/ة غاضب/ة من شخص ما، فقط يهمله 1. أوافق بشدة 2. أوافق الى حد ما 3. أعارض الى حد ما 4. أعارض بشدة 98. لا اجابة
<input type="checkbox"/>	J02: عندما يتشاجر اصدقاء الشاب/ة فانه/ا يحاول/تحاول أن يوقفهم/توقفهم 1. أوافق بشدة 2. أوافق الى حد ما 3. أعارض الى حد ما 4. أعارض بشدة 98. لا اجابة
<input type="checkbox"/>	J03: الى أي مدى سيوافق/ستوافق الشاب/ة على هذه العبارة: "أحيانا ليس لدى الشخص خيار غير القتال" 1. أوافق بشدة 2. أوافق الى حد ما 3. أعارض الى حد ما 4. أعارض بشدة 98. لا اجابة
<input type="checkbox"/>	J04: الى أي مدى سيوافق/ستوافق الشاب/ة على هذه العبارة: "دائما هنالك وسائل أفضل من القتال/العنف لحل المشاكل" 1. أوافق بشدة 2. أوافق الى حد ما 3. أعارض الى حد ما 4. أعارض بشدة 98. لا اجابة
<input type="checkbox"/>	J05: الشاب/ة يحاول/تحاول حل المشاكل من خلال الحديث والحوار بدلا من القتال/العنف 1. أوافق بشدة 2. أوافق الى حد ما 3. أعارض الى حد ما 4. أعارض بشدة 98. لا اجابة
الانخراط بالمجتمع	
<input type="checkbox"/>	K01: هل الشاب/ة عضوة/ة في مؤسسة، جمعية، لجنة، اتحاد، مجموعة دينية أو شبابية (تشمل الاحزاب السياسية)؟ 1. نعم 2. لا (انتقل الى K03) 96. لا أعرف (انتقل الى K03) 98. لا اجابة (انتقل الى K03)
<input type="checkbox"/>	K02: متى كانت آخر مرة شارك/ت فيها الشاب/ة في نشاط مع تلك المؤسسة/ات؟ 1. الاسبوع الماضي 2. الشهر الماضي 3. الثلاث أشهر الماضية 4. الست أشهر الماضية 5. السنة الماضية 6. أكثر من عام 96. لا أعرف 98. لا اجابة
<input type="checkbox"/>	K03: هل يشارك/تشارك الشاب/ة في أعمال تطوعية في المجتمع؟ 1. نعم 2. لا (انتقل الى K05) 96. لا أعرف (انتقل الى K05) 98. لا اجابة (انتقل الى K05)
<input type="checkbox"/>	K04: متى كانت آخر مرة شارك/ت فيها الشاب/ة في نشاط تطوعي او مبادرة تطوعية في المجتمع (لمساعدة المجتمع)؟ 1. الاسبوع الماضي 2. الشهر الماضي 3. الثلاث أشهر الماضية 4. الست أشهر الماضية 5. السنة الماضية 6. أكثر من عام 96. لا أعرف 98. لا اجابة
<input type="checkbox"/>	K05: هل يشارك/تشارك الشاب/ة في مجموعات الكترونية أو عبر الفيسبوك، التي تعمل لقضايا عامة؟ 1. نعم 2. لا (انتقل الى K10) 96. لا أعرف (انتقل الى K10) 98. لا اجابة (انتقل الى K10)
<input type="checkbox"/>	K05.1: إذا الجواب نعم، هل هذه المجموعات: 1. محلية 2. على المستوى الوطني 3. على المستوى الدولي
<input type="checkbox"/>	K06: متى كانت آخر مرة قام/ت الشاب/ة بنشر أو مشاركة أو تسجيل أو غير ذلك من النشاطات في واحدة من هذه المجموعات؟ 1. الاسبوع الماضي 2. الشهر الماضي 3. الثلاث أشهر الماضية 4. الست أشهر الماضية 5. السنة الماضية 6. أكثر من عام 96. لا أعرف 98. لا اجابة
<input type="checkbox"/>	K10: ما مدى انخراط الشاب/ة حاليا في مجتمعكم؟ 1. لا يوجد انخراط 2. منخرطة قليلا 3. أحيانا ينخرط 4. منخرط كثيرا 98. لا اجابة
<input type="checkbox"/>	ملحق سؤال K10 K10_1: اشرح/ي كيف ولماذا K10_2: هل زاد انخراطه أم نقص في الـ 9 أشهر الماضية؟ K10_3: اشرح/ي كيف ولماذا
<input type="checkbox"/>	K11: الى أي مدى يحترم أفراد المجتمع الشاب/ة؟ 1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة
<input type="checkbox"/>	K12: ما مدى انخراط الشاب/ة حاليا في مساعدتكم (مساعدة أسرته)؟ 1. لا يوجد انخراط 2. منخرطة قليلا 3. أحيانا ينخرط 4. منخرط كثيرا 98. لا اجابة
<input type="checkbox"/>	ملحق سؤال K12 K12_1: اشرح/ي كيف ولماذا K12_2: هل زاد انخراطه أم نقص أم بقي نفسه في الـ 9 أشهر الماضية؟

K12_3: اشرح/ي كيف ولماذا؟	
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الكفاءة الذاتية العامة	
<p>L01: برأيك، الى أي مدى يعتقد/تعتقد الشاب/ة انه/ا قادر/ة أن يصل/تصل لأهدافه/ا الشخصية و العملية/الوظيفية بعيدة الأمد؟</p> <p>1. لا يوجد قدرة 2. يوجد قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>ملحق سؤال L01</p> <p>L01_1: اشرح/ي لماذا</p> <p>L01_2: هل زادت قدرة [الشاب/ة] أم نقصت أم بقيت كما هي خلال الـ 9 أشهر الماضية؟</p> <p>L01_3: اشرح/ي لماذا؟</p>	<input type="checkbox"/>
<p>L02: الى أي مدى يعتقد/تعتقد الشاب/ة انه/ا قادر/ة أن يؤدي/تؤدي بشكل جيد جدا في الظروف الصعبة؟</p> <p>1. لا يوجد قدرة 2. يوجد قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة</p>	<input type="checkbox"/>
تواصل	
<p>L03: برأيك، ما مدى قدرة الشاب/ة انه/ا أن يتواصل/تتواصل بفعالية و أن يعبر/تعبر عن نفسه/ا للآخرين؟</p> <p>1. لا يوجد قدرة 2. يوجد قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة</p>	<input type="checkbox"/>
<p>ملحق سؤال L03</p> <p>L03_1: اشرح/ي لماذا ؟</p> <p>L03_2: هل زادت قدرة [الشاب/ة] أم نقصت أم بقيت كما هي خلال الـ 9 أشهر الماضية؟</p> <p>L03_3: اشرح/ي لماذا؟</p>	<input type="checkbox"/>
<p>L04: الى أي مدى توافق على أن الشاب/ة يستطيع/تستطيع أن يساهم/تساهم بشكل بناء في مجموعة أو فريق؟</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	<input type="checkbox"/>
<p>L05: الى أي مدى توافق على أن الشاب/ة يستطيع/تستطيع أن يعبر/تعبر عن رأيه/ا في مجموعة أو فريق حتى لو كان هنالك احد ما يختلف معه بالرأي؟</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	<input type="checkbox"/>
التوظيف و التعليم	
<p>L09: الى أي مدى توافق على أن الشاب/ة يستطيع/تستطيع أن يتعلم/تتعلم أشياء جديدة اذا عمل في اي وظيفة أو مشروع؟</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	<input type="checkbox"/>
<p>L10: الى أي مدى توافق على أن الشاب/ة متأكد/ة انه/ا يستطيع/تستطيع أن يستخدم/تستخدم المهارات التي يتعلم في التدريبات من مركز المصادر؟</p> <p>1. اوافق بشدة 2. اوافق 3. محايد 4. لا اوافق 5. لا اوافق بشدة 98. لا اجابة</p>	<input type="checkbox"/>
الانطباع عن مركز المصادر لتطوير الشباب	
<p>M01: كيف سمعت عن مركز المصادر؟ (لا تقرأ الخيارات)</p> <p>1. من صديق 2. من أحد أفراد العائلة 3. من خلال الاعلانات الالكترونية/مواقع التواصل الاجتماعي 4. من المدرسة\الجامعة 5. من الشاب/ة 98. لا اجابة 99. غير ذلك حددي</p>	<input type="checkbox"/>
<p>M02: لماذا قرر الشاب/ة التسجيل في مركز المصادر؟</p> <p>1. لزيادة فرص العثور على وظيفة 2. للمشاركة في نشاطات مسلية 3. لكسب الأصدقاء 4. لتعلم مهارات جديدة 5. لمساعدة المجتمع 6. لكونه مكان آمن خارج البيت 7. للتعرف على</p>	<input type="checkbox"/>

	اشخاص من الجنس الآخر 98. لا اجابة	99. غير ذلك حدداي
<input type="checkbox"/>	M03: هل الشاب/ة مهتم/ة في المشاركة في النشاطات الاخرى لمركز المصادر غير تلك التي سجل/ت لها؟ 1. نعم 2. لا (انتقل الى M05) 96. لا أعلم (انتقل الى M05) 98. لا اجابة (انتقل الى M05)	
<input type="checkbox"/>	M04: ما هي هذه النشاطات الاخرى؟ 1. تدريب اعلامي 2. تدريب تكنولوجيا المعلومات والاتصالات 3. تدريب قيادة 4. جلسات استشارية(تمهيد) 5. تدريب توظيف 6. مبادرة مجتمعية 7. نشاطات رياضية 8. برنامج تدريب داخلي 9. نشاطات ثقافية وفنية 96. لا أعلم 98. لا اجابة 99. غير ذلك حدداي	
<input type="checkbox"/>	M05: هل تتوقع/ين أي تحديات/صعوبات ستواجه الشاب/ة عند الذهاب إلى مركز المصادر؟ 1. نعم 2. لا (انتقل الى M07) 98. لا اجابة (انتقل الى M07)	
<input type="checkbox"/>	M06: ما هي تلك التحديات/الصعوبات التي تتوقعها/تتوقعها؟ 1. عدم موافقة الأهل 2. صعوبة الوصول هناك بسبب المسافة،توفر المواصلات،أو الطرق 3. ليس من الأمن الوصول هناك 4. اختلاط الجنسين 5. أوقات غير مناسبة 96. لا أعلم 98. لا اجابة 99. غير ذلك حدداي	
<input type="checkbox"/>	M07: ما مدى فائدة تدريب مركز المصادر التي تتوقعها/تتوقعها لكي تساعد الشاب/ة في إيجاد عمل في يوم من الأيام؟ 1. مفيد جدا 2. مفيد نوعا ما 3. ليس مفيد ولا غير مفيد 4. ليس مفيد أبدا 5. ليس مفيد أبدا 98. لا اجابة	
<input type="checkbox"/>	M08: على المقياس أدناه صف/ي لي كيف ينظر معظم الشباب في المجتمع الى مركز المصادر وبرامجه؟ 1. نظرة سلبية جدا 2. نظرة سلبية 3. بشكل محايد 4. نظرة إيجابية 5. نظرة إيجابية جدا 98. لا اجابة	
<input type="checkbox"/>	ملحق سؤال M08 M08_1: اشرح/ي لماذا ؟ M08_2: هل تغيرت هذه النظرة خلال الـ 9 أشهر الماضية ؟ 1. نعم 2. لا 98. لا اجابة M08_3: اذا نعم، صف كيف M08_4: هل يوجد البعض الذين يرونها بشكل غير عن المعظم ؟ 1. نعم 2. لا 98. لا اجابة M08_5: اشرح/ي كيف و لماذا	
<input type="checkbox"/>	M09 : على المقياس أدناه صف/ي لي كيف ينظر معظم أهالي الشباب في المجتمع الى مركز المصادر وبرامجه؟ 11. نظرة سلبية جدا 2. نظرة سلبية 3. بشكل محايد 4. نظرة إيجابية 5. نظرة إيجابية جدا 98. لا اجابة	
<input type="checkbox"/>	ملحق سؤال M09 M09_1: اشرح/ي لماذا ؟ M09_2: هل تغيرت هذه النظرة خلال الـ 9 أشهر الماضية ؟ 1. نعم 2. لا 98. لا اجابة M09_3: اذا نعم، صف كيف M09_4: هل يوجد البعض الذين يرونها بشكل غير عن المعظم ؟ 1. نعم 2. لا 98. لا اجابة M09_5: اشرح/ي كيف و لماذا	
<input type="checkbox"/>	M09.1 : على المقياس أدناه، صف/ي لي ما نوع الأثر الذي تعتقد أن مركز المصادر سيتركه على الشاب/ة أو على الاسرة أو على اي احد اخر؟ 1. سلبي جدا 2. سلبي قليلا 3. لا سلبي ولا ايجابي 4. ايجابي 5. ايجابي جدا 98. لا اجابة	
<input type="checkbox"/>	ملحق سؤال M09.1 M09.1_1: هل يمكنك ان تشرح كيف و لماذا ؟ M09.1_2: هل هذه النظرة تغيرت خلال 9 أشهر الماضية؟ M09.1_3: هل يمكنك ان تشرح كيف (كيف كانت وكيف اصبحت)؟	
<input type="checkbox"/>	M10: هل هناك مراكز في منطقتك شبيهة بمركز المصادر؟ 1. نعم 2. لا (انتقل الى M12) 96. لا أدري (انتقل الى M12) 98. لا اجابة (انتقل الى M12)	
<input type="checkbox"/>	M11: هل تلقى/ت الشاب/ة أي نشاطات من هذه المراكز؟	

	1. نعم	2. لا	98. لا اجابة
<input type="checkbox"/>	M12: هل حصل الشاب/ة على تدريب مهني، قيادة أو توظيف في أي مكان غير مركز المصادر؟ (يمكن قبول أكثر من خيار) 1. مهني 2. تدريب توظيف 3. تدريب قيادة 4. لا، ليس أيا من هذا (انتقل الى M14) 98. لا اجابة (انتقل الى M14)		
<input type="checkbox"/>	M13: كم في رأيك كان هذا التدريب مفيدا للمساعدة في الحصول على وظيفة؟ 1. مفيدا جدا 2. مفيد نوعا ما 3. ليس مفيد ولا غير مفيد 4. ليس مفيد 5. ليس مفيد أبدا 98. لا اجابة		
<input type="checkbox"/>	M14: كيف تقييم/ي قدرة الشاب/ة على حل النزاعات والخلافات بشكل سلمي غير عنيف؟ (ليس فقط اذا كان الخلاف معه/ا، من الممكن ان يكون الخلاف بين شخص يعنيه/ا وشخص اخر) 1. ليس لدي قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا 98. لا اجابة		
	ملحق		
	14.1. اشرح/ي لي لماذا وصفت قدرة الشاب ب (انكر جواب السؤال السابق) 14.2. هل يمكنك ذكر أمثلة على تلك القدرة؟ أو ذكر أمثلة على عدم القدرة؟ 14.3. هل هذه القدرة على حل الخلافات بشكل سلمي تحسنت، بقيت كما هي أم ساءت خلال ال 9 شهور الماضية؟ 14.4. اذا تغيرت (تحسنت أو ساءت) كيف (اشرح كيف كانت وكيف اصبحت)؟		
	M15: هل يوجد أماكن في مجتمعك، حيث يمكن للشباب/الشابات أن يفعلوا في مشاكل (تسبب لهم مشاكل) أو/ويكتسبوا عادات سيئة منها؟ اذا نعم، صف لي هذه الأماكن ولماذا يخطر الشباب بهذه الاشياء؟ 1. نعم 2. لا 98. لا اجابة		
	ملحق		
	M15_1: صف/ي لي هذه الأماكن وسبب انخراط الشباب فيها؟		
	M15_2: هل هناك شيء يمكن عمله للتقليل من احتمالية وقوع الشباب في مشاكل أو اكتسابهم عادات سيئة؟		
	M15_3: هل هناك أماكن و/أو أشخاص فاعلين في تغيير سلوك الشباب ؟ اذا نعم، ما هي هذه الأماكن او من هم هؤلاء الاشخاص و لماذا هذه الاماكن فعالة أو لماذا هؤلاء الاشخاص فعالون؟ إذا لا، لماذا؟		
	M16: لو كنت ستصف كيف تبدو "المساحة الآمنة" للشباب ، كيف ستصفها؟ وماذا يكون في "المساحة الآمنة للشباب؟		
	M16_1: هل يوجد أماكن غير منزلك/بيتك تنطبق عليه أي من الموصفات السابقة؟ إذا نعم حدثني عن هذه الأماكن، اذا لان لماذا لا يوجد اماكن كتلك التي وصفتها؟		
	M17: ما هي الجوانب الأكثر فائدة في مركز المصادر؟ لماذا؟		
	M18: ما هي الجوانب الأقل فائدة في مركز المصادر؟ لماذا؟		
	M19: ما الاقتراحات التي لديك لتحسين البرامج والخدمات في مركز المصادر؟		
	M20: هل هناك شيء أخري يجب علينا معرفته عن مركز المصادر أو مشاركة الشاب/ة في نشاطاته؟		

ANNEX 4: YOUTH QUALITATIVE QUESTIONNAIRE

D03. On the scale below, rate how much your employment status has changed over the last 9 months?

1. None
2. A little
3. Some
4. A lot
5. Not seeking employment

D03.1 Explain how your employment status has changed and why, or why it has not changed, or why you are not seeking employment:

(Notes: This question should be asked even if the participant is not currently employed or in school.)

D09. On the scale below, rate the quality of your current employment situation in terms of pay, hours, and benefits.

1. Lowest Quality
2. Low Quality
3. Medium Quality
4. High Quality
5. Highest Quality
6. NA

D09.1 Explain in what ways your current employment is (answer) :

D09.2 Has this quality gone up, down, or stayed the same over the last 9 months?

D09.3 Explain why?

(Notes: This question should be asked only if the participant is currently employed or in a paid internship.)

F01. On the scale below, rate how likely your current employment situation will change in the next 9 months:

1. Not likely
2. A little likely
3. Likely
4. Very Likely
5. Definitely

F01.1 Explain [in more detail](#) how and why [it is \(answer\) to change](#):

F01.2. Tell me a little more about what skills or knowledge you have, or don't yet have, that will help you feel more prepared to improve your employment situation?

(Notes: This question should be asked even if the participant is not currently employed, in a paid or unpaid internship, or in school.)

M15. Are there places in your community where youth can get into trouble and/or acquire bad habits?

M15.1 If yes, describe these places and why youth get involved in these things.

Possible follow-up/re-phrase topics:

Are there places where some youth don't feel safe?

Are there places where there are people who make some youth feel unsafe, or lead them to do unsafe things?

Are there places where there are people who don't understand youth?

Are there places where there are negative role models for youth?

Are there places where some youth feel they cannot be themselves, or feel they must behave in negative ways in order to be accepted?

Are there places where some youth feel they cannot talk about things important to them?

Are there places where some youth feel they cannot express their true feelings?

M15.2 What can be done to reduce the possibility that youth get in trouble or acquire bad habits?

M15.3 Are there places and/or people that are effective in changing youth behavior? If yes, tell me about these places and why are they effective? If no, why not?

M16. If you were to describe what a “safe space” for youth development looks like, how would you describe it? What things constitute a “safe space” for youth?

Possible follow-up/re-phrase topics:

What about a “safe” location or setting? What would that be like?

What about a space with people with whom you feel safe...?

What about a space with people who have similar experiences as yours...?

What about a space where there are people you consider role models...?

What about a space where you feel you can be yourself...?

What about a space where you feel you can express yourself freely without judgment?

What about a space where your experiences/feelings/opinions are valued or validated...?

M16.1 Are there places in the community other than your home that fit any of these descriptions? If yes, tell me about these places? If no, why not?

M14. How would you rate your ability to peacefully resolve conflicts?

1. No ability
2. A little ability
3. Medium ability
4. High ability
5. Very high ability

Follow-up/Re-phrase:

These can be conflicts between individuals, family or community conflicts, or social conflicts...

We are interested your ability to resolve conflicts without resorting to violence or behavior that could get you in trouble (do not suggest specifically with whom they might get in trouble, except to say it could be anyone or any group that is present in their lives).

M14.1 Explain why you think they have (answer):

M14.2 Can you give any examples of this ability, or lack thereof?

M14.3 Has this ability changed over the last 9 months?

M14.4 If yes, explain how:

K12. On the scale below, how would you rate your current involvement with helping your family at home:

1. Not involved
2. A little involved
3. Sometimes involved
4. Very involved
5. NA

K12.1 Explain how *you are involved, or why you are not involved*:

K12.2 Has your involvement gone up, down, or stayed the same over the last 9 months?

K12.3 Explain why:

K10. On the scale below, how would you rate your current involvement with your community:

1. Not involved
2. A little involved
3. Sometimes involved
4. Very involved
5. NA

K10.1 Explain how *you are involved* and why *you are involved*:

K10.2 Has your involvement gone up, down, or stayed the same over the last 9 months?

K10.3 Explain why:

K10.4 Explain your current involvement at the regional or national level.

Possible follow-up/re-phrase topics:

Do you volunteer your time or expertise? If so, tell me about what you do.

Are you involved in any activities to improve conditions in your neighborhood/village?

How about in the West Bank/Palestine?

How about international causes?

L03. On the scale below, rate your ability to communicate effectively and express yourself *to a group of people*:

1. No ability
2. A little ability
3. Medium ability
4. High ability
5. Very high ability

L03.1 Explain why **your ability is (answer)**:

L03.2 Has your ability gone up, down, or stayed the same over the last 9 months?

L03.3 Explain why:

M08. On the scale below, describe how most youth in the community view the YDRC and/or its programs?

1. Very negatively
2. Negatively
3. Neutral/**No view**
4. Positively
5. Very positively

M08.1 Explain why **youth view the YDRC (answer)**:

M08.2 Has this view changed over the last 9 months?

M08.3 If yes, explain how:

M08.4 Are there some **youth** who view it differently than most? If so, how and why?

M09. On the scale below, describe how most parents of youth in the community view the YDRC and its programs?

1. Very negatively

2. Negatively
3. Neutral/[No view](#)
4. Positively
5. Very positively

M09.1 Explain why [parents view the YDRC \(answer\)](#):

M09.2 Has this view changed over the last 9 months?

M09.3 Explain how:

M09.4 Are there some [parents](#) who view it differently than most? If so, how and why?

M17. What are the most useful aspects of the YDRC and why?

Possible follow-up/re-phrase topics:

What are the most effective aspects...

What are your favorite aspects...

What parts of the YDRC have the biggest positive impact...

M18. What are the least useful aspects of the YDRC and why?

Possible follow-up/re-phrase topics:

What are the least effective aspects...

What are your least favorite aspects...

What parts of the YDRC have the least or negative impact...

M19. What suggestions do you have to improve the programming and services at the YDRC?

Possible follow-up/re-phrase topics:

If you could change anything about the YDRC, what would you change and why?

M20. Is there anything else we should know about the YDRC and/or your participation in their activities?

استمارة الشباب الكيفية/النوعية

اسم المبحوث:

رقم الشاب (من الاستمارة الكمية):

اسم الباحث:

تاريخ اجراء المقابلة:

1. (D03): هل يمكنك أن تصف لي كيف تغير وضعك الوظيفي / العمل خلال 9 الماضية؟

(يسأل في جميع الاحوال: يجب الإجابة عن هذا السؤال حتى ولو ان الشاب/ة لا يعمل حاليا أو مازل يدرس (طالب))

1. لم يتغير 2. قليلا 3. بعض الشيء 4. كثيرا 5. لم ابحث عن عمل

1.1. ان كان الشاب/ة يعمل اساله/ا: اشرح لي كيف تغيرت حالتك الوظيفية و لماذا؟ أو لماذا لم تتغير؟
ان كان الشاب/ة لا يعمل اساله/ا: لماذا لا تبحث لي عن عمل؟

2. (D09): هل يمكنك ان تصف لي جودة ظروف العمل لديك من حيث الراتب وساعات العمل والحوافز

(يسأل فقط اذا كان الشاب/ة يعمل أو تدريب عمل مدفوع الاجر)

1. جودة سيئة جدا 2. جودة سيئة 3. متوسط الجودة 4. جودة جيدة 5. جودة جيد جدا 6. لا ينطبق

2.1 اشرح لي كيف ان عملك الحالي هو (اذكر جواب السؤال السابق)

2.2 . هل هذه الظروف تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟

2.3 . وضع لماذا؟

3. (F01) : بالنسبة للوضع الحالي لعملك، هل من المحتمل أن يتغير خلال 9 اشهر القادمة
(يسأل في جميع الاحوال: يجب الإجابة عن هذا السؤال حتى ولو ان الشاب/ة لا يعمل حاليا أو مازل يدرس (طالب))

1. لا، من غير المحتمل أن يتغير 2. هناك احتمالية قليلة 3. هناك احتمالية 4. احتمالية عالية 5. بكل تأكيد سيتغير

3.1. اشرح اي لماذا و كيف (اذكر جواب السؤال السابق) أن يتغير الوضع؟

3.2. هل يمكن أن تحدثني عن المعرفة والمهارات التي لديك والتي تساعد في أن تشعر أنك جاهز أكثر لتحسين وضعك العملي/الوظيفي (اي تلك التي ستساعدك في الحصول على وظيفة أو تحسين وظيفتك الحالية)؟

3.3. وكذلك حدثني عن المعرفة و المهارات التي تعتقد انها ليست لديك والتي في حال أنك امتلكتها ستساعد في أن تشعر أنك جاهز أكثر لتحسين وضعك العملي/الوظيفي (اي تلك التي ستساعدك في الحصول على وظيفة أو تحسين وظيفتك الحالية)؟

4. (M15): هل يوجد أماكن في مجتمعتك، حيث يمكن للشباب/الشابات أن يقعوا في مشاكل (تسبب لهم مشاكل) أو/و يكتسبوا عادات سيئة منها؟
1. نعم 2. لا

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث أو تستخدم لإعادة صياغة للسؤال)

هل يوجد أماكن لا يشعر فيها بعض الشباب بالأمان؟

هل يوجد أماكن يتواجد فيها أفراد يُشعرون بعض الشباب بعدم الأمان، أو يقودوهم للإنخراط بأعمال غير آمنة؟

هل هناك أماكن يتواجد فيها أشخاص لا يفهمون الشباب؟

هل هناك أماكن يتواجد فيها قذوات سلبية للشباب؟

هل هناك أماكن يشعر فيها الشباب أنهم لا يستطيعون أن يتصرفوا على سجيّتهم، أو يشعرون أنهم كي يكونوا مقبولين يجب أن يتصرفوا في طرق سلبية أخرى؟

هل هناك أماكن يشعر فيها بعض الشباب أنهم لا يستطيعون أن يتكلموا عن أمور مهمة بالنسبة لهم؟

6.1. اذا نعم، صف لي هذه الاماكن ولماذا ينخرط الشباب بهذه الاشياء؟

6.1. هل هناك شيء يمكن عمله للتقليل من احتمالية وقوع الشباب في مشاكل أو اكتسابهم عادات سيئة؟

6.2. هل هناك أماكن و/أو أشخاص فاعلين في تغيير سلوك الشباب ؟ اذا نعم، ما هي هذه الأماكن او من هم هؤلاء الاشخاص و لماذا هذه الاماكن فعالة أو لماذا هؤلاء الاشخاص فعالون؟ إذا لا، لماذا؟

5. اذا طلبنا منك ان تصف يمكن تسميتها ب "اماكن امنة" لتطوير وتنمية الشباب كيف تبدو هذه الاماكن، كيف يمكنك ان تصفها، ما هي الاشياء التي تحتويها هذه الاماكن، مم تتكون هذه الاماكن؟

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث او تستخدم لإعادة صياغة للسؤال)

فكر/ي في مكان " آمن " ، كيف يمكن أن تصف لي هذا المكان؟

هل يوجد (فكر/ي في) مكان يتواجد فيه أشخاص تشعر معهم بالأمان؟

هل يوجد (فكر/ي في) اشخاص عاشوا تجارب تشبه تجاربك؟

هل يوجد (فكر/ي في) مكان فيه أشخاص تعتبرهم قدوة لك؟

هل يوجد (فكر/ي في) مكان تشعر أنك يمكنك أن تتصرف على طبيعتك؟

هل يوجد (فكر/ي في) مكان تشعر فيه أنك يمكنك أن تعبر عن نفسك دون انتقاد من الآخرين؟

هل يوجد (فكر/ي في) مكان تُقدّر فيه أرائك و مشاعرك ؟

7.1. هل يوجد أماكن غير منزلك/بيتك تنطبق عليه أي من الموصافات السابقة؟ إذا نعم حدثني عن هذه الأماكن، إذا لا لماذا لا يوجد أماكن كنتك التي وصفتها؟

6. (M14): كيف يمكنك ان تصف لي مدى قدرتك على حل المشاكل والخلافات التي تواجهك في المجتمع بشكل سلمي بدون استخدام العنف؟
(ليس فقط اذا كان الخلاف معك، من الممكن ان يكون الخلاف بين شخص يعينك وشخص اخر)
(الخلاف يمكن أن يكون بين الافراد أو داخل العائلة أو داخل المجتمع)

1. ليس لدي قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا

هذه النزاعات يمكن أن تشمل نزاعات فردية، عائلية، أو مجتمعية

نحن مهتمون في قدرتك في حل النزاعات دون الحاجة للتطرق للعنف أو لسلوك يمكنه أن يوقعك بمشاكل.

(للباحث: لا تقم بإعطاء أمثلة عن مع من يمكنهم أن يقعوا في مشاكل، لكن اشرح/ي لهم أنه يمكن أن يكون أي أحد و أي مجموعة في حياتهم حالياً)

8.1. اشرح/ي لي لماذا وصفت قدرتك ب (اذكر جواب السؤال السابق)

8.2. هل يمكنك ذكر أمثلة على تلك القدرة؟ أو ذكر أمثلة على عدم القدرة؟

8.3. هل هذه القدرة على حل الخلافات بشكل سلمي تحسنت، بقيت كما هي أم ساءت خلال الـ 9 شهور الماضية؟

8.4. إذا تغيرت (تحسنت أو ساءت) كيف (اشرح كيف كانت وكيف أصبحت)؟

7. (K12): كيف يمكنك ان تصف لي مدى انخراطك/مشاركتك في مساعدة اسرتك حاليا (بغض النظر عن كيفية المساعدة):

1. لست منخرط/مشاركا بالاسرة 2. منخرط/مشارك قليلا 3. انخرط/أشارك احيانا 4. منخرط/مشارك جدا

9.1 . هل يمكنك ان تشرح كيف انت منخرط؟ أو لماذا انت لست منخرط؟

9.2 . هل انخراطك في مساعدة الاسرة تحسن أو ساء أو بقي كما هو خلال الـ 9 شهور الماضية؟

9.3. اشرح لماذا؟

8. (K10): كيف يمكنك ان تصف لي مدى انخراطك/مشاركتك بمجتمعك حاليا:

1. لست منخرط/مشاركا 2. منخرط/مشارك قليلا 3. انخرط/أشارك احيانا 4. منخرط/مشارك جدا

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث او تستخدم لإعادة صياغة للسؤال)

هل تتطوع بوقتك أو بخبراتك؟ إذا نعم، أخبرني ماذا تفعل؟

هل أنت مشارك بأي نشاطات لتحسين الأوضاع في حيّك/قريتك؟

ماذا عن منطقة الضفة الغربية/فلسطين؟

ماذا عن قضايا دولية؟

10.1 . هل يمكنك ان تشرح كيف انت منخرط؟ أو لماذا انت لست منخرط؟

10.2 . هل انخراطك في المجتمع تحسن أو ساء أو بقي كما هو خلال 9 شهور الماضية؟

10.3 . اشرح لماذا؟

10.4 . اشرح لي مدى انخراطك بمحافظتك أو على المستوى الوطن؟

9. (L03): صف لي مدى قدرتك على التواصل بفعالية مع الآخرين والتعبير عن نفسك لمجموعة من الناس:

1. ليس لدي قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا

11.1 . هل يمكنك ان تشرح لماذا قدرتك (اذكر جواب السؤال السابق)؟

11.2 . هل قدرتك تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟

11.3 . هل يمكنك ان تشرح لماذا؟

14. (M08): صف لي كيف ينظر معظم الشباب في مجتمعتك الى مركز المصادر وبرامجه

1. سلبي جدا 2. سلبي قليلا 3. لا سلبي ولا ايجابي 4. ايجابي 5. ايجابي جدا

14.1 . هل يمكنك ان تشرح لماذا يرى الشباب مركز المصادر (اذكر جواب السؤال السابق)؟

14.2 . هل هذه النظرة تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟

14.3. هل يمكنك ان تشرح كيف (كيف كانت وكيف أصبحت)؟

14.4. هل يوجد شباب في مجتمعك ينظرون لهذا المركز بطريقة مختلفة عن الباقين (اي ينظرون اليه على عكس الذي ذكرته)؟ اذا نعم كيف ولماذا؟

15. (M09): صف لي كيف ينظر معظم ابناء وامهات الشباب الى مركز المصادر ویرامجه
1. سلبي جدا 2. سلبي قليلا 3. لا سلبي ولا ايجابي 4. ايجابي 5. ايجابي جدا

15.1. هل يمكنك ان تشرح لماذا يرى الأهل مركز المصادر (اذكر جواب السؤال السابق)؟

15.2 . هل هذه النظرة تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟

15.3. هل يمكنك ان تشرح لماذا؟

15.4. هل يوجد ابناء وامهات شباب في مجتمعك ينظرون لهذا المركز بطريقة مختلفة عن الباقين؟ (اي ينظرون اليه على عكس الذي ذكرته)؟ اذا نعم كيف ولماذا؟

16. ما هي الجوانب الأكثر فائدة في مركز المصادر ولماذا؟

(اذا كان لا يعلم كثيرا عن مركز المصادر: نسأله: ماذا تتوقع أن تكون الجوانب الأكثر فائدة في مركز المصادر)

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث او تستخدم لإعادة صياغة للسؤال)

ما هي أكثر الجوانب/الامور إفادة؟

ما هي الجوانب/الامور المفضلة لديك؟

ما هي الجوانب /الامور الأكثر المركز تأثيرا (بشكل إيجابي) في المركز؟

17. ما هي الجوانب الأقل فائدة في مركز المصادر ولماذا؟

(إذا كان لا يعلم كثيرا عن مركز المصادر: نسأله: ماذا تتوقع أن تكون الجوانب الأقل فائدة في مركز المصادر)

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث أو تستخدم لإعادة صياغة للسؤال)

ما هي الجوانب/الامور الأقل فاعلية؟

ما هي الجوانب/الامور الأقل تفضيلا لديك؟

ما هي أكثر الجوانب/الامور الأقل تأثير ذات تأثير سلبي في المركز؟

18. ما هي اقتراحاتك لتحسين برامج وخدمات مركز المصادر؟

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث أو تستخدم لإعادة صياغة للسؤال)

إذا كنت تستطيع أو ترغب بتغيير أي شيء بالمركز ، ماذا ستغير؟

19. هل هناك شيء آخر يمكن ان نخبرنا به عن مركز المصادر أو عن مشاركتك بنشاطات هذا المركز؟

ANNEX 5: HOUSEHOLD QUALITATIVE QUESTIONNAIRE

D03. On the scale below, rate how much your son/daughter/other's employment status has changed over the last 9 months?

1. None
2. A little
3. Some
4. A lot
5. Not seeking employment

D03.1 Explain how your son/daughter/other's employment status has changed and why, or why it has not changed, or why you are not seeking employment:

(Notes: This question should be asked even if the participant is not currently employed or in school.)

D09. On the scale below, rate the quality of your son/daughter/other's current employment situation in terms of pay, hours, and benefits.

1. Lowest Quality
2. Low Quality
3. Medium Quality
4. High Quality
5. Highest Quality
6. NA

D09.1 Explain in what ways your son/daughter/other's current employment is (answer) :

D09.2 Has this quality gone up, down, or stayed the same over the last 9 months?

D09.3 Explain why?

(Notes: This question should be asked only if the participant is currently employed or in a paid internship.)

F01. On the scale below, rate how likely your son/daughter/other's current employment situation will change in the next 9 months:

1. Not likely
2. A little likely
3. Likely
4. Very Likely
5. Definitely

F0.1 Explain in more detail how and why it is (answer) to change:

F01.2. Tell me a little more about what skills or knowledge your son/daughter/other has, or doesn't yet have, that might improve their employment situation?

(Notes: This question should be asked even if the participant is not currently employed, in a paid or unpaid internship, or in school.)

M15. Are there places in your community where youth can get into trouble and/or acquire bad habits?

M15.1 If yes, describe these places and why youth get involved in these things.

Possible follow-up/re-phrase topics:

Are there places where some youth don't feel safe?

Are there places where there are people who make some youth feel unsafe, or lead them to do unsafe things?

Are there places where there are people who don't understand youth?

Are there places where there are negative role models for youth?

Are there places where some youth feel they cannot be themselves, or feel they must behave in negative ways in order to be accepted?

Are there places where some youth feel they cannot talk about things important to them?

Are there places where some youth feel they cannot express their true feelings?

M15.2 What can be done to reduce the possibility that youth get in trouble or acquire bad habits?

M15.3 Are there places and/or people that are effective in changing youth behavior? If yes, tell me about these places and/or people and why are they effective? If no, why not?

M16. If you were to describe what a “safe space” for youth development looks like, how would you describe it? What things constitute a “safe space” for youth?

Possible follow-up/re-phrase topics:

What about a “safe” location or setting? What would that be like?

What about a space with people with whom today's youth feel safe...?

What about a space with people who have similar experiences as today's youth...?

What about a space where there are people you consider role models for today's youth...?

What about a space where you feel today's youth can be themselves...?

What about a space where today's youth can express themselves freely without judgment?

What about a space where today's youth's experiences/feelings/opinions are valued or validated...?

M16.1 Are there places in the community other than your home that fit any of these descriptions? If yes, tell me about these places? If no, why not?

M14. How would you rate your son/daughter/other's ability to peacefully resolve conflicts?

1. No ability
2. A little ability
3. Medium ability
4. High ability
5. Very high ability

Follow-up/Re-phrase:

These can be conflicts between individuals, family or community conflicts, or social conflicts...

We are interested your son/daughter/other's ability to resolve conflicts without resorting to violence or behavior that could get them in trouble (do not suggest specifically with whom they might get in trouble, except to say it could be anyone or any group that is present in their lives).

M14.1 Explain why you think they have (answer):

M14.2 Can you give any examples of this ability, or lack thereof?

M14.3 Has this ability changed over the last 9 months?

M14.4 If yes, explain how:

K12. On the scale below, how would you rate your son/daughter/other's involvement with helping you at home:

1. Not involved
2. A little involved
3. Sometimes involved
4. Very involved
5. NA

K12.1 Explain how your son/daughter/other **is involved, or why they are not involved:**

K12.2 Has his/her involvement gone up, down, or stayed the same over the last 9 months?

K12.3 Explain why:

K10. On the scale below, how would you rate your son/daughter/other's current involvement with your community:

1. Not involved
2. A little involved
3. Sometimes involved
4. Very involved
5. NA

K10.1 Explain how **your son/daughter/other is involved** and why **they are involved:**

K10.2 Has their involvement gone up, down, or stayed the same over the last 9 months?

K10.3 Explain why:

K10.4 Explain their current involvement at the regional or national level.

Possible follow-up/re-phrase topics:

Do they volunteer your time or expertise? If so, tell me about what you do.

Are they involved in any activities to improve conditions in your neighborhood/village?

How about in the West Bank/Palestine?

How about international causes?

L03. On the scale below, rate your son/daughter/other's ability to communicate effectively and express themselves to a group of people:

1. No ability
2. A little ability
3. Medium ability
4. High ability
5. Very high ability

11.1 Explain why your son/daughter/other's ability is (answer):

11.2 Has his/her ability gone up, down, or stayed the same over the last 9 months?

11.3 Explain why:

D00. On the scale below, rate your son/daughter/other's ability to find employment:

1. No ability
2. A little ability
3. Medium ability
4. High ability
5. Very high ability

12.1 Explain why your son/daughter/other's ability is (answer):

12.2 Has his/her ability gone up, down, or stayed the same over the last 6-9 months?

12.3 Explain why:

Possible follow-up/re-phrase topics:

When you go to look for a job, how well do you know how to find one you want?

L01. On the scale below, rate your son/daughter/other's ability to reach your personal and professional goals:

1. No ability
2. A little ability
3. Medium ability
4. High ability
5. Very high ability

13.1 Explain why [your son/daughter/other's ability is \(answer\)](#):

13.2 Has your ability gone up, down, or stayed the same since 9 months ago?

13.3 Explain why:

Possible follow-up/re-phrase topics:

If you were to imagine your preferred job and family life in five or ten years, how well do you know how to make this image a reality?

M09.1 On the scale below, describe what kind of impact you believe the YDRC will have on your son/daughter/other and your family?

1. Very negative
2. Negative
3. Neutral
4. Positive
5. Very positive

14.1 Explain how and why:

14.2 Has this view changed over the last 9 months?

14.3 Explain how:

M09. On the scale below, describe how most parents of youth in the community view the YDRC and/or its programs?

1. Very negatively
2. Negatively
3. Neutral
4. Positively
5. Very positively

M08.1 Explain why [parents view the YDRC \(answer\)](#):

M08.2 Has this view changed over the last 9 months?

M08.3 Explain how:

M08.4 Are there some [parents](#) who view it differently than most? (M08.5) If so, how and why?

M08. On the scale below, describe how most youth in the community view the YDRC and/or its programs?

1. Very negatively
2. Negatively
3. Neutral
4. Positively
5. Very positively

M09.1 Explain why [youth view the YDRC \(answer\)](#):

M09.2 Has this view changed over the last 9 months?

M09.3 If yes, explain how:

M09.4 Are there some [youth](#) who view it differently than most? If so, how and why?

M13.1. In what ways are the YDRC programs different or similar to other programs in the community?

M17. What are the most useful aspects of the YDRC and why?

Possible follow-up/re-phrase topics:

What are the most effective aspects...

What are your favorite aspects...

What parts of the YDRC have the biggest positive impact...

M18. What are the least useful aspects of the YDRC and why?

Possible follow-up/re-phrase topics:

What are the least effective aspects...

What are your least favorite aspects...

What parts of the YDRC have the least or negative impact...

M19. What suggestions do you have to improve the programming and services for youth at the YDRC?

Possible follow-up/re-phrase topics:

If you could change anything about the YDRC, what would you change and why?

M20. Is there anything else we should know about the YDRC and/or your [son/daughter/other's](#) participation in their activities?

الاستمارة الكيفية/النوعية الخاصة بالاهل

اسم المبحوث:

اسم الشاب/ة:

رقم الشاب (من الاستمارة الكمية):

اسم الباحث:

تاريخ اجراء المقابلة:

1. (D03): على المقياس أدناه، على المقياس أدناه قيم كم تغيرت الحالة الوظيفية عند الشاب/ة خلال الـ 9 أشهر السابقة؟

(يسال في جميع الاحوال: يجب الإجابة عن هذا السؤال حتى ولو ان الشاب/ة لا يعمل حاليا أو مازل يدرس (طالب))

1. لم يتغير 2. قليلا 3. بعض الشيء 4. كثيرا 5. لم ابحث عن عمل

1.1. اشرح اي كيف تغيرت حالة (الشاب/ة) الوظيفية و لماذا؟ أو لماذا لم تتغير؟ أو لماذا لم يبحث اي عن عمل؟

2. (D09): هل يمكنك ان تصف لي جودة ظروف عمل الشاب/ة من حيث الراتب وساعات العمل والحوافز

(يسال فقط اذا كان الشاب/ة يعمل أو تدريب عمل مدفوع الاجر)

1. جودة سيئة جدا 2. جودة سيئة 3. متوسط الجودة 4. جودة جيدة 5. جودة جيد جدا 6. لا ينطبق

2.1. اشرح اي كيف ان عمل الشاب/ة الحالي هو (اذكر جواب السؤال السابق)؟

2.2. هل هذه الظروف تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟

2.3. وضح لماذا؟

3. (F01): بالنسبة لعمل الشاب/ة، ما مدى احتمالية أن تتغير الحالة الوظيفية للشاب/ة خلال الـ 9 أشهر القادمة ؟

(يسأل في جميع الاحوال: يجب الإجابة عن هذا السؤال حتى ولو ان الشاب/ة لا يعمل حالياً أو مازل يدرس (طالب))

1. لا، من غير المحتمل أن يتغير 2. احتمالية قليلة 3. هناك احتمالية 4. احتمالية عالية 5. بكل تأكيد سيتغير

3.1. اشرح اي شيء من التفصيل لماذا و كيف (اذكر جواب السؤال السابق) أن يتغير الوضع؟

3.2. هل يمكن أن تحدثني عن المعرفة والمهارات التي لدى الشاب/ة والتي من الممكن أن تساعد/ في تحسين وضعه/ا العملي/الوظيفي (اي تلك التي ستساعده/ا في الحصول على وظيفة او تحسن وظيفته/ا الحالية)؟

3.2. وكذلك حدثني عن المعرفة و المهارات التي تعتقد انها ليست لدى الشاب/ة والتي في من الممكن أن تساعد/ا في تحسين وضعه/ا العملي/الوظيفي (اي تلك التي ستساعده/ا في الحصول على وظيفة او تحسن وظيفته/ا الحالية)؟

6. (M15): هل يوجد أماكن في مجتمعك، حيث يمكن للشباب/الشابات أن يقفوا في مشاكل (تسبب لهم مشاكل) أو/و يكتسبوا

عادات سيئة منها؟

1. نعم 2. لا

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث او تستخدم لإعادة صياغة للسؤال)

هل يوجد أماكن لا يشعر فيها بعض الشباب بالأمان؟

هل يوجد أماكن يتواجد فيها أفراد يُشعرون بعض الشباب بعدم الأمان، أو يقودوهم للإنخراط بأعمال غير آمنة؟

هل هناك أماكن يتواجد فيها أشخاص لا يفهمون الشباب؟

هل هناك أماكن يتواجد فيها قذوات سلبية للشباب؟

هل هناك أماكن يشعر فيها الشباب أنهم لا يستطيعون أن يتصرفوا على سجيبتهم، أو يشعرون أنهم غير مقبولين ويجب أن يتصرفوا في طرق سلبية أخرى؟

هل هناك أماكن يشعر فيها بعض الشباب أنهم لا يستطيعون أن يتكلموا عن أمور مهمة بالنسبة لهم؟

هل هناك أماكن يشعر فيها بعض الشباب أنهم لا يستطيعون التعبير عن مشاعرهم الحقيقية؟

6.1. إذا نعم، صف لي هذه الأماكن ولماذا ينخرط الشباب بهذه الأشياء؟

6.2. هل هناك شيء يمكن عمله للتقليل من احتمالية وقوع الشباب في مشاكل أو اكتسابهم عادات سيئة؟

6.3. هل هناك أماكن و/أو أشخاص فاعلين في تغيير سلوك الشباب ؟ إذا نعم، ما هي هذه الأماكن أو من هم هؤلاء الأشخاص ولماذا هذه الأماكن فعالة أو لماذا هؤلاء الأشخاص فعالون؟ إذا لا، لماذا؟

7. إذا طلبنا منك ان تصف أماكن يمكن تسميتها بـ "أماكن آمنة" لتطوير وتنمية الشباب كيف تبدو هذه الأماكن، كيف يمكنك ان تصفها، ما هي الأشياء التي تحتويها هذه الأماكن، مم تتكون هذه الأماكن؟

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث أو تستخدم لإعادة صياغة للسؤال)

فكر/ي في مكان " آمن " ، كيف يمكن أن تصف لي هذا المكان؟

هل يوجد (فكر/ي في) مكان يتواجد فيه أشخاص يشعر الشباب معهم بالأمان؟

هل يوجد (فكر/ي في) اشخاص عاشوا تجارب تشبه تجارب الشباب/الشابات؟

هل يوجد (فكر/ي في) مكان فيه أشخاص تعتبرهم قدوة للشباب/الشابات؟

هل يوجد (فكر/ي في) مكان تشعر أن ك يمكنك أن الشباب/الشابات يستطيعون ان يتصرفوا على طبيعته في هذا المكان؟

هل يوجد (فكر/ي في) مكان يشعر فيه الشباب/الشابات أنه يمكنهم أن عبروا عن أنفسهم دون انتقاد من الآخرين؟

هل يوجد (فكر/ي في) مكان تُقدّر فيه آراء الشباب/الشابات و مشاعرهم ؟

7.1 هل يوجد أماكن غير منزلك/بيتك تنطبق عليه أي من الموصفات السابقة؟ إذا نعم حدثني عن هذه الأماكن، إذا لا لماذا لا يوجد أماكن كذلك التي وصفتها؟

8. (M14): كيف تقيم/ي قدرة الشاب\ة على حل النزاعات والخلافات بشكل سلمي غير عنيف؟ (ليس فقط إذا كان الخلاف معه/ا، من الممكن ان يكون الخلاف بين شخص يعنيه/ا وشخص آخر)

1. لا يوجد قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا

هذه النزاعات يمكن أن تشمل نزاعات فردية، عائلية، أو مجتمعية

نحن مهتمون في قدرة الشاب في حل النزاعات دون الحاجة للتطرق للعنف أو لسلوك يمكنه أن يوقعهم بمشاكل.

(للباحث: لا تقم بإعطاء أمثلة عن مع من يمكنهم أن يقعوا في مشاكل، لكن اشرح لهم أنه يمكن أن يكون أي أحد و أي مجموعة في حياتهم حاليا

8.1. اشرح لي لماذا وصفت قدرة الشاب ب (اذكر جواب السؤال السابق)

8.2. هل يمكنك ذكر أمثلة على تلك القدرة؟ أو ذكر أمثلة على عدم القدرة؟

8.3. هل هذه القدرة على حل الخلافات بشكل سلمي تحسنت، بقيت كما هي أم ساعات خلال ال 9 شهور الماضية؟

8.4. اذا تغيرت (تحسنت أو ساعات) كيف (اشرح كيف كانت وكيف اصبحت)؟

9. (K12): على المقياس أدناه، هل يمكنك أن تقيم/ي مدى مشاركة الشاب في مساعدتك في البيت؟

1. غير مشاركة 2. مشاركة قليلا 3. أحيانا يشارك/تشارك 4. يشارك كثيرا

9.1 اشرح لي كيف (الشاب) يشارك/تشارك أو لماذا هي/هو غير مشارك؟

9.2 هل زادت مشاركتك أم قلت أم بقيت كما هي خلال ال 9 أشهر الماضية؟

9.3 إشرح\اي لماذا؟

10. (K10): على المقياس أدناه كيف تقيّم\اي مدى انخراط\مشاركة الشاب\ة بمجتمعكم حالياً:

1. غير منخرطة/ أو غير مشاركة 2. منخرطة/ أو مشاركة قليلاً 3. أحياناً ينخرط/ة أو يشارك\تشارك
4. ينخرط/ة أو يشارك كثيراً

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث أو تستخدم لإعادة صياغة للسؤال)

هل ت\ينطوع بوقت\ه\ أو بخبراته\ا؟ إذا نعم، أخبرني ماذا ي\تفعل؟

هل هي\هو مشاركة\ة بأي نشاطات لتحسين الأوضاع في حي\ه\ا\قرية\ه\ا؟

ماذا عن منطقة الضفة الغربية\فلسطين؟

ماذا عن قضايا دولية؟

10.1. اشرح\اي كيف (الشاب\ة) يشارك\تشارك أو لماذا هي\هو غير مشارك

10.2. هل زادت مشاركته\ا أم قلت أم بقيت كما هي خلال الـ 9 أشهر الماضية؟

10.3. إشرح\اي لماذا؟

10.4. اشرح لي مدى انخراط\مشاركة الشاب\ة بمحافظتكم أو على المستوى الوطن

11. (L03): صف لي مدى قدرة الشاب\ة على التواصل بفعالية مع الآخرين والتعبير عن نفسه\ا للآخرين لمجموعة من الناس:

- . ليس لديه\ا قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جداً

11.1. هل يمكنك ان تشرح لماذا قدرة الشاب\ة (اذكر جواب السؤال السابق)

11.2 . هل قدرته/ا تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟

11.3 . هل يمكنك ان تشرح لماذا؟

12. (D00) صف لي مدى قدرة الشاب/ة على ايجاد وظيفة أو عمل

1. ليس لديه/ا قدرة 2. قدرة قليلة 3. قدرة متوسطة 4. قدرة عالية 5. قدرة عالية جدا

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث او تستخدم لإعادة صياغة للسؤال)

عندما يبحث/تبحث عن وظيفة كم من الأرح أن يجدا/تجد وظيفة يريد/تريدها.

12.1 . هل يمكنك ان تشرح لماذا قدرة (الشاب/ة) (اذكر جواب السؤال السابق)

12.2 . هل قدرته/ا تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟

12.3 . هل يمكنك ان تشرح لماذا؟

13. (L01): صف لي مدى قدرة الشاب/ة على الوصول الى اهدافه/ا طويلة الامد على المستوى الشخصي والمستوى المهني (العمل

أو الوظيفة)

1. ليس لديه/ا قدرة 2. قدرة قليلة 3. قدرة متوسط 4. قدرة عالية 5. قدرة عالية جدا

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث او تستخدم لإعادة صياغة للسؤال)

إذا كنت ستختل وظيفة الشاب/ة المفضلة و حياته/ا العائلية المفضلة خلال 5 سنوات أو 10 سنوات قادمة، ما هي قدرته/ا أن يجعل/تجعل هذا التخييل حقيقة؟

13.1. هل يمكنك ان تشرح لماذا قدرة (الشاب)ة (اذكر جواب السؤال السابق)؟

13.2. هل قدرته/ا تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟

13.3. هل يمكنك ان تشرح لماذا؟

14. (M09.1): على المقياس أدناه، صف اي لي ما نوع الأثر الذي تعتقد أن مركز المصادر سيتركه على الشاب/ة أو على الاسرة أو على اي احد اخر

1. سلبي جدا 2. سلبي قليلا 3. لا سلبي ولا ايجابي 4. ايجابي 5. ايجابي جدا

14.1. هل يمكنك ان تشرح كيف و لماذا ؟

14.2. هل هذه النظرة تغيرت خلال 9 أشهر الماضية؟

14.3. هل يمكنك ان تشرح كيف (كيف كانت وكيف اصبحت)؟

15. (M09): على المقياس أدناه صف لي كيف ينظر معظم اباء وامهات الشباب/الشابات الى مركز المصادر وبرامجه

1. سلبي جدا 2. سلبي قليلا 3. لا سلبي ولا ايجابي 4. ايجابي 5. ايجابي جدا

15.1. هل يمكنك ان تشرح لماذا يرى الأهل مركز مصادر (اذكر جواب السؤال السابق)

15.2. هل هذه النظرة تغيرت خلال 9 شهور الماضية؟

15.3. هل يمكنك ان تشرح كيف (كيف كانت وكيف أصبحت)؟

15.4. هل يوجد ابناء وامهات شباب/شابات في مجتمعك ينظرون لهذا المركز بطريقة مختلفة عن الباقين (اي ينظرون اليه على عكس الذي ذكرته)؟ اذا نعم كيف ولماذا؟

16. (M08): صف لي كيف ينظر معظم الشباب/الشابات في المجتمع الى مركز المصادر وبرامجه

1. سلبي جدا 2. سلبي قليلا 3. لا سلبي ولا ايجابي 4. ايجابي 5. ايجابي جدا

16.1. هل يمكنك ان تشرح لماذا ينظر الشباب إلى مركز المصادر (اذكر جواب السؤال السابق)

16.2. هل هذه النظرة تحسنت أو ساءت أو بقيت كما هي خلال 9 شهور الماضية؟

16.3. هل يمكنك ان تشرح كيف (كيف كانت وكيف أصبحت)؟

16.4. هل يوجد شباب في مجتمعك ينظرون لهذا المركز بطريقة مختلفة عن الباقين (اي ينظرون اليه على عكس الذي ذكرته)؟ اذا نعم كيف ولماذا؟

17. كيف تختلف أو تشبه تدريبات مركز المصادر، تدريبات أخرى في المجتمع؟

18. ما هي الجوانب الأكثر فائدة في مركز المصادر ولماذا؟

(اذا كان لا يعلم كثيرا عن مركز المصادر: نساله: ماذا تتوقع أن تكون الجوانب الأكثر فائدة في مركز المصادر)

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث او تستخدم لإعادة صياغة للسؤال)

ما هي الجوانب/الامور الاقل فاعلية؟

ما هي الجوانب/الامور الاقل تفضيلا لديك؟

ما هي أكثر الجوانب/الامور الاقل تأثير ذات تأثير سلبي في المركز؟

19. ما هي الجوانب الأقل فائدة في مركز المصادر ولماذا؟

(إذا كان لا يعلم كثيرا عن مركز المصادر: نسأله: ماذا تتوقع أن تكون الجوانب الاقل فائدة في مركز المصادر)

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث او تستخدم لإعادة صياغة للسؤال)

ما هي الجوانب/الامور الاقل فاعلية؟

ما هي الجوانب/الامور الاقل تفضيلا لديك؟

ما هي أكثر الجوانب/الامور الاقل تأثير ذات تأثير سلبي في المركز؟

20. ما هي اقتراحاتك لتحسين برامج وخدمات الشباب/الشابات في مركز المصادر؟

(أسئلة تحفيزية تستخدم عند الحاجة لمساعدة المبحوث على الحديث او تستخدم لإعادة صياغة للسؤال)

إذا كنت تستطيع أو ترغب بتغيير أي شيء بالمركز ، ماذا ستغير ؟

21. هل هناك شيء اخر يمكن ان نخبرنا به عن مركز المصادر أو عن مشاركة الشاب/ة بنشاطات هذا المركز؟

ANNEX 6: CAPACITY ASSESSMENT INSTRUMENTS

Organizational Capacity Interview	
I. Relevance (problems and needs)	
I.1 To what extent are the YDRC program phases (Plan, design, deliver, monitor and evaluation) consistent with & supportive of YDRC vision, mission, strategic plan?	
Findings:	
Conclusions	Recommendations
I.2 To what extent do the outputs of each program phase address youth problems and needs?	
Findings:	
Conclusions	Recommendations
I.3 What is the degree of stakeholder and target group participation (interns, youth, and parents or community members) in programme design, management & implementation; local ownership; absorption & implementation capacity?	
Findings:	
Conclusions	Recommendations
I.4 Do you have a program monitoring system and if so, what is the overall quality (existence, accuracy, flexibility, use, baseline information etc)?	
Findings:	
Conclusions	Recommendations
2. Effectiveness (achievement of purpose)	
2.1 Have planned activities/outputs been delivered & received?	

Findings:	
Conclusions	Recommendations
2.2 How flexibly has management adapted to unforeseen circumstances to ensure the intended results?	
Findings:	
Conclusions	Recommendations
2.3 How appropriate is the balance of responsibilities between board, staff, interns and stakeholders?	
Findings:	
Conclusions	Recommendations
3. Efficiency (sound human resources, management and value for money)	
3.1 What has been the quality of day-to-day management in terms of:	
<ul style="list-style-type: none"> • Work planning and implementation; • Budget, • Personnel, • Information & risk management; • Coordination • Communication and information-sharing with other stakeholders; • Reporting and deadline? • Donors' relations? 	
Findings:	
Conclusions	Recommendations
3.2 Do you have a financial accounting system, and if so, to what extent is it consistent with national finance standards? What gaps still exist? How do you plan to overcome any constraints?	
Findings:	
Conclusions	Recommendations

3.3 Are training program investments, such as costs, equipment, space, and staff, justified by the outcomes for the participants? Are the benefits of the YDRC training courses worth this investment?	
Findings:	
Conclusions	Recommendations
3.4 Have donor funds or other partner contributions been provided as planned?	
Findings:	
Conclusions	Recommendations
3.5 Is the YDRC able to respond to staff needs: employment, training, benefits, incentives, promotion, performance appraisal policies and procedures?	
Findings:	
Conclusions	Recommendations
3.6 Is there a communication and knowledge sharing strategy for the YDRC and its activities? If so, is it effective?	
Findings:	
Conclusions	Recommendations
3.7 Have IREX training and capacity building inputs been provided as planned? How would you describe the quality and relevance of this support?	
Findings:	
Conclusions	Recommendations
3.8 How is the quality of the YDRC training programs in terms of: trainers' skills, curriculum and training materials, infrastructure and equipment?	

Findings:	
Conclusions	Recommendations
4. Impact (achievement of wider effects)	
4.1 To what extent have the objectives of the training programs been achieved as intended?	
Findings:	
Conclusions	Recommendations
4.2 Have the effects of the programs been facilitated/constrained by external factors; produced any unintended or unexpected impacts; contributed to economic and social development; contributed to employability and poverty reduction; made a difference in terms of cross-cutting issues?	
Findings:	
Conclusions	Recommendations
5. Sustainability (likely continuation of achieved results)	
5.1 How would you describe the participation of stakeholders in the YDRC, such as board members, youth, interns, and parents. To what degree is there ownership among them of the objectives and achievements of the YDRC?	
Findings:	
Conclusions	Recommendations
5.2 To what extent is the training, outreach, advocacy, networking programs embedded in YDRC institutional structures? Will they continue after projects funding ends?	
Findings:	
Conclusions	Recommendations

5.3 Are the budgets for training/outreach/advocacy/networking programs adequate? What are your current and potential funding sources besides IREX?

Findings:

Conclusions

Recommendations

5.4 Were cross-cutting issues (gender and minority participation, environment, persons with disabilities) appropriately accounted for and managed from the outset of the program?

Findings:

Conclusions

Recommendations

5.5 Have you completed a capacity development plan, and if so, what progress have you made?

Findings:

Conclusions

Recommendations

ANNEX 7: BIBLIOGRAPHY

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ANNEX 8: KEY INFORMANT LIST

#	Name	Gender	Position	Interview Date
1	Rabe Arbas	Male	Executive Director- Qalqilya YDRC	April 9, 2017
2	Ghassan Jawabrah	Male	Board Member- Qalqilya YDRC	April 9, 2017
3	Mohammad Mansour	Male	Intern (Leadership program)- Qalqilya YDRC	April 9, 2017
4	Azhar Al-jada	Female	Intern (Media program)- Qalqilya YDRC	April 9, 2017
5	Thaer Dawood	Male	Youth volunteer- Qalqilya YDRC	April 9, 2017
6	Reem Alshraf	Female	Board Member - Hebron YDRC	May 2, 2017
7	Omar Dahman	Male	Executive Director- Hebron YDRC	May 2, 2017
8	Sondous Nayrokh	Female	Intern-Hebron YDRC	May 2, 2017
9	Unknown	Male	Staff-Hebron YDRC	May 2, 2017
10	Bissan Tabakhy	Female	Youth trainee-Hebron YDRC	May 2, 2017
11	Unknown	Male	Board Member - Hebron YDRC	May 2, 2017
12	Wala Bala'awi	Female	Intern- Jenin YDRC	April 30, 2017
13	Mariam Darwish	Female	Staff- Jenin YDRC	April 30, 2017

14	Muntasir Alsamody	Male	Board Member-Jenin YDRC	April 30, 2017
15	Othman Sadiq	Male	Executive Director-Jenin YDRC	April 30, 2017
16	Soha Saa`bneh	Female	Intern- Jenin YDRC	April 30, 2017
17	Bassam Abdrabo	Male	Executive Director-Jericho YDRC	April 10, 2017
18	Ata Qasses	Male	Manager- Jericho YDRC	April 10, 2017
19	Niveen Njoom	Female	Intern- Jericho YDRC	April 10, 2017
20	Mohammad Ghroof	Male	Youth volunteer-Jericho YDRC	April 10, 2017
21	Ayman Alghoj	Male	Intern- Jericho YDRC	April 10, 2017
22	Anod	Female	Staff- Jericho YDRC	April 10, 2017
23	Tahseen Aldunbok	Male	Deputy Chairman-Nablus YDRC	April 24, 2017
24	Deya Jarar	Male	Executive Director-Nablus YDRC	April 24, 2017
25	Wa'd Abu-Asedi	Female	Intern- Nablus YDRC	April 24, 2017
26	Akram Jarwan	Male	Staff-Media Officer-Nablus YDRC	April 24, 2017
27	Amera Abu- Ayyash	Female	Staff-Nablus YDRC	April 24, 2017
28	Diana Assi	Female	Youth volunteer-Nablus YDRC	April 24, 2017
29	Manal Jamleh	Female	Youth volunteer - Nablus YDRC	April 24, 2017

ANNEX 9: BASELINE DATA COLLECTION SCHEDULE/WORKPLAN

		Baseline (by week)																														
		30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	6-Mar	13-Mar	20-Mar	27-Mar	3-Apr	10-Apr	17-Apr	24-Apr	1-May	8-May	15-May	22-May	29-May	5-Jun	12-Jun	19-Jun	26-Jun	3-Jul	10-Jul	17-Jul	24-Jul	31-Jul				
Youth Cohort Study and Secondary Analysis	Youth Cohort Study																															
	IRB Review of instruments and evaluation design																															
	USAID Review of evaluation design report																															
	Revisions to instruments and inception report based on USAID and IRB feedback				D																											
	Conduct baseline data collection in-briefing with USAID TOCOR					D																										
	Pilot test and finalize quantitative and qualitative Youth Cohort Study instruments																															
	Train data collectors																															
	Collect Youth Cohort Study qualitative baseline data																															
	Collect Youth Cohort Study quantitative rolling baseline																															
	Clean and format secondary data																															
	Collect Youth Cohort Study baseline with backfill respondents																															
	Transcribe and translate qualitative data																															
	Clean quantitative data																															
	Code Youth Cohort Study qualitative baseline data																															
	Analyze Youth Cohort Study quantitative baseline data and secondary data																															
	Draft and finalize Youth Cohort Study Baseline and Secondary Data Report, applying QC checklists and triangulating as necessary with capacity study																															
	USAID Review of draft report and SI edits (ongoing as necessary)																															
	Conduct virtual check-in #1 with study participants																															
	Submit midline detailed work plan, including in-country consultation list, field work schedule, and team member contact list																															
	Conduct midline data collection in-briefing with USAID TOCOR																															
	Collect Youth Cohort Study midline data																															
	Midline data transcription/translation, coding, cleaning and analysis																															
	Secondary data merging and analysis																															
	Submit draft and final midline data collection summary reports																															
	USAID feedback and SI edits																															
	Conduct virtual check-in #2 with study participants																															
	Submit final detailed work plan, including in-country consultation list, field work schedule, and team member contact list																															
	Conduct final data collection in-briefing with USAID TOCOR																															
	Collect Youth Cohort Study Final Data Collection																															
	Analyze endline YCS quantitative and qualitative data																															
	Secondary data merging and analysis																															
	Submit draft and final data collection summary reports																															
	Draft and submit Youth Cohort Study Final Report, applying EQUI QC checklists																															
	Conduct in-country workshop on Youth Cohort Study Findings with USAID, IREX, and relevant stakeholders																															
	Submit summary notes from in-country findings workshop																															
	Finalize and submit Youth Cohort Study Final Report																															
	Create and conduct Evaluation Out Briefs with key stakeholders																															
	Create and distribute Final Report Executive Summary and Slide Deck																															
YDRC Capacity Study	YDRC Capacity Study																															
	Submit YDRC Capacity Study Design Report, including timeline and proposed instruments, applying QC checklists																															
	Conduct YDRC capacity study baseline data collection																															
	Analyze baseline data																															
	Draft Capacity Study Report, apply internal QC checklists																															
	Triangulate Capacity Study findings with YCS findings and revise report as necessary																															
	Submit YDRC Capacity Study baseline report, applying EQUI QC checklists																															
	USAID Review of draft report and SI edits (ongoing as necessary)																															
	Update YDRC Capacity Study workplan, desk review and assessment questionnaires																															
	YDRC Capacity Study midterm data collection																															
	YDRC Capacity Study midterm data analysis and summary report, triangulated with YCS																															
	USAID feedback and SI edits																															
	Update YDRC Capacity Study workplan, desk review and assessment questionnaires																															
	Collect endline YDRC Capacity Study data																															
	Analyze endline data																															
	Submit draft and final YDRC Capacity Study Final Report, applying EQUI QC checklists																															
	Present YDRC findings at in-country workshop with YCS findings																															

ANNEX 10: SUPPLEMENTARY DATA TABLES

I. DIFFERENCES BETWEEN BACKFILL AND ROLLING BASELINE

This section presents indicators for which there were statistically significant ($p < .050$) differences between the backfill and rolling baseline samples. As there were differences between governorates in the makeup of the samples and governorate was an important, frequently statistically significant predictor of differences within the sample, we exclude indicators where the differences between the backfill and rolling baseline disappear when controlling for governorate.

Table I below illustrates differences in both current and preferred employment between the rolling and backfill baselines, with the largest differences between each highlighted. The backfill was more likely to be currently employed as clerks, in intellectual occupations that require advanced degrees, or in “other” uncategorized jobs. The rolling baseline was more likely to be and desire to be employed in jobs in media, in services or commerce, or as technicians. This might indicate a difference in the kinds of courses being offered during the YDRC during the baseline data collection period; youth in the rolling baseline are also more interested in attending further media courses, while youth in the backfill baseline are more interested in attending further ICT courses (youth in the backfill are also more interested in attending further leadership courses, though this does not have an obvious correlate to a specific job sector; there were no other differences between the two samples in what kinds of courses they were interested in attending).

Table 3: Current and Preferred Employment Differences by Sample Type

Job Sector	Current Employment			Preferred Type of Job		
	Rolling Baseline	Backfill	Total	Rolling Baseline	Backfill	Total
Craftsmen and maintenance mechanics	17%	19%	18%	5%	7%	6%
Clerks	11%	20%	15%	23%	26%	24%
Technicians	16%	8%	12%	17%	21%	19%
Other	7%	18%	11%	12%	9%	11%
Media	14%	7%	11%	12%	4%	9%
Skilled workers and operators	11%	7%	9%	3%	2%	2%
Non-agriculture daily workers	5%	7%	6%	0%	0%	0%
Services and commerce	7%	1%	5%	2%	1%	1%
Intellectual occupations	0%	7%	3%	12%	11%	12%
ICT	4%	1%	3%	7%	11%	9%
Managers or entrepreneurs	3%	1%	2%	6%	4%	5%
Agriculture	2%	3%	2%	0%	1%	0%
Unskilled workers	3%	0%	2%	0%	0%	0%
Agriculture daily workers	2%	1%	2%	0%	0%	0%
Military	1%	0%	1%	0%	1%	1%
n	103	74	177	636	362	998
p	0.023			0.003		

Table 4: Types of YDRC Activities Youth Would be Interested in Attending, by Baseline Type

	Media Training			ICT Training			Leadership Training		
	Rolling	Backfill	Total	Rolling	Backfill	Total	Rolling	Backfill	Total

	Baseline			Baseline			Baseline		
	26%	16%	22%	20%	26%	22%	34%	27%	31%
N	602	341	943	602	341	943	602	341	943
p	0			0.033			0.019		

There were some differences between baseline types in whether and how youth had taken steps to find work recently. Unemployed youth in the backfill were more likely to have taken any steps in the past four weeks (prior to when they joined the YDRC) to find employment. Youth in the rolling baseline were less likely to have taken steps to find work in the last four weeks, and more likely to have done so through education or training. The other kinds of steps taken to find work did not show any differences between the two baseline types. This might indicate that the backfill was more actively searching for work, although there was not any difference between the groups in their reported enrollment status or employment status prior to joining the YDRC. There is the possibility that they are remembering themselves as more active in their job searches than they truly were. They were also more likely to consider themselves to have the right work experience for the jobs they wanted.

Table 5: Steps Taken to Find Work, by Baseline Type

	Taken steps to find work in last four weeks			Through education or training		
	Rolling Baseline	Backfill	Total	Rolling Baseline	Backfill	Total
	51%	66%	55%	24%	12%	20%
n	436	170	606	222	112	334
p	0.001			0.006		

Table 6: Self-Rating of Work Experience, by Baseline Type

Suitable work experience for preferred job	Rolling Baseline	Backfill	Total
Very much	28%	35%	31%
Somewhat	45%	46%	45%
Somewhat not	20%	18%	19%
Not at all	7%	2%	5%
n	636	364	1000
p	0.002		

Youth in the rolling baseline were more likely to have savings than the backfill baseline.

Table 7: Savings by Baseline Type

	Rolling Baseline	Backfill	Total
Has Savings	37%	29%	34%
n	637	362	999
p	0.007		

The backfill baseline was somewhat more likely to say they volunteer in their communities.

Table 8: Percent Volunteering in their Communities, by Baseline Type

	Rolling Baseline	Backfill	Total
Volunteers	60%	67%	63%
n	638	364	1002
p	0.048		

When asked why they were interested in the YDRC, the rolling baseline was more likely to say that they had done so to improve their chances of finding a job and to make friends. (The backfill baseline did not have any one reason that was significantly higher than the rolling baseline.)

Table 9: Reasons for Joining YDRC, by Baseline Type

	Improve Chance of Finding Job			Make Friends		
	Rolling Baseline	Backfill	Total	Rolling Baseline	Backfill	Total
Reason for coming to YDRC	34%	20%	29%	12%	4%	9%
n	638	364	1002	638	364	1002
p	0.000			0.000		

The backfill baseline was also more likely than the rolling baseline to say that parents felt positively or very positively about the YDRC.

Table 10: Youth Perception of Parents' Opinion of YDRC, by Baseline Type

How parents view YDRCs	Rolling Baseline	Backfill	Total
Very negatively	1%	0%	1%
Negatively	7%	3%	6%
Neutral	14%	10%	13%
Positively	70%	77%	73%
Very positively	3%	6%	5%
n	638	364	1002
p	0.003		

With a long survey containing many indicators, we would expect some statistically significant random variation within the sample by any disaggregation due to chance, so the existence of some differences between the backfill and the rolling baseline is not in itself worrying. It is certainly possible that some of the backfill baseline may be remembering their job searching habits, reasons for joining the YDRC, or parents' views of the YDRCs differently than they would have at the time; the research team will monitor these indicators especially closely at midline and endline to look for differences in the rate at which they change in the rolling baseline sample versus the backfill sample.

2. DIFFERENCES BETWEEN THE QUALITATIVE SUB-SAMPLE AND QUANTITATIVE-ONLY COHORTS

This section presents indicators for which there were statistically significant ($p < .050$) differences between the sample that only participated in the quantitative survey and the sample that participated in both the qualitative and quantitative surveys. As there were differences between governorates in the makeup of the samples and

governorate was an important, frequently statistically significant predictor of differences within the sample, we exclude indicators where the differences between the quantitative and qualitative samples disappear when controlling for governorate.

Youth in the qualitative subset were more likely to be enrolled in school; they were not, however, different in age or employment status. This may suggest that those in school had schedules that better allowed them to participate in research, or those learning themselves were more inclined to participate in a study.

Table 11: School Enrollment by Sample Type

	Quantitative Only	Qualitative Subset	Total
Enrolled in School	53%	62%	55%
n	819	179	998
p	0.049		

The youth in the qualitative study were more likely to say that they were very satisfied or unsatisfied with their jobs, while youth in the quantitative sample were most likely to say that they were satisfied. Though the differences are large and statistically significant, the sample size is small and the differences are not in a consistent pattern, so this difference is hard to interpret.

Table 12: Job Satisfaction by Sample Type

Job Satisfaction	Quantitative Only	Qualitative Subset	Total
Very satisfied	23%	39%	25%
Satisfied	63%	32%	58%
Unsatisfied	11%	25%	13%
Very unsatisfied	3%	4%	3%
n	149	28	177
p	0.018		

Youth in the qualitative sample were likelier to have the highest threshold for accepting a job, requiring that it be stable, well paid and appropriate to their level of qualification, while the quantitative subset put slightly less of a priority on stability.

Table 13: Willingness to Accept a Job, by Sample Type

Likelihood to accept job offer	Quantitative Only	Qualitative Subset	Total
Accept it, whatever the conditions	8%	3%	7%
Accept it, provided it was stable	7%	9%	7%
Accept it, provided it was well paid to my level of qualification	16%	9%	15%
Accept it only if it was stable, well paid and if it was appropriate to my level of qualification	69%	79%	71%
n	814	175	989
p	0.009		

Youth in the qualitative subset were more likely to believe themselves in need of developing their soft skills further.

Table 14: Would Like to Develop Soft Skills, by Sample Type

	Quantitative Only	Qualitative Subset	Total
Need Soft Skills	48%	60%	50%
n	823	179	1002
p	0.003		

Youth in the qualitative subset were more likely to disagree somewhat that they would try to get their friends to stop fighting, though the difference was not large. Given that none of the other Attitudes Towards Conflict Scale items showed differences between the samples, it is unlikely that this is indicative of an important difference.

Table 15: “When my friends fight, I Try to Get Them to Stop,” by Sample Type

When my friends fight, I try to get them to stop	Quantitative Only	Qualitative Subset	Total
Strongly agree	69%	67%	69%
Agree somewhat	26%	25%	26%
Disagree somewhat	3%	7%	4%
Strongly disagree	2%	1%	2%
n	820	178	998
p	0.050		

Youth in the qualitative subset were more likely to report volunteering in their communities, participating in Facebook Groups for Social Issues, and state that they had participated in the YDRC to have fun or help their communities. This fits with the selection bias concern that youth who are willing to have their households interviewed may be particularly engaged youth. As such, in understanding the qualitative data we should understand that it may overstate the extent to which youth are currently engaged in their communities, and triangulate it with the quantitative data to understand to what extent these findings may be true of the whole cohort.

Table 16: Percent Volunteering in Their Communities, by Sample Type

	Quantitative Only	Qualitative Subset	Total
Volunteer	60%	74%	63%
n	823	179	1002
p	0		

Table 17: Percent Participating in Facebook Groups for Social Issues, by Sample Type

	Quantitative Only	Qualitative Subset	Total
Participate in Facebook Groups for Social Issues	16%	25%	17%
n	822	178	1000
p	0.003		

Table 18: Reasons for Participating in the YDRC, by Sample Type

	To participate in fun activities			To help my community		
	Quantitative Only	Qualitative Subset	Total	Quantitative Only	Qualitative Subset	Total
Reason for Participating in the YDRC	8%	13%	9%	7%	12%	8%
n	823	179	1002	823	179	1002
p	0.022			0.048		

3. ADDITIONAL DISAGGREGATION OF JOB TYPE PREFERENCES

The table below illustrates youth job type preferences disaggregated by whether or not a youth was currently employed at the time of the survey, and by whether or not a youth was currently enrolled in school. This who are currently unemployed tended to say they would like a clerical job or to work that requires a technical degree (i.e. a pharmacist), while those employed tended to say they would prefer a skilled mechanical job. Youth out of school were more likely to say that they would prefer clerical work or work as craftsmen or maintenance mechanics than youth currently in school, who were more likely to be interested in intellectual occupations that require an advanced degree (i.e. a lawyer or university professor), or jobs in media or ICT.

	Employed	Unemployed	Total	Enrolled	Not Enrolled	Total
Clerks	18%	26%	24%	22%	28%	24%
Technicians	12%	20%	19%	19%	18%	19%
Intellectual occupations	10%	12%	12%	14%	9%	12%
Other	14%	11%	11%	11%	12%	11%
Media	11%	9%	9%	11%	7%	10%
ICT	7%	9%	9%	11%	6%	9%
Craftsmen and maintenance mechanics	12%	5%	6%	3%	10%	6%
Managers or entrepreneurs	7%	5%	5%	6%	4%	5%
Skilled workers and operators	2%	2%	2%	1%	4%	2%
Workers in services and commerce	3%	1%	1%	2%	1%	1%
Military officer	1%	1%	1%	0%	1%	1%
Agriculture	1%	0%	0%	0%	0%	0%
Agriculture Daily Workers	1%	0%	0%	1%	0%	0%
Non-agriculture daily workers	1%	0%	0%	1%	0%	0%
Unskilled workers	0%	0%	0%	0%	0%	0%
n	177	821	998	545	449	994
p	0.000			0.000		

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